## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

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| Module Information |
| **Course Module Title** | **Phonetics** |
| **ناوە کۆرس مۆدیول** | دەنگسازی |
| **عنوان الوحدة** | علم الصوت |
| **Course Module Type** |  | **Module Code** |  |
| **ECTS Credits** |  | **Module Level** | B.A |
| **Semester of Delivery** | Second | **Dept. Code** | ENG |
| **College (Code)** | E & L |
| **Module Website (CMW)** |  |
| **Module Leader (ML)** |  |
|  **e-mail** | ahmed.azeez@lfu.edu.krd |
| **ML Acad. Title** |  | **ML Qualification** |  |
| **ML ORCID** | <https://orcid.org/my-orcid?orcid=0000-0001-5824-9990> |
| **ML Google Scholar Acc.** | <https://scholar.google.com/citations?hl=en&user=WUtRxcoAAAAJ> |
| **Course Module Tutor** | Ahmed Azeez Mohammed |
| **Module Tutor email** | ahmed.azeez@lfu.edu.krd |
| **Date Approved** |  | **Version Number** |  |

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| Relation With Other Modules |
| **Pre-requisites** |  |
| Module Aims, Learning Outcomes and Indicative Contents |
| Module Introductory Description | This course provides an introduction to speech production and perception, with an emphasis on foundational practical and conceptual skills for the study of phonetics and phonology. We will spend about half the course on how sounds are produced by the vocal tract (articulatory phonetics), and half on the acoustic properties of sounds (acoustic phonetics) and how they are perceived by humans (auditory phonetics). Students will be trained in transcription (using International Phonetic Alphabet), identification and production of sounds of the world’s languages, as well as acoustic analysis of normal speech.This course is designed to improve clarity, accuracy, and understanding of spoken English through study and practice of pronunciation features as they occur in real speech, using models from television, movies, and online talks. Emphasis is on individualized feedback through audio and video recording technology as well as on student self-evaluation of speech. This course provides intensive pronunciation practice for non-native speakers of English who want to improve the clarity of their English speech. The primary focus of the course is improvement in the areas that are most important in making speech more understandable and native-like: word stress and phrase-stress, intonation, and the rhythm of English speech. In addition, there will be individual and class work on vowel and consonant sounds throughout the semester. Pronunciation practice will include individual, large group and small group work during class, recorded and written homework assignments, and practice at home. |
|  Module Aims | To improve the production and perception of English consonant and vowel sounds2. To improve oral fluency3. To improve listening skills for phonemes and general comprehension4. To become familiar with the International Phonetic Alphabet, which is the pronunciation guide used in the textbook. |
| Module Learning Outcomes |  **Students Learning Outcome:**Upon satisfactory completion of the course, students will be able to:1. familiarize yourself with the basic terminology of the study of phonetics
2. identify speech organs and describe their functions
3. describe how vowels and consonants are produced in English
4. become aware of how stress is used in English

be conscious of how intonation works in English and use it properly in conversations |
| Learning and Teaching Strategies |
| **Strategies** | Lectures; demonstrations; class discussion; exercises and drills, which may be through audio CDs (which accompany the textbook) or through the program Pronunciation Power in the Language Laboratory; audio/visual materials (songs, videos, Internet materials); oral presentations; role play. |

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| Module Delivery |
| **Structured workload (h/w)** | 8 hours per week |
| **Unstructured workload (h/w)** |  |
| **Total workload (h/w)** |  |

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| Module Assessment |
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| Midterm Examination 25 %  |
| Assignments 15% |
| Final Examination 60% |
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| **Total**  |  | 100 |  |  |

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| Learning and Teaching Resources |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | English phonetics and phonology, a practical course. By Peter Roach, 2009. | Yes |
| **Recommended Texts** | * Henry Rogers. The Sounds of Language: An Introduction to Phonetics. New York:Longman, 2000.
* Ladefoged, P. & K. Johnson (2010) A Course in Phonetics (6th edition). Wadsworth.(The standard introductory textbook, comes with a CD)
* Johnson, K. (2011) Acoustic and Auditory Phonetics (3rd edition). Wiley-Blackwell.(A much more in depth treatment of the theory behind acoustic phonetics.)
* Ladefoged, P. & I. Maddieson (1996) The Sounds Of The World’s Languages. Wiley-Blackwell. (An encyclopedia of cross-linguistic phonetic variation.)
* Catford, J.C. (2002) A Practical Introduction to Phonetics (2nd edition). OxfordUniversity Press. (Useful for learning to produce different speech sounds.)
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| **Websites** |  |

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| Delivery Plan (Syllabus) |
| **Week**  | **Material Covered** |
| **Week 1** | Introduction. Course outline. A review of Phonemes and other aspects of pronunciation Accents and dialects, The production of speech sounds, Long vowels, diphthongs and triphthongs,  |
| **Week 2** | Voicing and consonants The larynxRespiration and voicing |
| **Week 3** | English plosiveFortis and lenis |
| **Week 4** | Phonemes and symbols. The phonemesSymbols and transcription |
| **Week 5** | PhonologyFricatives and affricates. Production of fricatives and affricates |
| **Week 6** | Nawroz Holiday, the Kurdish New Year |
| **Week 7** | Nawroz Holiday, the Kurdish New Year |
| **Week 8** | Review |
| **Week 9** | Mid-term examination |
| **Week 10** | Fortis consonants |
| **Week 11** | The consonant “r”The consonant “j” and “w” |
| **Week 12** | The syllableThe nature of the syllable |
| **Week 13** | The structure of the English syllableSyllable division |
| **Week 14** | Syllable division |
| **Week 15** | Revision |
| **Week 16** | **Final Exam** |

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| Course Keywords |
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### APPENDIX: (Help and Information)

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| **Lebanese French UNIVERSITY** |
|  **GRADING SCHEME** |
| **Group** | **ECTS Grade** | **% of Students/Marks** | **Definition** | **GPA** |
| **Success Group****(50 - 100)** | **A -** Excellent | Best 10% | Outstanding Performance | **5** |
| **B -** Very Good | Next 25% | Above average with some errors | **4** |
| **C -** Good | Next 30% | Sound work with notable errors | **3** |
| **D -** Satisfactory | Next 25% | Fair but with major shortcomings | **2** |
| **E -** Sufficient | Next 10% | Work meets minimum criteria | **1** |
| **Fail Group****(0 – 49)** | **FX –** Fail | (45-49) | More work required but credit awarded |  |
| **F –** Fail | (0-44) | Considerable amount of work required |  |
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| Note: |  |  |
| NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. KNU has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above. |

**Useful Resource:**

**Designing Learning, From module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>