

Course Specification

(Postgraduate Programs)

Course Title: *Phonetics and Phonology*

Course Code: *6410TEFL-3*

Program: *Master of Arts in Teaching English as a Foreign Language*

Department: *Department of English*

College: *College of Languages and Translation*

Institution: *King Khalid University*

Version: *5*

Last Revision Date: *October 30, 2024*



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A. GENERAL INFORMATION ABOUT THE COURSE

1. COURSE IDENTIFICATION

1. Credit Hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course Type

A. University College Department Track

B. Required Elective

3. Level/year at which this course is offered: (Semester 1/Year 1)

4. Course General Description

The course in Phonetics and Phonology, an integral part of the Master of Arts in Teaching English as a Foreign Language program, provides a comprehensive examination of the speech sounds in English with an emphasis on both British and American standard pronunciations. The course moves beyond mere articulatory features to delve into the International Phonetic Alphabet (IPA), syllable structures in both English and Arabic, and various phonological processes such as Assimilation and Vowel Reduction. While maintaining its original focus on pronunciation and communicative competence, the updated course also accentuates pedagogical strategies tailored for teaching English phonology to Arabic speakers. The course equips in-service and pre-service teachers with the theoretical knowledge and practical skills needed for effective instruction in the phonetics and phonology of English, along with fostering a professional and ethically responsible teaching environment.

5. Pre-requirements for this course (if any)

N/A

6. Co-requirements for this course (if any)

N/A

7. Course Main Objective(s)

The primary objectives of the Phonetics and Phonology course are multi-fold:

- To enable in-service and pre-service teachers to understand and recall key terminologies and principles associated with speech sounds in English and Arabic, particularly those involving the International Phonetic Alphabet (IPA) and phoneme differentiation.



- To equip trainee teachers with the skills for precise transcription of English sounds using the IPA and to apply culturally sensitive teaching methodologies specifically designed for Arabic speakers.
- To cultivate analytical skills for interpreting various phonological processes and mechanisms, including but not limited to Assimilation, Epenthesis, and Metathesis.
- To instill professional ethics, mutual respect, and a sense of responsibility in trainee teachers, thereby fostering a collaborative and continuously improving learning environment.

The objectives encompass not only the improvement of students' pronunciation but also extend to the development of teaching strategies, peer and self-evaluation, and the ethical considerations necessary for effective pedagogy.

2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	27	60%
2	E-learning	18	40%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	-	-
4	Distance learning	-	-

3. CONTACT HOURS

No	Activity	Contact Hours
1.	Lectures	27
2.	Laboratory/Studio	18
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
	Total	45

B. COURSE LEARNING OUTCOMES (CLOS), TEACHING STRATEGIES AND ASSESSMENT METHODS

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
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Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding			
1.1	Recall the key terminologies and concepts related to speech sounds in English, including but not limited to Phonetic Sounds, Articulation, and the International Phonetic Alphabet (IPA).	K1	Flipped Classroom for pre-class preparation of terminology. Collaborative Annotations to deepen concept understanding.	Assessed through Mid-Term Test and Final Exam.
1.2	Recognize the fundamental principles of Phoneme and Allophone and the criteria for their differentiation.	K1	Interactive Seminars to discuss and define criteria. Socratic Discussions to explore foundational principles.	Assessed through Mid-Term Test and Final Exam.
1.3	Identify the structural elements of syllables in both English and Arabic linguistic contexts.	K1	Multilingual Case Studies to compare syllable structures. Cross-Linguistic Comparisons through guided discussions.	Assessed through Mid-Term Test and Final Exam.
2.0	Skills			
2.1	Demonstrate competence in utilizing the IPA for the precise transcription of English sounds, both in isolation and connected speech.	S1	IPA Workshops for hands-on practice. Peer-led IPA transcription practice sessions.	Assessed through Mid-Term Test and Final Exam.
2.2	Apply pedagogical strategies and methodologies specifically designed	S4	Cultural Sensitivity Training. Teaching Methodology Workshops tailored for Arabic	Assessed through Presentations, Term Papers,



