|  |  |
| --- | --- |
| **Course Title:**  | **Practical Phonetics** |
| **Course Code:** | **ENGL 122** |
| **Program:** | **B.A. English** |
| **Department:**  | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 3 |
| **4. Pre-requisites for this course** (if any)**:****ENGL112** |
| **5. Co-requisites for this course** (if any)**:** |
| **None** |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 20 | 44% |
| **2** | **Blended**  | 25 | 56% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 20 |
| **2** | **Laboratory/Studio** | 25 |
| **3** | **Tutorial**  |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
|  |
| **1. Course Description** This course is the first of a series of two courses in the department NEW Course PLAN that are prescribed for the study and practice of English sounds (the other one being: ENGL 312 Phonetics and Phonology). As such, it assumes no previous background in Phonetics and Linguistics, and aims primarily at training students to both pronounce and understand the fundamentals of English pronunciation (along with the basics of the science of human speech sounds: Phonetics), effectively and intelligibly. With this two-fold purpose in mind, the course introduces students to the fundamentals of Phonetics; the scientific study of human speech sounds). Students will study the rudimentary concepts and terms of Phonetics. They will be introduced to the three main branches of Phonetics: Articulatory Phonetics, Acoustic phonetics and Auditory phonetics). Focusing on Articulatory Phonetics, the courses explains how sounds are articulated in terms of place of articulation, manner of articulation and the condition of the vocal cords (voiced vs. voiceless sounds). They will also know the international system of phonetic transcription (IPA) with preferably the latest versions. English vowels (Vowel Chart) and consonants will be described and transcribed. These fundamentals along with the more advanced concepts and theories of phonemic analysis, syllabic analysis, and connected speech characteristics will be taken up in further details in the next related course ENGL 312 English phonetics and Phonology). Since the course will take a practical stance, students will be trained to pronounce correctly and intelligibly English sounds at both the segmental and Suprasegmentals levels: English vowels, diphthongs, consonants, syllable, stress and intonation. The use of both paper and electronic dictionaries to know the pronunciation of English words will be practiced (including of course phonetic transcription). Despite the natural overlaps with the next course, Suprasegmentals from Syllable to Intonation, will not be theoretically studied in any significant degree in this course and will be left to be studied thoroughly in ENGL 312 English Phonetics and Phonology. Students will not be trained on RP (Received Pronunciation) alone, but will also have an opportunity to understand a wide range of English accents (native/non-native) (including the New Englishes accents), drawing on the growing tendency in modern EFL education to incorporate New Englishes alongside RP (see Jenkins, 2000). Jenkins argues strongly for a model of English phonology ( what she calls "Lingua Franca Core") that caters for accommodating nonnative-nonnative communication, based on" International Intelligibility", as English is now a 'Global Language' (rather than just focusing on the limited RP). |
| 2. Course Main Objective |
| 1. Describe key concepts and terms in Phonetics.2. Distinguish between: Articulatory, Acoustic and Auditory Phonetics.3. Distinguish between: Phone, Phoneme and Allophone; along with knowing the difference between Phonetics and Phonology.4. Practice phonemic symbols.5. Explain the difference between phoneme and allophone.6. Outline the different distinctive features of English phonemes.7. Pronounce English vowels and diphthongs correctly and intelligibly.8. Pronounce English consonants correctly and intelligibly9. Practice the production of English sounds with in a context (syllable, word, or at words boundary);10. Practice and predict the stress on English words with different number of the syllable (monosyllabic, disyllabic and polysyllabic words).11. Practice and predict the stress on the larger phonological construction (spoken phrase and sentence).12. Discuss the differences between the sounds of English and the orthography of English.13. Use Phonetic Transcription (IPA) to transcribe English sounds. |

##

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Define phonetics and state basic concepts and terms in Phonetics. | K1 |
| 1.2 | Mention the points of differences between writing system and phonemic symbols.  | K2 |
| 1.3 | Distinguish between the three branches of Phonetics; Auditory, Acoustic and Articulatory Phonetics. | K3 |
| 1.4 | Outline the Organs of Speech and their functions. | K4 |
| 1.5 | Practice English stress at word and sentence levels. | K5 |
| 1.6 | Practice some English intonation patterns.  | K6 |
| **2** | **Skills :** |  |
| 2.1 | Produce and combine sentences with different grammatical patterns. | S1 |
| 2.2 | Use transition and connecting words effectively. | S2 |
| 2.3 | Apply pre and post writing techniques successfully. | S3 |
| 2.4 | Organize ideas according to the writing style chosen. | S4 |
| 2.5 | Practice stress pronunciation at word and sentence level | S5 |
| 2.6 | Discuss the differences among the levels of intonation in English (statement, negative and question) | S6 |
| **3** | **Values:** |  |
| 3.1 | Submit assignments and response papers in due time.  | V1 |
| 3.2 | Use a range of world English accents and communicate effectively with native and nonnative English speakers. | V2 |
| 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 | V3 |
| 3.4 | Raise and low the tone in English sentence to express personal attitude, exclamation, and surprising | V4 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course introduction | 1 |
| 2 |  Definition of phonetics and phonology and other related terms. | 2 |
| 3 | Basic terms and concepts in Phonetics. | 3 |
| 4 | Auditory, Acoustic and Articulatory phonetics | 3 |
| 5 | The Speech Tract (Organs of Speech). | 6 |
| 6 |  Phonetic transcription (IPA) | 3 |
| 7 | Phonemic Symbols. | 3 |
| 8 | Phonemes/ allophones | 3 |
| 9 |  Describing and pronouncing English Vowels and Diphthongs | 6 |
| 10 | Describing and pronouncing English consonants. |  |
| 11 | Pronouncing English syllable (note that the theoretical study of English suprasegmental features will not be studied thoroughly here, and will be investigated in detail in ENGL 312 English Phonetics and Phonology  | 6 |
| 12 | Practicing and predicting English word/sentence stress | 3 |
| 13 | Practicing English intonation  |  |
| 14 | Revisions, Midterm and Final  | 3 |
| **Total** | 45 |

