



Course Specification

(Bachelor)

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: 2

Last Revision Date: February 11, 2026

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A. General information about the course:

1. Course Identification

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:

English Phonology (ENG3344-3) is an advanced course that provides an in-depth examination of the sound system of the English language. The course introduces students to foundational concepts in phonology and develops their ability to distinguish between phonetics and phonology in theory and practice. Students will explore sub-segmental phonology through the study of distinctive features and will engage with segmental phonology by examining key analytical concepts such as phonemes, allophones, phonetic and phonemic transcription, and methods of phonological analysis. The course also familiarizes students with common allophones of English phonemes and the phonological rules that explain major phonological processes. In the suprasegmental component, students will study syllable structure and types, syllabification procedures, and models for representing syllables. Additionally, the course addresses stress patterns and intonation systems, enabling students to understand their central role in spoken English communication. By the end of the course, students will have gained both theoretical understanding and practical analytical skills relevant to English phonology.

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 Phonology course (ENG3344-3) aims to:

- Provide students with a solid understanding of the fundamental concepts of phonology and how they differ from phonetics.
- Develop students' ability to identify and classify speech sounds using distinctive features.
- Enable students to conduct phonological analyses, including identifying phonemes and allophones using overlapping and complementary distribution.
- Introduce key analytical concepts such as phonetic similarity, natural classes, neutralization, and archiphoneme.
- Familiarize students with common allophones of English phonemes and the phonological rules that account for them.
- Train students to identify and analyze major phonological processes such as assimilation, dissimilation, deletion, epenthesis, metathesis, and vowel reduction.





- Enhance students' understanding of abstract-to-surface form relationships through the application of phonological rules.
- Equip students with the analytical skills needed to examine syllable structure, syllabification procedures, stress placement principles, and intonation patterns in English.
- Strengthen both theoretical knowledge and practical application skills relevant to English phonology.

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
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	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	Demonstrate a clear understanding of the foundational principles of English phonology, including the distinction between phonetics and phonology and	K1	• Lectures • guided explanation • class discussions	• Midterm Exam • Final Exam





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	the role of distinctive features in sound classification.			
1.2	Describe and explain the core concepts involved in phonological analysis, including phonemes, allophones, minimal pairs, complementary distribution, phonetic similarity, natural classes, neutralization, and archiphoneme.	K1 – K2	• Instructor modelling • guided note-making • worked examples	• Midterm Exam • Quiz
1.3	Identify and explain the major phonological processes in English (e.g., assimilation, dissimilation, deletion, epenthesis, metathesis, vowel reduction) and the phonological rules that account for abstract-to-surface form relationships, as well as key suprasegmental features such as syllable structure, stress, and intonation.	K1 – K4	• In-class rule demonstrations & examples	• Midterm Exam + Final Exam
2.0	Skills			
2.1	Apply phonological analysis techniques to identify phonemes and allophones in English using minimal pairs, complementary distribution, and phonetic similarity.	S1	• In-class exercises applying features & distributions	• Assignment 1: Phoneme Analysis • Quiz • Midterm Exam + Final Exam
2.2	Analyze spoken and written data to classify sounds into natural classes and determine the phonological processes affecting their surface realization.	S1	• Data-analysis tasks • instructor feedback • modeling	• Assignment 2: Phonological Processes Analysis • Midterm Exam + Final Exam
2.3	Accurately perform phonological tasks such as syllabification, determining syllable types, and applying	S2	• Practice tasks • guided modelling • corrective feedback	• Assignment 2 – Phonological Processes





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	appropriate stress and intonation patterns to English words and utterances.			
3.0				
3.1	Demonstrate an appreciation of the role of phonetics and phonology in effective spoken communication and in understanding linguistic diversity across English accents and dialects.	V1	Classroom discussion & sharing authentic examples	Self-evaluation report
3.2	Work independently and collaboratively to identify and discuss phonological features in authentic spoken and written English, showing responsibility in completing assigned analytical tasks.	V2	Group work & peer cooperation	Teacher observation
3.3	Adhere to ethical and academic standards when collecting, analyzing, and reporting phonological data, including accurate citation of sources and respect for linguistic variation.	V3	Ethics discussions & guided reflection	Self-evaluation report

C. Course Content

No	List of Topics	Contact Hours
1.	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, Ambi syllabicity, 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
1.	Assignment 1: Phoneme Analysis Tasks	3	10%
2.	Assignment 2 – Phonological Processes Tasks	10	10%
3.	Quiz	5	10%
4.	Midterm Exam	7	30%
5.	Final Exam	16	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Carr, Philip. <i>English Phonetics and Phonology: An Introduction</i> . 2nd ed., Wiley, 2012 (United Kingdom).
	Davenport, Mike, and S. J. Hannahs. <i>Introducing Phonetics and Phonology</i> . 4th ed., Routledge, 2020 (London & New York). <i>Chapter 7 is a compulsory component of this course and must be studied alongside the primary textbook.</i>
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
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 accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.



Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

