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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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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 5 – Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG3342-3 Phonetics is an academic course tailored to explore the core aspects of phonetics, differentiating it from phonology, and diving into the profound details of speech production. This comprehensive course leads students to understand the organs of speech, the production mechanism, the distinctions between various letters and phonemic symbols, and the intricacies of the English sound system. Deliberate focus is placed on the classification and elucidation of consonants and vowels, with an in-depth examination of their articulatory properties. By addressing the rich complexity of phonetics, this course provides students with the tools and knowledge required to appreciate the nuanced sound structures and mechanisms inherent in the English language. | | | | | | |
| 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 ENG3342-3 Phonetics is to furnish students with both theoretical understanding and practical application skills in the field of phonetics. Guided by a curriculum that emphasizes correct pronunciation and accurate understanding of English sounds, the course aims to equip students with the ability to relate L1 with L2 speech sounds, recognize various types of vowels and consonants, and transcribe words phonemically. Through rigorous exercises and carefully designed lessons, students will be trained to communicate effectively, apply their understanding of the articulatory properties of sounds, and develop an acute awareness of the intricate sound system that forms the foundation of spoken English. | | | | | | |

**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 | List the branches of phonetics and state the difference between phonetics and phonology | K1 | Through a guided discussion, elicit students' prior knowledge about sound systems, then scaffold toward the definitions of phonetics and phonology, highlighting their differences with examples. | Formative Assessment 1 (5 Marks) |
| 1.2 | Name the organs of speech, label them in a diagram, and list the steps of the speech production mechanism | K2 | Provide learners with an unlabeled diagram of the vocal tract. Through guided questioning, let them label each part; afterwards, demonstrate speech production using hands-on activities like breathing techniques and touch-based observations. | Assignment 1 (5 Marks) |
| 1.3 | Identify the differences between letters and phonemic symbols, the IPA, and British and American pronunciation | K2 | Use contrasting examples from course material to illustrate the differences between letters and symbols. Engage students in practicing pronunciation of key words in both British and American accents. | Formative Assessment 1 (5 Marks) |
| 1.4 | List the basic elements of the sound system of English and identify which are consonants and which are vowels | K2 | Facilitate a sorting activity where students classify given sounds into consonants and vowels, followed by a teacher-led discussion to confirm and deepen understanding. | Quiz (10 Marks) |
| 1.5 | State the places and manners of articulation for consonants, list the states of the glottis, and recall the articulatory descriptions of consonants | K2 | Use hands-on activities, such as students feeling the position of their own vocal organs, to understand the articulation of consonants. Introduce the concept of the glottis using diagrams from the course material. | Midterm Exam (30 Marks) |
| 1.6 | List the characteristics of vowels, including states of muscles, tongue’s movements, and states of lips, and categorize them into simple and complex ones and identify them in phonemic transcription | K2 | Guide students in experimenting with different vowel sounds by manipulating their tongue and lip positions. Pair this with descriptive material from the course book for reference. | Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply their knowledge to communicate effectively by pronouncing English sounds correctly | S6 | Organize pronunciation drills and peer feedback sessions to practice and refine pronunciation based on prior knowledge. | Formative Assessment 2 (5 Marks) |
| 2.2 | Relate L1 with L2 speech sounds | S1 | Engage students in a comparative analysis of sounds from their native language (L1) and English (L2), discussing similarities and differences. | Quiz (10 Marks) |
| 2.3 | Examine the correct state of the glottis, place, and manner of articulation for each consonant sound to apply deeper knowledge of differentiating consonants in terms of the features above | S2 | Conduct choral drills where students practice different consonant sounds, emphasizing the state of the glottis and articulatory features, followed by reflective questions to deepen understanding. | Final Exam (40 Marks) |
| 2.4 | Differentiate various types of vowels within syllables in terms of tongue positions | S2 | Introduce a series of minimal pairs that only differ by vowels and guide students in noting the tongue position differences for each. | Final Exam (40 Marks) |
| 2.5 | Use phonemes correctly to transcribe words phonemically | S2 | Organize transcription exercises where students listen to words and attempt to transcribe them using IPA symbols, followed by peer and teacher review. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Reflect on their learning experience of English sounds to improve overall understanding of English pronunciation | V1 | Group-work, pair-work | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Communicate effectively and appropriately by synthesizing knowledge of English speech sounds | V2 | As above | 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 | Be an independent learner and exhibit team-oriented behavior | V3 | Providing students with the required applications, websites and how to use them. | 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** |
|  | **(Carr)**  Introduction to phonetics, branches of phonetics, spelling and speech sounds; letters and phonemic symbols, British and American pronunciation & the IPA | 7 |
|  | **(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)**  • 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 | 5 |
| **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** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 List branches of phonetics and differentiate between phonetics and phonology.**  **1.3 Identify differences between letters and phonemic symbols, the IPA, and British and American pronunciation.**  Reasoning: This assessment covers CLOs 1.1 and 1.3, focusing on the foundational aspects of phonetics. It includes comprehensive content up to this point in the course, ensuring a thorough evaluation of students' understanding of phonetic concepts and their application. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.1 Apply knowledge to communicate effectively by pronouncing English sounds correctly.**  Reasoning: Aligned with CLO 2.1, this assessment tests the practical application of phonetic knowledge in pronunciation. It includes comprehensive content up to this point in the course, offering an integrative approach to pronunciation skills. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.2 Name the organs of speech, label them in a diagram, and list the steps of the speech production mechanism**  Reasoning: This assignment, aimed at Course Learning Outcome (CLO) 1.2, is designed to assess students' understanding of the speech production mechanism. It includes comprehensive content up to this point in the course, providing a detailed evaluation of articulatory phonetics. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.6 List characteristics of vowels, including tongue movements and lip states.**  Reasoning: Targeting CLO 1.6, this assignment tests students' understanding of vowel characteristics and their phonemic transcription. It includes comprehensive content up to this point in the course, encompassing a detailed study of vowel phonetics. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.4 List basic elements of the English sound system.**  Reasoning: This quiz, aligned with CLO 1.4, assesses students' knowledge of the English sound system's elements. It includes comprehensive content up to this point in the course, providing a broad assessment of phonological awareness. | Mentioned in the new Course Syllabus | 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.**  **1.5 State the places and manners of articulation for consonants, list the states of the glottis, and recall the articulatory descriptions of consonants.**  Reasoning: This segment of the midterm exam, focusing on Course Learning Outcome (CLO) 1.5, is designed to assess students' detailed knowledge in articulatory phonetics, specifically regarding consonants. It includes comprehensive content up to this point in the course, ensuring a broad-based assessment of speech mechanics. | Mentioned in the new Course Syllabus | 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.**  **2.3 Examine consonant articulatory features.**  **2.4 Differentiate types of vowels.**  Reasoning: Aligned with CLOs 2.3 and 2.4, the final exam tests advanced skills in consonant and vowel differentiation. It includes comprehensive content from the entire course, offering a cumulative assessment of phonetic proficiency. | Mentioned in the new Course Syllabus | 40% |

# **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:   1. **How To Learn the British Accent With Listening Practice**    * [Link to Video](https://www.youtube.com/watch?v=Y9OFhg17AvI) 2. **Improve Your Spoken English With This Sentence | RP British English Lesson**    * [Link to Video](https://www.youtube.com/watch?v=WY_y4Ysc8Zo) 3. **RP Phonemes: Pronunciation Tips (BBC Learning English)**    * [Link to Video](https://www.youtube.com/watch?v=htmkbIboG9Q)   Useful Websites:   1. **BBC Learning English: Pronunciation Features**    * [BBC Learning English](http://www.bbc.co.uk/learningenglish/english/features/pronunciation) 2. **E-Lang: Online Pronunciation Exercises**   [E-Lang Website](https://www.e-lang.co.uk/mackichan/call/pron/type.html) |
| **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 (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: 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**

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