



Course Specification

(Bachelor)

Course Title: **Phonetics**

Course Code: **ENG3342-3**

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 5 – Year 3)

4. Course General Description:

This Phonetics course (ENG3342-3) provides a comprehensive introduction to the study of phonetics, focusing on the scientific analysis of human speech sounds. Students begin with an overview of the major branches of phonetics and the relationship between spelling and sound, gaining familiarity with letters, phonemic symbols, and the International Phonetic Alphabet (IPA) in both British and American pronunciation standards. The course examines the anatomy and function of the speech organs, including the tongue, active and passive articulators, and the velum. Students explore the physiological stages involved in sound production—initiation, phonation, pro-nasal processes, and articulation—building a clear understanding of how speech sounds are generated.

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 Phonetics course (ENG3342-3) aims to:

- Provide students with foundational knowledge of articulatory phonetics and the physical processes involved in the production of speech sounds.
- Develop students' ability to classify English consonants and vowels based on voicing, place, and manner of articulation.
- Enable students to understand and apply the International Phonetic Alphabet (IPA) for accurate phonemic transcription.
- Strengthen students' awareness of the relationship between spelling and sound in English and cross-varieties of pronunciation (British and American).
- Enhance analytical, observational, and descriptive skills essential for linguistic study and advanced phonological analysis.
- Prepare students for further coursework in linguistics, applied linguistics, and language pedagogy through practical, hands-on transcription tasks.

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	Identify the major branches of phonetics and describe the speech organs involved in producing English speech sounds.	K1, K5	- Interactive lectures - Multimedia demonstrations - Diagrams & speech organ charts - Instructor-led discussions	- Quizzes - Midterm exam - Final exam
1.2	Explain the classification of English vowels and consonants, including voicing, place, and manner of articulation.	K1, K3, K5	- Lectures with IPA charts - Guided articulation analysis - Class exercises identifying sound features	- Quizzes - Midterm exam - Final exam
1.3	Describe the differences between British and American pronunciation systems and their representation in the	K3, K4	- Comparative lectures - Audio/video pronunciation samples - Class discussions	- Quizzes - Final exam





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	International Phonetic Alphabet (IPA).			
2.0	Skills			
2.1	Analyze English speech sounds using articulatory features to provide complete phonetic descriptions of consonants and vowels.	S1, S3	• Workshops on articulatory analysis • Practice worksheets • Instructor feedback sessions	• Transcription & analysis assignments • Midterm • Final exam
2.2	Apply the principles of the IPA to transcribe English words and short utterances accurately.	S1, S5, S6	• Transcription workshops • Peer review sessions • Listening & transcription drills	
2.3	Distinguish between similar English sounds through auditory discrimination and minimal-pair recognition tasks.	S1, S3	• Minimal-pair listening exercises • Audio-based drills • Group listening tasks	• Quizzes
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate academic integrity and responsible use of linguistic resources by using accurate notation, citation, and transcription conventions.	V1, V3	• Instructor modeling of correct notation • Reflection activities on academic integrity	• Checking transcription accuracy • Participation rubric • Reflection tasks
3.2	Collaborate effectively in phonetics tasks, including transcription and articulatory analysis in groups.	V2, V3	• Group transcription activities • Collaborative articulatory analysis • Peer feedback	• Peer evaluation • Participation grade
3.3	Show commitment to independent learning by engaging in regular practice of transcription and	V3	• Instructor guidance for self-study • Weekly optional exercises	• Self-directed practice log • Participation/integrity rubric





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	articulation exercises beyond class requirements.			

C. Course Content

No	List of Topics	Contact Hours
1.	(Carr) Introduction to phonetics, branches of phonetics, spelling and speech sounds; letters and phonemic symbols, British and American pronunciation & the IPA	7
2.	(Carr) • Review: An Introduction to Phonetics • Speech Organs • Organs of speech: The tongue, Active and passive articulators, The velum • Stages of producing speech sounds: Initiation, phonation, oro-nasal and articulation stage	5
3.	Ch.2 (Roach) • Review: Speech organs • Types of Speech Sounds • Vowels and consonants • Differences between them • Phonemic chart	5
4.	Ch.1 (Carr) + Ch.4 (Roach) • Consonants: Introduction • States of the glottis: voiced and voiceless • Place of articulation: bilabial, labiodental, (inter)dental, alveolar, alveo-palatal/palato-alveolar, palatal, velar and glottal • Manner of articulation: stops, fricatives, affricates	5
5.	Ch.1 (Carr) • Consonants • Place of articulation: bilabial, labiodental, (inter)dental, alveolar, palato-alveolar, palatal, velar and glottal • Manner of articulation: nasals, liquids and glides • Phonemic transcription: Introduction	5
6.	Ch.1 (Carr)	5





	• Consonants • Manner of articulation: stops, fricatives, affricates, nasals, liquids and glides • Full articulatory description of English consonants (voicing, place, manner) • Vowels: Introduction • Vowel classification: simple vowels (monophthongs) and complex vowels (diphthongs and triphthongs) • Tongue vertical and horizontal movement • Monophthongs: short vowels • Phonemic transcription practice	
7.	Ch.3 (Carr) + Ch.3 (Roach) • Vowels: Introduction • Monophthongs: short vowels • Phonemic transcription practice	5
8.	Ch.4 (Carr) + Ch.3 (Roach) • Vowels: Monophthongs • Monophthongs: long vowels • States of lips (rounded vs. unrounded) • Vowel quadrangle, comparison with examples • Articulatory description of monophthongs • Phonemic transcription practice	4
9.	Ch.4 (Carr) + Ch.3 (Roach) + Worksheets • Vowels: Diphthongs and triphthongs • Diphthongs • Phonemic transcription practice	4
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment 1: Articulatory Description & Phoneme Classification	3	10%
2.	Vowel/Consonant Articulation + Transcription Assignment 2	10	10%
3.	Quiz	5	10%
4.	Midterm Exam	7	30%





5.	Final Exam	16	40%
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E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Carr, P. (2019). English phonetics and phonology: An Introduction. 3rd Ed. UK: Blackwell Publishing. (Kindly refer to Section C, titled "Course Content," for a comprehensive understanding of the subject matter covered in the course.) Roach, P. (2012). English Phonetics & Phonology: A Practical Course. 4th Ed. Cambridge: Cambridge University Press. (Kindly refer to Section C, titled "Course Content," for a comprehensive understanding of the subject matter covered in the course.)
Essential References	Collins, B., & Mees, I.M. (2013). Practical Phonetics and Phonology: A Resource Book for Students. Routledge Davenport, M., & Hannahs, J.S. (2005). Introducing Phonetics and Phonology. 2nd Ed. Hodder Education
Electronic Materials	YouTube Resources: - How To Learn the British Accent With Listening Practice Link to Video - Improve Your Spoken English With This Sentence RP British English Lesson Link to Video - RP Phonemes: Pronunciation Tips (BBC Learning English) Link to Video Useful Websites: - BBC Learning English: Pronunciation Features BBC Learning English - E-Lang: Online Pronunciation Exercises E-Lang Website
Other Learning Materials	Baker, A. (2006): "Tree or Three: An Elementary Pronunciation Course," 2nd Edition, Cambridge University Press. This text provides a foundational resource for students to understand and practice pronunciation.

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.
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