



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

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| Institution: | College of Science and Humanities, |
| Academic Department: | English Department |
| Program: | B.A. |
| Course title and code: | Practical Phonetics ENGL 122 |
| Specification Approved Date: | 27/ 1/ 2019 |

Course Specifications

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| Institution: Majmaah University. | Date: 27/1/2019 |
| College/ College of Science & Humanities at Hotat Sudair. Department : English Language. | |

A. Course Identification and General Information

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| 1. Course title and code: Practical Phonetics . EngL (٢٩٢) | |
| 2. Credit hours: 48 hours | |
| 3. Program(s) in which the course is offered. English Language . (If general elective available in many programs indicate this rather than list programs) | |
| 4. Name of faculty member responsible for the course <ul style="list-style-type: none"> • Dr. Uthman Alwasila | |
| 5. Level/year at which this course is offered: 2d level | |
| 6. Pre-requisites for this course (if any): <ul style="list-style-type: none"> • ; Listening& Speaking (1) ENG (1٩٢) | |
| 7. Co-requisites for this course (if any): <ul style="list-style-type: none"> • There is no co-prerequisite course. | |
| 8. Location if not on main campus: College of Science & Humanities at Hotat Sudair. | |
| 9. Mode of Instruction (mark all that apply): | |
| a. traditional classroom | <input type="checkbox"/> / What percentage? <input style="width: 80px;" type="text" value="40%"/> |
| b. blended (traditional and online) | <input type="checkbox"/> / What percentage? <input style="width: 80px;" type="text"/> |
| c. e-learning | <input checked="" type="checkbox"/> / What percentage? <input style="width: 80px;" type="text" value="20%"/> |
| d. correspondence | <input type="checkbox"/> / What percentage? <input style="width: 80px;" type="text"/> |
| f. other | <input checked="" type="checkbox"/> / What percentage? <input style="width: 80px;" type="text" value="40"/> |
| Comments: This objective of this course depends mainly on practice and ;therefore, the mode of instruction is learner's centered. About 40 of the load of instruction is left for the presentation and the management classroom activities are done by the students. | |



B Objectives

1. What is the main objectives of this course?

The main objectives of this course are to expose and train the students to:

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 intelligibly
9. 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.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content because of new research in the field).
 - Use check list observations including different English phonemes that are not found in Arabic and the students are expected to encounter difficulties to practice them correctly.
 - There will be a strategy of learning to tackle this kind of phonological problems, e.g., additional doses of listening and exercise of minimal pairs.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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 course 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 suprasegmental 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).

| عدد الساعات (Hours) | عدد الأسابيع (Weeks) | المواضيع (Subjects) |
|------------------------|-------------------------|--|
| 6 | 2 | Course introduction Definition of phonetics and phonology and other related terms. Basic terms and concepts in Phonetics. Auditory, Acoustic and Articulatory phonetics |
| 3 | 1 | The Speech Tract (Organs of Speech). |
| 6 | 2 | Phonetic transcription (IPA) Phonemic Symbols. |



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| | | Phonemes/ allophones |
| 6 | 2 | Describing and pronouncing English Vowels and Diphthongs |
| 3 | 1 | Describing and pronouncing English consonants. |
| 3 | 1 | 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 <i>ENGL 312 English Phonetics and Phonology</i>) |
| 6 | 2 | Practicing and predicting English word/sentence stress |
| 6 | 2 | Practicing English intonation |
| 6 | 2 | Revisions, Midterm and Final |

2. Course components (total contact hours and credits per semester):

| | | Lecture | Tutorial | Laboratory/ Studio | Practical | Other: | Total |
|---------------|---------|---------|----------|-----------------------|-----------|--------|-------|
| Contact Hours | Planned | 42 | 10 | 10 | 22 | | 42 |
| | Actual | 42 | 10 | 10 | 22 | | 42 |
| Credit | Planned | 42 | 10 | 10 | 22 | | 42 |
| | Actual | 42 | 10 | 10 | 22 | | 42 |

3. Additional private study/learning hours expected for students per week.

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

| Code # | NQF Learning Domains And Course Learning Outcomes | Course Teaching Strategies | Course Assessment Methods |
|------------|--|----------------------------|---------------------------|
| 1.0 | Knowledge | | |
| 1.1 | Define phonetics and state basic concepts and terms in | Presentation | Written test |

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| | Phonetics. | Lecturing, Seminars Other alternative methods | Quizzes, Other alternative evaluation methods. |
| 1.2 | Mention the points of differences between writing system and phonemic symbols. | Communicative drills Lecturing, Seminars Other alternative methods | Quizzes, Midterm and Final Exam |
| 1.3 | Distinguish between the three branches of Phonetics; Auditory, Acoustic and Articulatory Phonetics. | Lecturing, Seminars Other alternative methods | Written test |
| 1.4 | Outline the Organs of Speech and their functions. | Collaborative learning Lecturing YouTube videos | Quizzes, Midterm and Final Exam presentations |
| 1.5 | Practice English stress at word and sentence levels. | Use predicting skills. | Oral tests, Midterm and Final Exam Other alternative methods. |
| 1.6 | Practice some English intonation patterns. | Class discussion Lecturing YouTube videos | Quizzes assignments, tests and exams Oral tests, Midterm and Final Exam Other alternative methods. |
| 2.0 | Cognitive Skills | | |
| 2.1 | Explain the differences among the phonemic of English. | Class discussion Lecturing | Oral tests, Midterm and Final Exam Other alternative methods. |
| 2.2 | Differentiate between voiced and voiceless sounds. Phonetically transcribe English sounds (vowels, diphthongs and consonants). | Communicative drills Lecturing YouTube videos | Oral tests, Midterm and Final Exam Other alternative methods. |
| 2.3 | Pronounce English syllables correctly and intelligibly | Lecture and power point presentation | Written test Oral tests, Midterm and Final Exam Other alternative methods. |
| 2.4 | Pronounce English word stress correctly and intelligibly | Collaborative learning/Team work | Oral tests, Midterm and Final Exam Other alternative methods. |
| 2.5 | Practice stress pronunciation at sentence level | Use predicting skills. | Oral tests, Midterm and Final Exam Other alternative methods. |
| 2.6 | Discuss the differences among the levels of intonation in English (statement, negative and question) | Class discussion | Oral tests, Midterm and Final Exam Other alternative methods. |
| 3.0 | Interpersonal Skills & Responsibility | | |

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|------------|--|------------------------------------|---|
| 3.1 | Submit assignments and response papers in due time. | Class discussion | Listening |
| 3.2 | Understand a range of world English accents and communicate effectively with native and nonnative English speakers. | Communicative drills | Oral tests, Midterm and Final Exam Other alternative methods. |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | 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 tests, Midterm and Final Exam Other alternative methods. |
| 4.2 | Raise and low the tone in English sentence to express personal attitude, exclamation, and surprising | Communicative drills | Oral tests, Midterm and Final Exam Other alternative methods. |
| 5.0 | Psychomotor | | |
| 5.1 | to move different part of the tongue while articulating English phoneme | Lecturing and videos | Oral tests, Midterm and Final Exam Other alternative methods. |
| 5.2 | To tense and make the tongue lax while articulating the phoneme of English. | powerPoint presentations videos | Oral tests, Midterm and Final Exam Other alternative methods. |
| 5.3 | To round the 2 lips while articulating the rounded vowels. | presentation | Oral tests, Midterm and Final Exam Other alternative methods. |
| 5.4 | 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 tests, Midterm and Final Exam Other alternative methods. |

5. Schedule of Assessment Tasks for Students During the Semester

| | Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
|---|---|----------|--------------------------------|
| 1 | I Mid Exam | 6 | 20% |
| 2 | II Mid Exam | 12 | 20% |
| 3 | Listening | 4-10 | 10% |
| 4 | Speaking | 3-11 | 10% |
| 5 | Final Test | 15 | 40% |

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week).
 - There are official hours assigned for student academic counseling and support for this course



E Learning Resources

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| <p>1. List Required Textbooks.</p> <ul style="list-style-type: none"> 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 |
| <p>2. List Essential References Materials (Journals, Reports, etc.)</p> |
| <p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>www.eslcafe.com</p> <p>www.geocities.com/soho/atrium</p> <p>www.204.pair.com/ebaack</p> <p>www.io.com</p> <p>http://owl.english.purdue.edu/</p> <p>www.better.english.com</p> <p>www.eviews.net/references.html</p> <p>www.ohiou.edu/esl/english/index.html</p> |
| <p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>This course book is supported by CDs covering all the lessons of this course.</p> |

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

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| <p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> Classroom. Audio-visual lab. |
| <p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> Projector. Smartboard. |
| <p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> |

G Course Evaluation and Improvement Processes

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| <p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> There is a questionnaire for elevating this course. There is a questionnaire for measuring the quality of the exam paper. |
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2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

3. Processes for Improvement of Teaching

- Short workshops held by the unity of training.
- Workshops by the deanship of the quality

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution).

- The marks of the exam are always checked by another staff member for the same department.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Outline the skills have not been covered by this course.
- Prepare the objective of learning for these skills.
- Add some lessons involving these skills.
- Select the proper tools and means of teaching.
- Select appropriate method of teaching and ways of measuring the learning outcomes.

Name of Course Instructor: Dr. Uthman Alwasila.

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____