## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

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| Module Information |
| **Course Module Title** | **Phonology** |
| **ناوە کۆرس مۆدیول** | دەنگزانی |
| **عنوان الوحدة** | علم الصوتیات |
| **Course Module Type** |  | **Module Code** |  |
| **ECTS Credits** |  | **Module Level** | B.A |
| **Semester of Delivery** | First | **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 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 | 1 To improve the production and perception of English consonant and vowel sounds;2. To improve oral fluency;3. To improve listening skills for phonemes and general comprehension;4. To become familiar with the International Phonetic Alphabet, which is the pronunciation guide used in the textbook. |
| Module Learning Outcomes |  Upon satisfactory completion of the course, students will be able to:1. Think critically and discover generalization about language data.
2. Formulate theoretically- based hypotheses, and test them.
3. Demonstrate low-intermediate-level control of the following English phonemes, the third person singular, possessive, and plural (/s/, /z/, /iz/), the past tense (/tid/, /did/ /d/, or /t/), reduced forms of can /kn/ and the negative can’t /kaent/, /th/, /s/+ consonant combinations, /b/ and /v/, /j/ and /y/, /-ng/, and /t/ and /d/ in word final position.
4. Demonstrate low-intermediate-Ievel control of English consonant and vowel sounds.
5. Demonstrate beginning-level control of word ending and beginning linking.

Demonstrate low-intermediate-Ievel control of English word and sentence level (statement and yes/no, wh-question) stress, intonation, and rhythm. |
| 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** | * J. D. O’Connor. (1998): **Better English Pronunciation**, Cambridge: Cambridge University Press.
* Barnard Geoffrey. (1984): **Better Spoken English**, London: Macmillan Publishers Limited.
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| **Websites** |  |

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| Delivery Plan (Syllabus) |
| **Week**  | **Material Covered** |
| **Week 1** | Introduction. Course outline.  1 : The Syllable1.The nature of the syllable 2.The structure of the English syllable 3.Syllable division |
| **Week 2** | 2: Strong and weak syllables1.Strong and weak2.The vowel (“schwa”)3.Close front and close back vowels4.Syllabic consonants |
| **Week 3** | **3: Stress in simple words**1.The nature of stress2.Levels of stress3.Placement of stress within the word |
| **Week 4** | **4 : Complex word stress**1.Complex words2.Suffixes3.Prefixes4. Compound words5.Variable stress6.Word-class pairs |
| **Week 5** | 4 : Complex word stress1.Complex words2.Suffixes3.Prefixes4. Compound words5.Variable stress6.Word-class pairs |
| **Week 6** | **5: Week forms**1.Variety of weak forms |
| **Week 7** | Midterm Examination |
| **Week 8** | 6: Problems in phonemic analysis1. Affricates
2. The English Vowel system
3. Syllabic consonants
4. Clusters of /s/ with plosives
5. Schwa / /

Distinctive features |
| **Week 9** | Holidays |
| **Week 10** | 7: Aspects of connected speech1.Rhythm2.Assimilation3.Elision4.Linking |
| **Week 11** | 8: Intonation (1)1.Form and function in Intonation2.Tone and tone languages3.Complex tones and pitch height4.Some functions of English tones5.The tone-unit |
| **Week 12** | 9: Intonation (2)1.The structure of the tone-unit2. Pitch possibilities in the simple tone-unit3. Fall-rise and rise-fall tones followed by a tail4.High and low heads5.Problems in analyzing the form of intonation |
| **Week 13** | 10: Functions of Intonation1.Main functions2.The attitudinal function of Intonation3.Expressing attitudes4.The accentual function of intonation5.The grammatical function of intonation6.The discourse function of intonation |
| **Week 14** | 11: Varieties of English pronunciation  |
| **Week 15** | 1.The study of varietyGeographical variation 2. Other sources of variation  |
| **Week 16** | **Final Exam** |

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| Course Keywords |
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Speech organs, consonant, vowels, stress, syllables, rhythm, tune shapes.

### 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>