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	for teaching English phonology to Arabic speakers.		speakers.	and Discussions.
2.3	Analyze and interpret the mechanisms of various phonological processes, including Assimilation, Epenthesis, Elision, Vowel Reduction, and Metathesis.	S1	Scenario-Based Learning focusing on Assimilation, Epenthesis, etc. Group Problem-Solving Exercises for practical application.	Assessed through Final Exam.
2.4	Construct morphophonemic patterns in English, recognizing the principles of Derivation, Inflection, and Compounding.	S3	Morpheme Mapping Exercises. Interactive Group Discussions on Derivation, Inflection, and Compounding.	Assessed through Final Exam.
2.5	Formulate and evaluate hypotheses related to the cognitive dimensions of phonemes in real-world contexts.	S5	Cognitive Skill-building Workshops. Hypothesis Testing in real-world contexts.	Assessed through Final Exam.
2.6	Employ structured syllabification and broad as well as narrow phonetic transcriptions.	S1	Syllable Structuring Activities. Broad and Narrow Transcription Exercises.	Assessed through Mid-Term Test and Final Exam.
2.7	Analyze the role of intonation in the dynamics of connected speech in English, recognizing its impact on	S1	Intonation Analysis through audio samples. Comparative Studies on intonation and meaning-making.	Assessed through Final Exam.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	meaning-making.			
2.8	Implement pedagogical approaches and activities designed for effective instruction in the domain of connected speech.	S4	Best Practices Sharing in the realm of connected speech. Activity Design Workshops focused on effective instruction.	Assessed through Presentations, Term Papers, and Discussions.
3.0	Values, Autonomy, and Responsibility			
3.1	Demonstrate professional ethics and mutual respect in collaborative learning environments.	V1	Team-building Exercises to foster mutual respect. Ethics Workshops for professional development.	Assessed through observations during Presentations, Term Papers, and Discussions.
3.2	Exercise autonomy in the development and implementation of effective teaching strategies for phonetics and phonology.	V4	Independent Strategy Development Discussions. Peer Feedback Sessions for strategy refinement.	Assessed through observations during Presentations, Term Papers, and Discussions.
3.3	Cultivate a responsible approach to peer and self-evaluation, nurturing a spirit of fair competition and continuous improvement.	V3	Fair Competition Promotion. Continuous Improvement Roundtables.	Assessed through observations during Presentations, Term Papers, and Discussions.



C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	Speech Sounds in English: <ul style="list-style-type: none"> Phonetic Sounds: Distinction between Consonants and Vowels. Articulation: Parameters of Voicing, Place, and Manner. The International Phonetic Alphabet (IPA) Chart & Principles of Transcription. 	7.5
2.	Pedagogical Approaches to Teaching English Speech Sounds to Arabic Speakers: <ul style="list-style-type: none"> Strategies tailored for facilitating understanding and practice. 	7.5
3.	Concept of Phoneme in English: <ul style="list-style-type: none"> Distinction between Phoneme and Allophone. Differentiating Contrastive and Complementary Distribution. Exploration of Free Variations & Mechanisms of Neutralization. 	3
4.	Methodologies for Teaching English Phonology to Arabic Speakers: <ul style="list-style-type: none"> Innovative activities and tailored strategies for effective learning. 	3
5.	Phonological Processes in English: <ul style="list-style-type: none"> Understanding Assimilation, Epenthesis, and Elision. Concepts of Vowel Reduction and Metathesis. 	3
6.	Morphophonemic Patterns in English: <ul style="list-style-type: none"> Principles of Derivation, Inflection, and Compounding. 	3
7.	The Syllable in Linguistic Context: <ul style="list-style-type: none"> Analysis of Syllable Structures in both English and Arabic. 	3
8.	The Dynamics of Connected Speech in English: <ul style="list-style-type: none"> Emphasis on Intonation as a Fundamental Aspect of Meaning Making. 	7.5
9.	Pedagogical Approaches to Teaching Connected Speech: <ul style="list-style-type: none"> Activities and strategies designed for effective instruction. 	7.5
Total		45

D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Mid-Term Test	7th week	25%
2.	Presentations, term paper, and discussions	throughout the semester	25%
3.	Final Exam	13 th week	50%





E. LEARNING RESOURCES AND FACILITIES

1. REFERENCES AND LEARNING RESOURCES

Required Textbooks	Hayes, Bruce. (2009). <i>Introductory Phonology</i> . First Edition. Wiley-Blackwell.
Essential References	Catford, J. C. (2001). <i>A Practical Introduction to Phonetics</i> . Second Edition. Oxford. Gussenhoven, C. & Jacobs H. (2005). <i>Understanding Phonology</i> . Second Edition. Oxford University Press.
Electronic Materials	University of California, Berkeley Phonetics and Phonology Archive: http://archive.phonetics.ucla.edu/ International Phonetic Association: https://www.internationalphoneticassociation.org/
Other Learning Materials	Peter Ladefoged and Ian Maddieson's <i>The Sounds of the World's Languages</i>

2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	Textbooks, reference materials, subject-specific learning resources, supplementary materials

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Course instructor, peer educators, and student feedback	Classroom observation, teaching evaluations, and student surveys
Effectiveness of Students' Assessment	Course instructor and external reviewers	Analysis of assessment tools (e.g., exams, assignments),





Assessment Areas/Issues	Assessor	Assessment Methods
		rubric evaluations, and external review of student work
Quality of Learning Resources	Course instructor, students, and curriculum committee	Resource review, student feedback, and comparison with industry standards
The Extent to Which CLOs Have Been Achieved	Course instructor, students, and program administrators	Student performance analysis, course evaluations, and student reflections or self-assessments

G. SPECIFICATION APPROVAL DATA

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	4-27/3/46
DATE	SEPTEMBER 30, 2024

