



**Department of .....English.....**

**College of Education.....**

**University of .....Salahaddin.....**

**Subject: English Phonology.....**

**Course Book – (Year 2)**

**Lecturer's name (Dr.Pakhshan Ismail Hamad)**

**Academic Year: 2022/2023**

# Course Book

1. Course name	Phonology
2. Lecturer in charge	Dr.Pakhshan Ismail Hamad
3. Department/ College	English/ Education
4. Contact	e-mail: <a href="mailto:pakhshan.hamad@su.edu.krd">pakhshan.hamad@su.edu.krd</a> Tel: (optional)
5. Time (in hours) per week	For example Theory: 2
6. Office hours	
7. Course code	
8. Teacher's academic profile	
9. Keywords	
<p><b>10. Course overview:</b></p> <p>Second year college students are supposed to study English Phonology throughout the academic year. Since, studies phonology is a branch of linguistics and studies the sound system of a particular language. Students will be subjected to deal with some different terms belong to phonology such as,( vowels, diphthongs, consonants, fricatives , affricates , stops , syllables , stress and intonation ) in addition, Introduce students to the fundamental steps of phonological rules and equip them with the essential skills necessary for producing good sounds .</p>	
<p><b>11. Course objective:</b></p> <p>Our aim is to familiarize second year college student with English Phonology and with a wide range of different terms of phonology , such as monophthongs, diphthongs, consonants , etc.... moreover, students must be able to understand that English is dealing with everyday subjects and pronounce words at normal speed. Also the ability to answer questions which requires short or extend answer sound systems. Accordingly they will be engaged more actively and more critically in course phonology . Rather than merely taking notes , highlighting or memorizing , students are asked to put that knowledge to work by doing some sort of ongoing writing assignment. Whether writing the description of some vowel sounds , identifying syllables, stress placement, they are asked to take up the ideas, key information, and</p>	

terms of the course in order to extend, assess, qualify, or analysis them.

**B / The specific aims of teaching phonology are to:**

- Enables the students to transcribe words phonemically and phonetically.
- Enable the students to realize parts of organs of speech.
- Enable the students to make questions and find solution out of their phonology course
- Enable the students to differentiate between different types of consonants.
- Enable the students to read fluently and accurately.

**12. Student Responsibilities**

Students are supposed to:

- ☞ Attendance
- ☞ Participation
- ☞ Preparation
- ☞ Practiceregarded absent for an hour in this lesson.

**13. Course Requirements**

- ❖ To read course book before and after class;
- ❖ To understand and summarize the key points of each section after reading;
- ❖ To **Listen** to the assigned tapes, **imitate** attentively and **practise** hard;
- ❖ To apply phonetic theories to practice so as to solve the individual pronunciation problem;
- ❖ To be able to do some phonetic transcription and get to know how connected speech works.

**Academic Integrity Policy:**

Students are to abide by the code of conduct of SUH( stated in the university admission guide) which regulates their behavior with the teachers and conduct at exam . Cheating and plagiarism will lead to

failure as follows:

▪ **Cheating:**

- 1) Cheating in monthly exams and/quizzes leads to failure in this particular lesson. (Recommended=agree with the other group)
- 2) Cheating in the final exam leads to failure in the whole lessons for first and second trials.

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**Forms of teaching**

In a lesson like Phonology I try to explain each subject by supporting of PowerPoint presentation and white board. in case students could not write down the explanation which presented on data show and board I try to provide them with a hard copy or help them to transfer all the information from my data into theirs.

**15. Assessment scheme:**

As per the current grading system at SUE , %40 of grades would be from the beginning of the year till the final exam which is divided as follows:

Monthly exam 1= % 15

Monthly Exam 2= % 15

Class Participation : quizzes and assignments= % 20

Final Exam = %50

**Class Activities and Quizzes**

Class activities and quizzes are not listed for the subsequent topics, but they could easily be added. Quizzes for other chapters could be modelled after some of the actual examples of tasks within the ‘ pronunciation practice

Activity' book by Martin Hewings . Likewise, these could be class activities simply to build on learners' familiarity/facility with the material. It is expected that because there are more Awareness Tasks and the Teaching Tips in the second half of the course there will in turn be more student-led segments of the course. This will limit time for other classroom tasks and quizzes.

### **16. Student learning outcome:**

Upon completion of this course, students will have a deeper understanding of the sound system of English and languages generally. They will have also explored current thought and practice in the teaching of pronunciation to non -native speakers of English. Students successfully completing the course will also:

- It is helpful in solving one's own pronunciation problems during learning a new language.
- Recognize that various features of speech sounds are not isolated or static, but part of a larger, dynamic process of oral communication
- Be familiar with the role that stress, rhythm, play in pronunciation, and how these elements of speech generally play a greater role in the intelligibility than more discrete elements, such as individual phonemes
- Become more aware of patterns of correspondence between spelling

and sound in English.

▪ Key references:

An introduction to English phonetics and phonology :by peter Roach

1. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*

1996. by : Celce-Murcia M, Briton D, Goodwin J.

2. Pronunciation Practice Activity(2004) A resource book for teaching English pronunciation by: Martin Hewings

▪ Useful references:

1. An intermediate pronunciation course (2006). by: Ann Baker

2. English pronunciation in use (2012). by: Mark Hancock

3. The phonetics of English by: Ida C. Ward

4. *A Dictionary of Linguistics and Phonetics* . (1985) . By David Crystal

17. The Topics:	Lecturer's name
<p style="text-align: center;"><b>First Course</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>-How the course is organized</li> <li>-Introduction</li> <li>-Introducing the syllable</li> <li>-Checking students' knowledge</li> <li>-useful terminologies (phonetics , phonology , phoneme , transcription , IPA symbols , speech sounds , accents,dialects...etc)</li> </ul>	
<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>-English Consonants :</li> <li><b>Phonetically</b></li> <li><b>Phonologically</b></li> </ul>	

<p><b>Week 3-4</b>  <b>Vowels</b>                  -English short vowels                  -English long vowels                  -diphthongs                  -triphthongs</p>	
<p><b>Week 5</b>                  -Phonemes and symbols                  1-Phoneme/allophone                  2-symbols and transcription                  3-phonetics vs. phonology</p>	
<p><b>Week 6+7</b>  <b>The syllable</b>                  -the nature of syllable                  -The structure of English syllables                  -syllable division</p>	
<p><b>Week 8</b>  <b>Strong and weak syllables</b>                  -strong and weak                  -the vowel schwa                  -close front and close back vowels                  -syllabic consonants</p>	
<p><b>Week 9+10</b>  <b>Stress in simple words</b>                  The nature of stress                  The levels of stress                  Placement of stress within the word</p>	
<p><b>Week 11</b>                  EXAM</p>	
<p><b>Week 12+13</b>  <b>Complex word stress</b>  <b>Suffixes and stress</b>  <b>Prefixes and stress</b>  <b>Compounds and stress</b>  <b>Variable stress</b>  <b>Word class pair</b></p>	

<b>Week 14</b> Review and Practice	
<b>Week 15</b> Final Course Exam	

**20. Examinations:**

**1. Compositional: Q1. Write the phonemic transcription for the following words and phrases: (10 marks)**

- |                      |                 |
|----------------------|-----------------|
| 1. A. two words..... | B.              |
| towards.....         |                 |
| 2. A. day light..... | B.              |
| delight.....         |                 |
| 3. A . chef.....     | B. chaff.....   |
| 4. A. toe.....       | B. toy.....     |
| 5. A. thumb.....     | B.              |
| tomb.....            |                 |
| 6. A. pirate.....    | B. pilot.....   |
| 7. A. debt.....      | B. death.....   |
| 8. A. browns.....    | B.              |
| bronze.....          |                 |
| 9. A. dough.....     | B.              |
| though.....          |                 |
| A. major.....        | B. measure..... |

( 10) marks

**Q2. Compare the following terms:**

Phonetics Vs phonology

Phonetic transcription Vs phonemic transcription

Fortis Vs lenis



## Stress-timed vs syllable timed

Assimilation- elision

( 10) marks

**Q3. Q3 Listen then Choose the correct answer(s) .Note: the answers may include more than one correct choice. (10 marks)**

1. /meɪd/  
a. med      b. made      c. maid      d. mead
2. /raɪt/  
a. rate      b. right      c. rite      d. rat
3. /bɪə/  
a. bare      b. beer      c. beard      d. byre
4. /paʊnd/  
a. pond      b. pound      c. pawned      d. pend
5. /nɜːs/  
a. nears      b. nares      c. nurse      d. knars
6. /kɒm/  
a. Come      b. comb      c. com      d. comp
7. /lɪsn/  
a. lesson      b. listen      c. leasing      d. Leeson
8. /mɑːs/  
a. mass      b. mess      c. mars      d. meres
9. /stