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| **Course Title**: English Phonology |
| **Course Code**: ENG3344-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **July 08, 2025** |

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# **A. General information about the course:**

**1. Course Identification**

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| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 6 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG3344-3 English Phonology is a rigorous course designed to provide an in-depth study of the sound system of the English language. Students will explore foundational concepts in phonology, gaining the ability to differentiate between phonetics and phonology and their key tenets. The course will also introduce students to the concept of distinctive features in sub-segmental phonology. In segmental phonology, students will explore methods of phonological analysis, and essential principles governing phonemes, allophones, phonetic and phonemic transcriptions. Common allophones of English phonemes and phonological rules will be explored to account for various common phonological processes. In supra-segmental phonology, syllable structure and types will be discussed as well as syllabification process and ways to represent syllables. Furthermore, the course will cover topics such as stress placement, and intonation enabling students to understand their crucial role in spoken English. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2341-3 Introduction to Theoretical Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG3344-3 English Phonology is to equip students with comprehensive knowledge and practical skills in analyzing the phonological aspects of the English language. Through understanding the foundational concepts in phonology, students will learn to identify and differentiate between phonetic and phonological features, i.e., distinctive features. Students will perform phonological analysis by identifying phonemes and allophones using overlapping and complementary distribution. The concepts of phonetic similarity, natural classes, neutralization, and archiphoneme will be introduced. Common allophones of English phonemes will be explored. Students will recognize common phonological processes such as assimilation, dissimilation, deletion, epenthesis, metathesis and vowel reduction. Students will understand abstract-to-surface form relationships via linking phonological rules of common phonological processes. By the end of this course, students are expected to competently apply these principles in various contexts, including syllable structure and types, syllabification process, stress placement, and intonation, thereby enhancing both their theoretical and practical grasp of the subject matter. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | **Subsegmental Phonology:**  Identify distinctive features in Phonology, along with identifying their various classifications and types. | K2 | Revise foundational phonetic concepts and key differences between Phonetics and Phonology and their features. Reinforce distinctive features with relevant exercises. | Formative Assessment 1 (5 Marks) |
| 1.2 | **Segmental Phonology:**  Recognize methods of phonological analysis and their related concepts such as phonemes, allophones, neutralization and archiphoneme. | K2 | Introduce various methods employed in the phonological analysis of English words. | Assignment 1 (5 Marks) |
| 1.3 | Explore common allophones of English phonemes. | K2 | Use previous examples of phonemes and allophones to build up a broader view of the most common allophones in English. | Midterm Exam (30 Marks) |
| 1.4 | List the most common phonological processes. | K2 | Show the actual pronunciation of English words by introducing common phonological processes. | Assignment 2 (5 Marks) |
| 1.5 | Understand abstract-to-surface form relationships via linking phonological rules that govern phonological processes. | K1 | Revise common phonological processes and explain phonological rules that account for them. Assign practice exercises to solidify their understanding. | Quiz (10 Marks) |
| 1.6 | Recognize syllable structure, patterns and types as well as exploring phonotactic rules and other related concepts such as syllabification, Ambisyllabicity, maximum onset principle and sonority hierarchy. | K1, K2 | Engage students to do phonemic transcription of words to illustrate the components of the syllable and to differentiate between syllable types. | Formative Assessment 2 (5 Marks) |
| 1.7 | **Suprasegmental Phonology:**  Explain stress principles, and the types of intonation. | K1, K2 | Present the different parts of speech in English and how to place stress on each part as well as explaining intonation, its types and uses. | Final Exam (40 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply distinctive features to classify speech sounds into natural classes. | S1 | Engage students in applying phonological features by organizing an in-class exercises. | Formative Assessment 1 (5 Marks) |
| 2.2 | Analyze speech sounds into phonemes and allophones using various phonological methods. | S1 | Direct students to analyze speech sounds into phonemes and allophones explaining the differences between them and the methods to achieve that. | Assignment 1 (5 Marks) |
| 2.3 | Apply analytical skills to examine the basic phonological processes that govern phonemic alterations. | S2 | Guide students to elucidate the basics of phonological processes and how to show them in the form of phonological rules. Conduct exercises where students categorize given words into their related phonological processes. | Quiz (10 Marks) |
| 2.4 | Evaluate the principles of phonological analysis to execute syllabification of words accurately, determine the constituent parts and types of syllables, implement appropriate stress placement on diverse word forms, and utilize various intonation shapes and functions effectively. | S5 | Utilize the textbook and PowerPoint materials to establish a foundational understanding of phonological analysis principles. Assign in-class group activities for students to practice syllabification, identify syllable types, and apply stress and intonation patterns on diverse word forms. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Value the importance of phonetics and phonology in everyday communication. | V1 | Foster a class discussion where students share examples of how different accents or pronunciations can change the meaning or impact of a sentence. | Online Questionnaire |
| 3.2 | Independently identify and discuss phonetic and phonological features in spoken sentences. | V2 | Group Work | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Adhere to ethical standards when conducting phonetic and phonological research. | V3 | Create a discussion around the ethics of linguistic research, including how to responsibly collect and cite data. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Review of phonetics and introduce phonology | 3 |
| 3. | Sub-segmental phonology (distinctive features) | 6 |
| 4. | Segmental phonology:  (4.1) Phonological analysis: minimal pairs/sets, overlapping distribution (contrastive and free variation)  (4.2) Phonological analysis: complementary distribution, phonetic similarity, natural classes, neutralization and archiphoneme | 6 |
| 5. | Common allophones of English phonemes:  (voiceless stops /p, t and k/), liquids and glides, dark and clear /l/ and English vowel phonemes | 3 |
| 6. | Phonological processes: assimilation, dissimilation and deletion | 3 |
| 7. | Phonological processes: epenthesis, metathesis and vowel reduction | 3 |
| 8. | Phonological rules | 3 |
| 9. | Syllabification, syllable types and patterns, ambisyllabicity, maximum onset principle, initial and final clusters and sonority hierarchy | 6 |
| 10. | Supra-segmental phonology (stress) | 6 |
| 11. | Supra-segmental phonology (intonation and tone) | 6 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **Employ distinctive features to classify speech sounds phonologically into natural classes.**  Reasoning: This assessment, aligned with CLOs 1.1 and 2.1, evaluates students' ability to classify speech sounds phonologically into natural classes. It includes cumulative course content including but not limited to this CLO, as determined by the teaching team. | **4** | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **Analyze syllable structure, patterns and types as well as exploring phonotactic rules and other related concepts such as syllabification, Ambisyllabicity, maximum onset principle and sonority hierarchy.**  Reasoning: Targets CLO 1.6 by gauging students’ ability to break down English words into their constituent syllables and to apply phonotactic concepts in real-world linguistic examples. Draws on cumulative course content (not limited to this CLO), in line with the course curriculum. | **13** | 5% |
|  | **Assignment 1 (5 Marks)**  **Analyze speech sounds into phonemes and allophones using various phonological methods.**  Reasoning: Focusing on CLO 1.2 and 2.2, this assignment assesses students’ understanding of methods of phonological analysis and their related concepts such as phonemes, allophones, neutralization and archiphoneme. It includes cumulative course content including but not limited to this CLO, as outlined by the course teaching team. | **6** | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **List the most common phonological processes.**  Reasoning: Targets CLO 1.4 by evaluating students’ ability to accurately recall and enumerate the phonological processes introduced in class. This task draws on cumulative course content (not limited to this CLO), as determined by the teaching team. | **10** | 5% |
| **5.** | **Quiz (10 Marks)**  Assess students’ ability to:   * Understand abstract-to-surface form relationships via linking phonological rules that govern phonological processes (CLO 1.5) * Apply analytical skills to examine the basic phonological processes that govern phonemic alterations (CLO 2.3)   **Reasoning:** Targets CLOs 1.5 and 2.3 by evaluating both students’ mastery of phonological rules (linking underlying forms to surface pronunciations) and their capacity to categorize given words according to the processes those rules describe. Draws on cumulative course content (not limited to these CLOs), in line with the course’s scope and sequence. | **11** | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **Explore common allophones of English phonemes.**  Reasoning: This exam aligns with CLO 1.3 and is designed to test students' comprehension and application of the most common allophones in English. It includes comprehensive content including but not limited to this CLO, as decided by the course teaching team. | **9** | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **Evaluate the principles of phonological analysis to execute syllabification of words accurately, determine the constituent parts and types of syllables, implement appropriate stress placement on diverse word forms, and utilize various intonation shapes and functions effectively.**  Reasoning: The final exam, encompassing CLOs 1.7 and 2.4, is designed to test both theoretical knowledge and practical application of phonology. It aims to ensure a comprehensive understanding of phonological concepts and their usage in linguistic analysis, highlighting both recall and application skills in the field. The exam encompasses comprehensive course content including but not limited to these CLOs, offering a cumulative assessment of phonological skills. | **17** | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Primary Textbook:**   * **Title:** "English Phonetics and Phonology: An Introduction" * **Author:** Carr, Philip * **Edition:** 2nd Edition (2012) * **Publisher:** Wiley * **Location:** United Kingdom * **Note:** This edition is selected as the primary reference for the course. The department, however, may approve subsequent editions if they align with the course curriculum.   **Additional Primary Material:** "Introducing Phonetics and Phonology"   * **Authors:** Davenport, Mike and Hannahs, S.J. * **Edition:** 4th Edition (2020) * **Publisher:** Routledge * **Locations:** London and New York   **Chapter Reference:** Chapter 7 - This chapter is a required part of the curriculum and should be studied in conjunction with the primary textbook. |
| **Essential References** | Pennock-Speck, B., & Valor, M. L. G. (2020). A Practical Introduction to English Phonology, 2nd (Vol. 40). Universitat de València.  Clark, J., Yallop, C., & Fletcher, J. (2007). An introduction to phonetics and phonology. Wiley-Blackwell. |
| **Electronic Materials** | **Interactive IPA Chart**  [Interactive IPA Chart](https://www.paulmeier.com/ipacharts/) |
| **Other Learning Materials** | **Gussenhoven, C., & Jacobs, H. (2017)**: "Understanding Phonology," 4th Edition, Routledge. This foundational text offers an in-depth exploration of phonological theories and phenomena. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • Standard classroom (capacity 25-30 students)  • Adequate lighting and ventilation  • Suitable seating arrangements  • Whiteboard |
| **TECHNOLOGY EQUIPMENT** | • Computer and an internet connection for instructor  • Data projector  • Speakers  • Smart board |
| **OTHER EQUIPMENT** | • Markers and erasers  • Notice board |
| **ADDITIONAL RESOURCES** | • Optional: language lab facilities  audio equipment  mobile charging station |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOS HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

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| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |