VISION 2О3О
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

اعتماد
NCAAA

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Course Specifications

Course Title:	English Phonetics & Phonology
Course Code:	ENGL. 312
Program:	BA in English Language
Department:	English
College:	Science & Humanities, Rumah
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. Credit hours:
3 hrs.

2. Course type

a. University [*]   College [ ]   Department [ ]   Others [ ]

b. Required [*]   Elective [ ]

3. Level/year at which this course is offered: 6th level

4. Pre-requisites for this course (if any)**:**

Practical Phonetics ENGL (112) + Listening & Speaking (2) ENGL (212)

5. Co-requisites for this course (if any)**:**

N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	3	70%
2	**Blended**	1	15%
3	**E-learning**	1	15%
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	33
2	**Laboratory/Studio**	7
3	**Tutorial**	2
4	**Others** (specify)	
	Total	42
Other Learning Hours*		
1	**Study**	
2	**Assignments**	
3	**Library**	
4	**Projects/Research Essays/Theses**	
5	**Others** (specify)	
	Total	

* 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 Objectives are to:

- identify and describe the basics of English pronunciation and its sound system structure.
- pronounce English vowels, diphthongs and consonants correctly and intelligibly.
- define phonetics (three major sub-fields of phonetics, with particular emphasis on articulation/organs of speech).
- possess insights into English phonatactics vs. arabic phonatactics, i.e. how sequences of sound segments are arranged.
- define the basic terms of phonology and introduce supra-segmental terms.
- grasp the tenets of the English sound system and its key features, concepts, terms and functions.
- differentiate between: segmental and supra-segmental phonology, phonetics and phonology, phoneme and allophone, tone and intonation languages, syllable-timed and stress-timed languages, etc.
- understand and practice the key features of the supra-segmental features of English, i.e. syllable-stress-connected speech features, intonation.
- utter connected speech correctly, i.e. intonation/stress.
- improve learners' pronunciation of English supra-segmental features (e.g. stress & intonation).

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge:**	
1.1	Identify and describe the basics of English pronunciation and its sound system structure	
1.2	Identify English consonants correctly, effectively and intelligibly.	
1.3	(Pronounce English vowels, diphthongs and consonants correctly and intelligibly).	

CLOs		Aligned PLOs
1.4	Distinguish between: - Phonetics and Phonology - Segmental and Supra-segmental phonology -Phoneme and Allophone, - Tone and Intonation Languages, - Syllable-timed and Stress-timed Languages, etc.	
1.5	Outline English stress rules and patterns.	
2	**Skills:**	
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	
2.2	Compare and contrast some English pronunciation aspects and those of Arabic.	
2.3	Use knowledge and experience gained from the study of Phonetics and Phonology- thinking critically and analytically.	
2.4	Understand current world events related to English phonology.	
3	**Competence:**	
3.1	Complete assignments in due time.	
3.2	Improve one's speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features, e.g. stress-timed rhythm and assimilation.	
3.3	Gain problem-solving skills making use of the knowledge skills gained from studying English Phonetics and Phonology.	
3.4	Increase communication skills through understanding some new non-RP accents.	
3.5	Develop team work skills and other interdependent skills through the help of practicing *'accommodation'* in speech and pronunciation while communicating with people from different accents.	
3.6	Gain time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	
3.7	Use electronic/web-based materials relevant to English Phonetics and Phonology.	
3.8	Use multimedia in studying English Phonetics and Phonology (both for self-study and classroom study).	

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	1 hour
2	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 hrs.
3	Some remedial work on Phonetics (branches, speech production, place and manner of articulation, voice (vocal cords), phonemes vs. allophones, (including a slight description of organs of speech, place and manner of articulation. Tongue parts, tongue height and lip position.), etc.	6 hrs.
4	Midterm (1)	1 hour
5	A 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	3 hrs.

	work on English Segmental features in *ENGL 122 Practical Phonetics*.) Complementary vs. Contrastive Distribution. Distinctive Features.	
6	English Syllable: Structure and Function. 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).	6 hour
7	Midterm (2)	1 hour
8	Intonation: Nature, Structure and Function. Intonation vs. Tone languages, the four functions of intonation (Attitudinal, Accentual, Grammatical and Discoursal Functions).	6 hrs.
9	Implications of Supra-segmental features on English pronunciation-improving students' pronunciation on the basis of the knowledge of these supra-segmentals.	3 hrs.
10	Aspects of connected speech: Rhythm, Assimilation, Dissimilation, Elision, etc.	6 hrs.
11	More on Functions of Intonation in English. More on Word Stress and Sentence Stress. More practice on English Intonation (esp. the five tones).	3 hrs.
12	An Overall Review/Revision	3 hrs.
13	Final Exam	
Total		42

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	**Knowledge**		
1.1	Identify and describe the basics of English pronunciation and its sound system structure.	Lectures, demonstration by teacher , close reading and text analysis, brain storming, classroom discussions, elicitation, collaborative work: pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction	Class presentations, questioning sessions, textbook assignments, (reading & RTC's), library research, coaching, timeline and mind maps, open textbook tests, written exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, individual/group projects, self/peer assessment
1.2	Identify English consonants correctly, effectively and intelligibly.		
1.3	Pronounce English vowels, diphthongs and consonants correctly and intelligibly.		
1.4	Distinguish between: -Phonetics and Phonology; -Segmental and Supra-segmental phonology; -Phoneme and Allophone; -Tone and Intonation Languages; -Syllable-timed and Stress-timed Languages, etc.		
1.5	Outline English stress rules and patterns.		
2.0	**Skills**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc.	Lectures, demonstration by teacher , close reading and text analysis, brain storming, classroom discussions, elicitation, collaborative work: pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction	Class presentations, questioning sessions, textbook assignments, (reading & RTC's), library research, coaching, timeline and mind maps, open textbook tests, written exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, individual/group projects, self/peer assessment
2.2	Compare and contrast some English pronunciation aspects and those of Arabic.		
2.3	Use knowledge and experience gained from the study of Phonetics and Phonology- thinking critically and analytically.		
2.4	Understand current world events related to English phonology.		
3.0	**Competence**		
3.1	Complete assignments in due time.	Lectures, demonstration by teacher , close reading and text analysis, brain storming, classroom discussions, elicitation, collaborative work: pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction	Class presentations, questioning sessions, textbook assignments, (reading & RTC's), library research, coaching, timeline and mind maps, open textbook tests, written exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, individual/group projects, self/peer assessment
3.2	Improve one's speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features, e.g. stress-timed rhythm and assimilation.		
3.3	Gain problem-solving skills making use of the knowledge skills gained from studying English Phonetics and Phonology.		
3.4	Increase communication skills through understanding some new non-RP accents.		
3.5	Develop team work skills and other interdependent skills through the help of practicing *accommodation* in speech and pronunciation while communicating with people from different accents.		
3.6	Gain time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.		
3.7	Use electronic/web-based materials relevant to English Phonetics and Phonology.		
3.8	Use multimedia in studying English Phonetics and Phonology (both for self-study and classroom study).		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Exams (final)	15	50
2	Quizzes(1&2)	4 -8	10
3	Midterms (1&2)	6 & 10	30
4	Homework		5
5	Written assignments		
6	Class participation		5
7	Oral presentations		
8	Individual / group projects		

*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:

There are official hours assigned for student academic counseling and support for this course. Academic advisors are available during office hours and the hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological or social help when needed.

F. Learning Resources and Facilities
1. Learning Resources

Required Textbooks	• Roach, P. (2006). *English Phonetics and Phonology by Peter Roach.* Cambridge University Press.
Essential References Materials	
Electronic Materials	• www.sparknotes.com • www.endnotes.com • www.eslcafe.com • www.geocities.com/soho/atrium • www.204.pair.com/ebaack • www.io.com • http://owl.English.purdue.edu/ • www.better.English.com • www.eviews.net/references.html • www.ohiou.edu/esl/English/index.html
Other Learning Materials	• Abercrombie, D. (1967). *Elements of general phonetics.* Edinburgh: Edinburgh University Press. • Cruttenden, A.(1986). *Intonation.* Cambridge University Press • Crystal. D. (2003). *A Dictionary of Linguistics and Phonetics,*5th ed. Oxford: Blackwell. • Katamba, F. (1989). *An Introduction to Phonology.* London: Longman. • Gimson, C. (1989). *An Introduction to the Pronunciation of English*, 4th ed. USA: Edward Arnold. • Jones, D. ( ). *An Outline of English Phonetics*, 9th ed.

	Cambridge: Cambridge University Press.
	• Jones, D. (2001). *English Pronouncing Dictionary*, 3rd ed. Cambridge: Cambridge University Press.
	• O'Connor, J.(1980). *Better English Pronunciation*. Cambridge: Cambridge University Press.
	In addition, lectures and notes prepared by the course instructor for all the chapters are available on the Blackboard system so that learners can refer to. Other supplementary materials are available, e.g. dictionaries, glossaries, concordances

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Enough space is available at college for accommodating the students: - Lecture rooms can accommodate up to 50 students. - Laboratories accommodate 25 students where audio-video learning materials can be played.
Technology Resources (AV, data show, Smart Board, software, etc.)	- Projectors, smart boards, digital podiums and Internet facilities are available in the classrooms. - Language labs (which are well- equipped) are also available at the college for students during practical lectures.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Required resources are available.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
- A "Course evaluation" questionnaire done by the students on the university academic portal at the end of each term. - A "Students' academic experience evaluation" questionnaire done by the students at the end of each term. - A "Program evaluation" questionnaire done by the students at the end of each term.	Students, faculty, program leaders, peer reviewers	Both direct and indirect
- Midterm evaluation feedback form to increase the instructor's awareness of the strong and weak teaching practices.		
- Teacher reviews the course effectiveness by taking feedback from the students and checks the other universities content materials for relevance of the knowledge.		
- End-of-term debriefing in class for students and teacher regarding what went well and what could have been better.		

Evaluation Areas/Issues	Evaluators	Evaluation Methods
- 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.		
- Exchanged instructor (peer) visits encouraged by the department.		
Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.		
An end-of-the-term course report required by the department Quality Unit.		
- Workshops and seminars (both inside and outside the department).		
- Implementing a set of strategies to ensure variability, up datedness and flexibility of materials.		
- Adopting a regular system of marking peer checking. - Having students' final exam sheets checked by and independent reviewer/marker. - Holding regular workshops devoted partially or wholly to discussing testing criteria and problems. - Having students papers checked by a second reader/marker in case they believe they are under-graded.		
- Regularly reviewing syllabi and course descriptions for more improvement and up-datedness (taking some reputable institutions as benchmarks/touchstones). - Holding regular meetings and workshops to discuss syllabus improvement. - Checking course effectiveness via constantly seeking feedback from students and graduates/alumni (esp. those who have been recruited as school/college teachers).		

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

Council / Committee	
Reference No.	
Date	