



# Course Specifications

<b>Course Title:</b>	English Phonetics & Phonology
<b>Course Code:</b>	ENGL 312
<b>Program:</b>	B. A. in English Language
<b>Department:</b>	English Department
<b>College:</b>	Science and Humanities in Al-Ghat
<b>Institution:</b>	Majmaah University



## A. Course Identification

<b>1. Credit hours:</b>	3 credit hours
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	6th level
<b>4. Pre-requisites for this course (if any):</b>	<ul style="list-style-type: none"> <li>ENGL 122 Practical Phonetics</li> <li>ENGL 212 Listening and Speaking 2</li> </ul>
<b>5. Co-requisites for this course (if any):</b>	(NON)

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		70 %
2	Blended		10 %
3	E-learning		20 %
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	<b>45</b>
<b>Other Learning Hours*</b>		
1	Study	2
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course builds on the previous *ENGL 122 Practical Phonetics* course and includes the basic elements of English phonetics and phonology. Both Phonetics and Phonology study the human speech sounds, but each one with different perspectives/interests (phonetics with physical, articulatory and acoustic orientation, whilst Phonology more concerned with the functions of the sounds in specific languages). The course and aims primarily at training students to both pronounce and understand English sounds effectively and intelligibly.

The main focus here will be on the descriptions, analyses and practices of segmental and supra-segmental features of English (vowels, consonants, diphthongs, syllable-Stress- intonation- connected speech: rhythm –assimilation- elision, along with a set of other phonological processes). Students will not be trained on RP (Received Pronunciation) solely, but will also be trained to understand a wide range of English accents (native/non-native) (including the New English accents). Besides, students are set to have a working knowledge of the detailed functions of intonation (attitudinal, accentual, grammatical and discourse functions), the distinction between tone and intonation languages, coupled with some remedial work on phonemic analysis and segmental features that have a role to play in intonation and other aspects of English supra-segmental features.

### 2. Course Main Objective

**By the end of the course, students are expected to:**

1. Identify and describe the basics of English pronunciation and its sound system structure.
2. Pronounce English vowels, diphthongs and consonants correctly and intelligibly.
3. Define Phonetics (three major sub-fields of phonetics, with particular emphasis on articulation/ organs of speech).
4. Possess insights into English phonotactics vs. Arabic phonotactics- "how sequences of sound segments are arranged.
5. Define the basic terms of Phonology and introduce supra-segments terms.
6. Grasp the tenets of the English sound system and its key features, concepts, terms and functions.
7. Differentiate between: Segmental and Supra-segmental phonology, Phonetics and Phonology, Phoneme and Allophone, Tone and Intonation Languages, Syllable-timed and Stress-timed Languages, etc.
8. Understand and practice the key features of the supra-segmental features of English (syllable-stress-connected speech features, intonation).
9. Utter connected speech correctly (intonation/stress).
10. Improve their pronunciation of English supra-segmental features (e.g. stress & intonation).

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Identify and describe the basics of English pronunciation and its sound system structure	
1.2	Identify English consonants correctly, effectively and intelligibly.  (Pronounce English vowels, diphthongs and consonants correctly and intelligibly).	
1.3	Distinguish between:  -Phonetics and Phonology	

CLOs		Aligned PLOs
	-Segmental and Supra-segmental phonology -Phoneme and Allophone, -Tone and Intonation Languages, -Syllable-timed and Stress-timed Languages, etc.	
1.4	Outline English stress rules and patterns.	
<b>2</b>	<b>Skills :</b>	
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	
2.2	Compare and contrast between some English pronunciation aspects and those of Arabic;	
2.3	Ability to think critically and analytically using knowledge and experience gained from the study of Phonetics and Phonology.	
2.4	Ability to understand current world events related to English phonology	
<b>3</b>	<b>Competence:</b>	
3.1	Students can complete assignments in due time. Improve speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features such as stress-timed rhythm and assimilation.	
3.2	Gaining problem-solving skills making use of the knowledge skills gained from studying English Phonetics and Phonology. Increase communication skills through understanding some new non-RP accents. .	
3.3	Developing team work skills and other interdependent skills (this can be achieved through the help of practicing 'accommodation' in speech and pronunciation while communicating with people from different accents).	
3.4	Gaining time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	

### C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation Introducing key principles, ideas, terms, methods, etc., of both Phonetics and Phonology (explaining and discussing the differences between the two in terms of definition, concepts, terms, methods and interests).	3
2	Some remedial work on Phonetics (branches, speech production, place and manner of articulation ,voice (vocal cords ) , phonemes vs. allophone, (includes slight description of Organs of Speech, place and manner of articulation. Tongue parts, tongue height and lip position.) etc.  - Brief survey of segmental features of English.. (vowels/diphthongs/consonants) and their role in English pronunciation and English sound system. Students are expected to have done some basic work on English Segmental features in ENGL Practical Phonetics. - Complementary vs. Contrastive Distribution -Distinctive Features	6
3	General brief survey of English Supra-segmentals (Syllable, Stress, Connected Speech Features such as assimilation, rhythm and elision, etc., Intonation.)	3
4	English Syllable: Structure and Function	6

	- Detailing the English Syllable (structure and function) and comparing it with Arabic Syllable (this phonological comparison will be taken up further in ENGL 422 Historical and Comparative Linguistics). Stress Rules and Patterns (simple and complex words stress) Midterm	
5	Intonation: Nature, Structure and Function.. Intonation vs. Tone languages, the four functions of intonation (Attitudinal, Accentual, Grammatical and Discoursal Functions).	6
6	Implications of Supra-segmental features on English pronunciation (improving students' pronunciation on the basis of the knowledge of these supra-segmentals).	3
7	Aspects of connected speech: Rhythm, Assimilation, Dissimilation, Elision, etc	6
8	More on Functions of Intonation in English	3
9	More on Word Stress and Sentence Stress More practice on English Intonation (esp. the five tones)	3
10	Overall Review+ final Exam	3
11	An Overall Review/Revision + Final Exam.	3
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge</b>		
1.1	Identify and describe the basics of English pronunciation and its sound system structure		-Homework assignments. -Midterm and final exams. -response papers -project.
1.2	Identify English consonants correctly, effectively and intelligibly.  (Pronounce English vowels, diphthongs and consonants correctly and intelligibly).	-lecturing and classroom presentations -listening to native speakers -Drilling -Imitation -Speaking practice -brain storming	-Homework assignments. -Midterm and final exams. response papers -project.
1.3	Distinguish between:  -Phonetics and Phonology -Segmental and Supra-segmental phonology -Phoneme and Allophone, -Tone and Intonation Languages, -Syllable-timed and Stress-timed Languages, etc.	Mixed methods, lecturing, class discussion, individual and class tasks.	-Homework assignments. -Midterm and final exams. response papers -project.
1.4	Outline English stress rules and patterns.	-Mixed methods, lecturing, class discussion, individual and class tasks.	-Homework assignments. -Midterm and final exams. response papers

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		-Listening to audio materials (along with YouTube vids)	-project.
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Analyze different connected speech features: assimilation, rhythm, elision, etc..	-Lecturing -Class work, -discussion Listening to audio materials (along with YouTube vids)	-Homework assignments. -Midterm and final exams. response papers -project.
<b>2.2</b>	Compare and contrast between some English pronunciation aspects and those of Arabic;	-Class work, -discussion - Listening to audio materials (along with YouTube vids).	-Homework assignments. -Midterm and final exams. -Quizzes response papers -project.
<b>2.3</b>	Ability to think critically and analytically using knowledge and experience gained from the study of Phonetics and Phonology.	-lectures -discussion, -speaking practice free/control	- Assignments. -graded presentations response papers -project.
<b>2.4</b>	Ability to understand current world events related to English phonology	Lecturing & Class Discussion	Post-class quiz Quizzes
<b>3.0</b>	<b>Competence</b>		
<b>3.1</b>	Students can complete assignments in due time. Improve speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features such as stress-timed rhythm and assimilation.	-Class presentations, - Project or assignments	Students can complete phonetic analysis assignments in due time;
<b>3.2</b>	Gaining problem-solving skills making use of the knowledge skills gained from studying English Phonetics and Phonology  Increase communication skills through understanding some new non-RP accents.	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
<b>3.3</b>	Developing team work skills and other interdependent skills (this can be achieved through the help of practicing 'accommodation' in speech and pronunciation while communicating with people from different accents).	Task-based teaching-focus group discussions.	Checking if tasks are completed successfully and in time. -project
<b>3.4</b>	Gaining time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 <sup>st</sup> midterm	Middle of term	20 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2 <sup>nd</sup> midterm	Week 12	20 %
5	Final	Week 15	50 %
6			
7			
8			

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom (formally and informally).

Particular counseling is given to help students do project work

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>English Phonetics and Phonology by Peter Roach, 2006, Cambridge: Cambridge University Press.</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>Internet based activities on phonology</li> <li>Dictionaries</li> <li>Glossaries</li> <li>Concordances</li> <li>D2L portal</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>www.sparknotes.com</li> <li>www.endnotes.com</li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>Abercrombie, David. (1967). Elements of general phonetics. Edinburgh: Edinburgh University Press.</li> <li>Cruttenden, A.(1986). Intonation. Cambridge University Press</li> <li>Crystal, D. (2003). A Dictionary of Linguistics and Phonetics, 5<sup>th</sup> edn. Oxford: Blackwell.</li> <li>Katamba, F. (1989). An Introduction to Phonology. London: Longman</li> </ul>



	<ul style="list-style-type: none"> <li>• Gimson, A.C. (1989). An Introduction to the Pronunciation of English(4theditin). USA: Edward Arnold.</li> <li>• Jones, D. ( ). An Outline of English Phonetics, 9thedn.,(first edn. 1918). Cambridge: Cambridge University Press.</li> <li>• Jones, D. (2001). English Pronouncing Dictionary, 3rdedn, Cambridge: Cambridge University Press.</li> <li>• O'Connor, J.D.(1980). Better English Pronunciation). Cambridge: Cambridge University Press.</li> </ul>
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## 2. Facilities Required

Item	Resources
<p style="text-align: center;"><b>Accommodation</b></p> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Larger and more convenient classrooms.</li> <li>• Better equipped language labs.</li> </ul>
<p style="text-align: center;"><b>Technology Resources</b></p> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• Laptop computer</li> <li>• Multimedia projector system</li> <li>• Computer lab</li> </ul>
<p style="text-align: center;"><b>Other Resources</b></p> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• CDs/Flash memory materials</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students ( to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated		

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	

