Course Specifications

Course Title:	**Practical Phonetics**
Course Code:	**ENGL 122**
Program:	**BA in English Language**
Department:	**English**
College:	**Science & Humanities, Rumah**
Institution:	**Majmaah University**

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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: 3rd level
4. Pre-requisites for this course (if any)**:** Listening & Speaking (1) ENGL (112)
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	80%
2	**Blended**	1	10%
3	**E-learning**	1	10%
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	33
2	**Laboratory/Studio**	4
3	**Tutorial**	2
4	**Others** (specify)	
	Total	39
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

The purpose of this course is to help the learners pronounce English better than they do now. It is intended for those who want to be able to speak English well, with a pronunciation which can be easily understood both by their fellow learners and by English people. The course encourages leaners to listen to English as much as they can. The course is for learners who are prepared to work hard so that they can improve.

2. Course Main Objective

- To identify fundamental problems in pronunciation.
- To recognize how the speech organs work in English.
- To discuss the consonants of English.
- To discuss the consonant sequences.
- To discuss the vowels of English.
- To identify words in company.
- To distinguish tune shapes (intonation).

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge:**	
1.1	Define phonetics and state basic concepts and terms in Phonetics.	I
1.2	Mention the points of differences between the writing system and phonemic symbols.	P
1.3	Distinguish between the three branches of Phonetics; Auditory, Acoustic and Articulatory Phonetics.	I
1.4	Outline the Organs of Speech and their functions.	I
1.5	Practice English stress at word and sentence levels.	I
1.6	Practice some English intonation patterns.	
2	**Skills:**	
2.1	Explain the differences among the phonemes of English.	P
2.2	Differentiate between voiced and voiceless sounds.	P
2.3	Pronounce English syllables correctly and intelligibly.	I
2.4	Pronounce English word stress correctly and intelligibly.	P
2.5	Practice stress pronunciation at sentence level.	
2.6	Discuss the differences among the levels of intonation in English (statement, negative and question)	
2.7	Phonetically transcribe English sounds (vowels, diphthongs and consonants).	
3	**Competence:**	
3.1	Submit assignments and response papers in due time.	P
3.2	Understand a range of world English accents and communicate effectively with native and nonnative English speakers.	P
3.3	Use the stress on English words to change the word class in English (from noun to adjective and from noun to verb and thus increase intelligibility).	P
3.4	Raise and low the tone in English sentence to express personal attitude, exclamation, and surprise, etc.	I
3.5	To move different parts of the tongue while articulating English	

CLOs		Aligned PLOs
	phonemes.	
3.6	To tense and make the tongue lax while articulating the phonemes of English.	
3.7	To round the two lips while articulating the rounded vowels.	
3.8	To glide the different parts of the tongue from stressed to the glide vowel while articulating the diphthongs and triphthongs of English.	

C. Course Content

No	List of Topics	Contact Hours
1	Course introduction	3 hrs.
2	Problems in pronunciation • The basic sounds • Letters and sounds • Sounds and sound groups • Words and utterances	3 hrs.
3	How the speech organs work in English • The vocal cords • The palate • The teeth • The tongue • The lips	6 hrs.
4	Midterm exam (1)	1 hour
5	The consonants of English • Friction consonants • Stop consonants • Nasal consonants • Lateral consonants • Gliding consonants	6 hrs.
6	Consonant sequences • Initial sequences • Final sequences • Longer consonant sequences	3 hrs.
7	The vowels of English • Simple vowels • Diphthongs • Vowel sequences	6 hrs.
8	Midterm exam (2)	1 hour
9	Words in company • Word groups and stress • Stressed and unstressed syllables • Weak forms of words • The use of strong forms • Rhythm units • Fluency • Changing word shapes	6 hrs.
10	Intonation	3 hrs.

	• Tune shapes • The falling tune • The rising tune • The second rising tune • The falling rising tune • How to use the tunes	
Total		39

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	Define phonetics and state basic concepts and terms in Phonetics.	Direct instruction, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction	Written exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, individual/group projects, self/peer assessment
1.2	Mention the points of differences between the writing system and phonemic symbols.		
1.3	Distinguish between the three branches of Phonetics; Auditory, Acoustic and Articulatory Phonetics.		
1.4	Outline the Organs of Speech and their functions.		
1.5	Practice English stress at word and sentence levels.		
1.6	Practice some English intonation patterns.		
2.0	**Skills**		
2.1	Explain the differences among the phonemes of English.	Direct instruction, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction	Written exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, individual/group projects, self/peer assessment
2.2	Differentiate between voiced and voiceless sounds.		
2.3	Pronounce English syllables correctly and intelligibly.		
2.4	Pronounce English word stress correctly and intelligibly.		
2.5	Practice stress pronunciation at sentence level.		
2.6	Discuss the differences among the levels of intonation in English (statement, negative and question)		
2.7	Phonetically transcribe English sounds (vowels, diphthongs and consonants).		
3.0	**Competence**		
3.1	Submit assignments and response papers in due time.	Direct instruction, brain storming, classroom discussions,	Written exams (mid/final), quizzes, homework, class participation, oral
3.2	Understand a range of world English accents and communicate effectively		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	with native and nonnative English speakers.	elicitation, pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction	presentations, written assignments, individual/group projects, self/peer assessment
3.3	Use the stress on English words to change the word class in English (from noun to adjective and from noun to verb and thus increase intelligibility).		
3.4	Raise and low the tone in English sentence to express personal attitude, exclamation, and surprise, etc.		
3.5	To move different parts of the tongue while articulating English phonemes.		
3.6	To tense and make the tongue lax while articulating the phonemes of English.		
3.7	To round the two lips while articulating the rounded vowels.		
3.8	To glide the different parts of the tongue from stressed to the glide vowel while articulating the diphthongs and triphthongs of English.		

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	• English Pronunciation in Use. (Intermediate) by Mark Hncock.

	• Better English Pronunciation. J. D. O'Connor. • English Phonetics and Phonology. Peter Roach. • English Phonetics and Phonology: An Introduction. Phillip Carr
Essential References Materials	
Electronic Materials	• 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	- 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.

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"	Students, faculty, program leaders, peer reviewers	Both direct and indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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.		
- 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.	Students, faculty, program leaders, peer reviewers	Both direct and indirect

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	