# 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 and understanding** |
| 1.1 | Define phonetics and state basic concepts and terms in Phonetics. | PresentationLecturingSeminarsOther alternative methods | Written testQuizzesOther alternative evaluation methods. |
| 1.2 |  Mention the points of differences between writing system and phonemic symbols.  | Communicative drillsLecturing,SeminarsOther alternative methods | QuizzesMidterm and Final Exam |
| 1.3 | Distinguish between the three branches of Phonetics: Auditory, Acoustic and Articulatory Phonetics | Lecturing,SeminarsOther alternative methods | Written test |
| 1.4 | Outline the Organs of Speech and their functions. | Collaborative learningLecturingYouTube videos | QuizzesMidterm and Final Exampresentations |
| 1.5 | Practice English stress at word and sentence levels. | Use predicting skills | Oral testsMidterm and Final ExamOther alternative methods |
| 1.6 | Practice some English intonation patterns.  | Class discussionLecturingYouTube videos | Quizzes assignments tests and examsOral testsMidterm and Final ExamOther alternative methods |
| **2.0** | **Skills** |
| 2.1 | Explain the differences among the phonemic of English.   | Class discussionLecturing | Oral tests,Midterm and Final ExamOther alternative methods. |
| 2.2 |  Differentiate between voiced and voiceless sounds.Phonetically transcribe English sounds (vowels, diphthongs and consonants).  | Communicative drillsLecturingYouTube videos | Oral testsMidterm and Final ExamOther alternative methods |
| 2.3 | Pronounce English syllables correctly and intelligibly  | Lecture and power point presentation | Written test Oral testsMidterm and Final ExamOther alternative methods |
| 2.4 | Pronounce English word stress correctly and intelligibly  | Collaborative learning/Teamwork | Oral testsMidterm and Final ExamOther alternative methods |
| 2.5 | Practice stress pronunciation at sentence level  | Use predicting skills | Oral testsMidterm and Final ExamOther alternative methods |
| 2.6 | Discuss the differences among the levels of intonation in English (statement, negative and question)  | Class discussion | Oral testsMidterm and Final ExamOther alternative methods |
| **3.0** | **Values** |
| 3.1 |  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 | Class discussion | Oral testsMidterm and Final ExamOther alternative methods |
| 3.2 | Raise and low the tone in English sentence to express personal attitude, exclamation, and surprising  | Communicative drills | Oral testsMidterm and Final ExamOther alternative methods |
| 3.3 | to move different part of the tongue while articulating English phoneme  | Lecturing and videos | Oral testsMidterm and Final ExamOther alternative methods |
| 3.4 | To tense and make the tongue lax while articulating the phoneme of English | PowerPoint presentationsvideos | Oral testsMidterm and Final ExamOther alternative methods |
| 3.5 | To round the 2 lips while articulating the rounded vowels | presentation | Oral testsMidterm and Final ExamOther alternative methods |
| 3.6 | To glide the different parts of the tongue from stressed to the glide vowel while articulating the diphthongs and triphthongs of English | Collaborative learning | Oral testsMidterm and Final ExamOther alternative methods |
| 3.7 | Making blogs/designing web page | Blackboard (LMS) blogsGoogle blogs | ObservationRubric |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout  | 10% |
| **2** | Assignments, activities, oral tests | Weekly | 20% |
| **3** | Midterms | Week 7  | 20% |
| **4** | Final Exam | Week 16 | 50% |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

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

# E. Student Academic Counseling and Support

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| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| 1. Academic advisors are available during office hours and 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 and social help when needed.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * English Pronunciation in Use. (Intermediate) by Mark Hancock.
* English Phonetics and Phonology. [Peter Roach](https://www.google.com.sa/search?hl=ar&tbo=p&tbm=bks&q=inauthor:%22Peter+Roach%22).
* English Phonetics and Phonology: An Introduction. Phillip Carr
 |
| **Essential References Materials** | Better English Pronunciation. [J. D. O'Connor](https://www.google.com.sa/search?hl=ar&tbo=p&tbm=bks&q=inauthor:%22J.+D.+O%27Connor%22) |
| **Electronic Materials** |  [www.eslcafe.com](http://www.eslcafe.com)[www.geocities.com/soho/atrium](http://www.geocities.com/soho/atrium)[www.204.pair.com/ebaack](http://www.204.pair.com/ebaack)[www.io.com](http://www.io.com)<http://owl.english.purdue.edu/>[www.better.english.com](http://www.better.english.com)[www.eviews.net/references.html](http://www.eviews.net/references.html) [www.ohiou.edu/esl/english/index.html](http://www.ohiou.edu/esl/english/index.html)  |
| **Other Learning Materials** | **Blackboard (LMS), University website** |

## 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 up to 32 students. |
| **Technology Resources**(AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
* Well -equipped language labs are 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) | * **Current resources are sufficient.**
 |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators  | **#**A "Course evaluation" questionnaire done by the students on the university 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. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators  | # Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department. |
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**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** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |