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| **Faculty: Faculty of Arts** | |
| **Program:** **Bachelor degree** | **Department: English language, Literature and Translation** |
| **Semester:** | **Academic year:** |



**Course Plan**

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| **First: Course Information** |

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| ***Practical:1*** | ***Theoretical: 2*** | ***Credit Hours:3*** | | ***Course Title: Pronunciation and speech*** | | ***Course No.:*** ***0202254*** |
| ***Lecture Time:*** | | | ***Section No.:*** | | ***Prerequisite No. and Title:*** - | |
| ***The Seventh Level*** | | | | | | ***Level in JNQF*** |
| ***Obligatory University Requirement Elective University Requirement***  ***Obligatory Faculty Requirement Elective Faculty Requirement***  ***Obligatory Specialization Requirement Elective Specialization Requirement***  ***Ancillary course*** | | | | | | ***Type Of Course:*** |
| ***Face-to-Face Learning***  ***Blended Learning (2 Face-to-Face + 1 Asynchronous)***  ***Online Learning (2 Synchronous+ 1 Asynchronous)*** | | | | | | ***Type of Learning:*** |

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| **Second: Instructor’s Information** |

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| ***Course Coordinator:*** | | | |
| ***Academic Rank:*** | | ***Name:*** | |
| ***Email:*** | ***Extension Number:*** | ***Office Number:*** | |
| ***Course Instructor:*** | | | |
| ***Academic Rank:*** | | ***Name:*** | |
| ***Email:*** | ***Extension Number:*** | ***Office Number:*** | |
|  | | | ***Office Hours:*** |

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| **Third: Course Description** |

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| This course is designed to help learners improve their comprehension of the sound system in English. It tries to correct their pronunciation, and reduce the foreignness in their speech. It focuses on consonants that are problematic for Arab learners, drills students on vowels and diphthongs, and trains them on rapid connected speech inclusive of stress patterns and intonation. Furthermore, it coaches them on how to give and convey greetings, make introductions, say goodbye, deal with language problems, ask for information, offer suggestions, give and accept opinions, express agreement and disagreement, extend formal and informal invitations, and display politeness in speech and in manners. The course also alludes to elements of culture that relate to inter-personal communication and to levels of formality in spoken language. |

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| **Fourth: Course objectives** |
| 1. Building up an infrastructure for the pronunciation, stress, transcription and intonation processes. 2. Equipping students with the skills of identifying syllable stress, word stress and sentence intonation. |

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| **Fifth: Learning Outcomes** |

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| ***Assessment method***  *Choose at least two methods* | ***Associated PILOs Code***  *Choose one PILO for each CILO\** | ***CILOs***  If any CLO will not be assessed in the course, mark NA. | ***CILOs Code*** | ***Level descriptor according to (JNQF)*** |
| Presentation  Exams and Quizzes | **\*PK1** | **A.1: Concepts and Theories:**  By the end of this course students should be able to identify and know the main concepts and principles of phonetics and phonology. | **K1** | **Knowledge** |
| Presentation  Exams and Quizzes | **PK2** | **A.2: Contemporary Trends, problems and research:**  Students should know the basic foundation trends of phonetics and phonology as well as the limitations and the areas of research in this topic. | **K2** |
| Presentation  Exams and Quizzes | **PK3** | **A.3: Professional Responsibility:**  Students should demonstrate real sense of responsibility and the benefits they will gain from such course. | **K3** |
| Presentation  Exams and Quizzes | **PS1** | **B.1: Problem solving skills:**  Students should be able to use the problem solving skills to find out solutions for problematic areas in this course. | **S1** | **Skills** |
| Presentation  Exams and Quizzes | **PS2** | **B.2: Modeling and design:**  Students should be able to produce new models for the structure of sound pronunciation, word-stress and Introduction. | **S2** |
| Presentation  Exams and Quizzes | **PS3** | **B.3: Application of Methods and Tools:**  Students should be able to apply and to make use of the models in pronunciation and the tools to help them to apply these theories and models in different future situations. | **S3** |
| Presentation  Exams and Quizzes | **PC1** | **C.1: Analytic skills assess:**  Students should be able to analyze and to assess the procedures and the new rules of pronunciation of the English language phonetic system. | **C1** | **Competencies** |
| Presentation  Exams and Quizzes | **PC2** | **C.2:Strategic Thinking:**  Students should be able to apply the general strategies of pronunciation in real life situations. | **C2** |
| Presentation  Exams and Quizzes | **PC3** | **C.3:Creative Thinking and innovation:**  Students should apply the rules they learn to produce and facilitate new techniques for the phonetic system in English language. | **C3** |

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; for each CILO, the PILO could be the same or different.

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| **Sixth: Learning Resources** |

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| ***Better English Pronunciation (2nd Ed.).*** ***Cambridge: Cambridge University Press. ISBN: 978-0-521-23152-7.*** | | | ***Main Reference:*** |
| ***Publication Year:1980*** | ***Print: Cambridge: Cambridge University*** | ***Issue No.: (2nd Edition).*** | ***Author:*** ***J.D. O’Connor*** |
| * ***Internet*** | | | ***Additional Sources &Websites:*** |
| ***Classroom Laboratory Workshop MS Teams Moodle*** | | | ***Teaching Type:*** |

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| **Seventh: Course Structure** |

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| **Lecture Date** | **Course Intended Teaching Outcomes**  **(CILOs)** | **Topics** | **Teaching Procedures\*** | **Teaching Methods\*\*** | **References\*\*\*** |
|  | PK1,PK2,PS3 | Course Syllables discussion | Lecture | Face to face |  |
|  | PK1,PK2,PS3 | Course Syllabus discussion | Lecture | Face to face | 1st Chapter |
|  | C2, C3 | What are the differences between pronunciation, accent and dialect | Assignment1 | Asynchronous | 1-13 |
|  | PK1,PK2,PS3 | Problems in Pronunciation | Lecture | Face to face | 13-15 |
|  | PK1,PK2,PS3 | Problems in Pronunciation | Lecture | Face to face | 15-17 |
|  | C2, C3 | Explain the role of each organ of respiratory in the process of production of speech sounds. | Assignment 2 | Asynchronous | 15-17 |
|  | PK1,PK2,PS3 | How the speech organs work in English | Lecture, PowerPoint, and pictures | Face to face | 17-28 |
|  | PK1,PK2,PS3 | How the speech organs work in English | Lecture, PowerPoint, and pictures | Face to face | 17-28 |
|  | C2, C3 | Explain the three states of the vocal cords. | Assignment 3 | Asynchronous | 17-28 |
|  | PK1,PK2,PS3 | Friction consonants | Lecture, PowerPoint, and pictures | Face to face | 37-47 |
|  | PK1,PK2,PS3 | The consonants of English (Friction consonants) | Lecture, PowerPoint, and pictures | Face to face | 37-47 |
|  | C2, C3 | Explain the three states of the vocal cords. | Assignment 4 | Asynchronous | 37-47 |
|  | PK2,PK3 | Stop Consonants | Lecture, PowerPoint, and pictures | Face to face | 47-50 |
|  | C2, C3 | Stop Consonants | Lecture, PowerPoint, and pictures | Face to face | 47-50 |
|  | C2, C3 | What do we mean by the organs of speech? Then write the sound that the organ contributes to making. | Assignment 5 | Asynchronous | 37-47 |
|  | PK2,PK3 | Lateral Consonant | Lecture, PowerPoint, and pictures | Face to face | 57-60 |
|  | PK2,PK3 | Revision | Discussion | Face to face | 60-64 |
|  | PK2,PK3 | Quiz | Oral and Written Quiz | Face to face | 60-64 |
|  | C2, C3 | Write down the place of articulation for each of the following consonant sound. | Online Assignment 7 | Asynchronous | 64-74 |
|  | C2, C3 | Consonants Sequences (Longer) | Lecture, and Discussion | Face to face | 64-74 |
|  | C2, C3 | Consonants Sequences (Longer) | Lecture, and Discussion | Face to face | 64-74 |
|  | C2, C3 | Write down the manner of articulation for each of the following consonant sound. | Online Assignment 8 | Asynchronous | 74-89 |
|  | PK2,PK3 | Nasal Consonants | discussion and practice | Face to face | 125 |
|  | PS3,PS4,PC2 | Simple Vowels (Short) | Lecture, video, discussion | Face to face | 125 |
|  | C2, C3 | Which of the following consonant sounds are voiced. | Online Assignment 9 | Asynchronous | 125 |
|  | Revision | Gliding Consonants | discussion and practice | Face to face | 125 |
|  | Revision | Gliding Consonants | discussion and practice | Face to face | 133 |
|  | C2, C3 | Which of the following consonant sounds are voiced. | Online Assignment 10 | Asynchronous | 133 |
|  | PS3,PS4,PC2 | Practice on Simple vowels (Short) | Hand paper | Face to face | 150 |
|  | PK1,PK2,PS3 | Simple Vowels (Long) | Lecture, video, discussion, and practice | Face to face | 150 |
|  | C2, C3 | Give two examples for each of the following sounds. | Online Assignment 11 | Asynchronous | 174 |
|  | PK1,PK2,PS3 | Practice on Simple vowels (Long) | Hand paper | Face to face | 174 |
|  | PK1,PK2,PS3 | Diphthongs | Lecture, video, discussion, and practice | Face to face | 174 |
|  | PK1,PK2,PS3 | Write full description for each of the following diphthong | Online Assignment 12 | Asynchronous | 174 |
|  | PK1,PK2,PS3 | Practice on Diphthongs | Hand paper | Face to face | 179 |
|  | PK1,PK2,PS3 | Vowel Sequences | Lecture, Discussion | Face to face | 179 |
|  | K1,abc-K4,a-K5,a-S1,abc-C2-C3 | Give three examples for each of the following diphthongs | Online Assignment 13 | Asynchronous | 179 |
|  | K1,abc-K4,a-K5,a-S1,abc-C2-C3 | Diphthongs & Tryphthongs | Lecture, Discussion | Face to face | 179 |
|  | K1,abc-K4,a-K5,a-S1,abc-C2-C3 | Diphthongs & Tryphthongs | Lecture, Discussion | Face to face | 179 |
|  | PK1,PK2,PS3 | Write the phonetic transcription for the following English words. | Online Assignment 14 | Asynchronous | Revision |
|  | Finals | Finals | Finals | Finals | Finals |

\*Teaching procedures: (Face-to-Face, synchronous, or asynchronous).

\*\* Teaching methods: (Lecture, video….).

\*\*\* Reference: (Pages of the book, recorded lecture, video….)

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| **Eighth: Assessment Methods** |

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| **Methods** | **Online Learning** | **Blended Learning** | **Face-To-Face**  **Learning** | **Specific Course Output to be assessed**  \*\*If any CILO will not be assessed in the course, mark NA. | | | | | | | | | | | | |
| **K1** | **K2** | **K3** | **S1** | **S2** | **S3** | **S4** | **S5** | **C1** | **C2** | **C3** | **C4** | **C5** |
| **First Exam** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Second Exam** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Mid-term Exam** |  | 30 |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  |  |
| **Participation** |  | 5 |  | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |  |  |  |
| **Asynchronous Activities** |  | 5 |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  |  |
| **Quizzes** |  | 5 |  | **X** | **X** | **X** |  |  |  |  |  | **X** | **X** | **X** |  |  |
| **Assignments** |  | 5 |  |  | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| **Group presentation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Final Exam** |  | 50 |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  |  |
| **Total out of 100** |  | 100 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Ninth: Course Policies** |

* All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:

1. Punctuality.
2. Participation and interaction.
3. Attendance and exams.

* Academic integrity: (cheating and plagiarism are prohibited).

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| **Approval** | **Name** | **Date** | **Signature** |
| **Head of Department** |  |  |  |
| **Faculty Dean** |  |  |  |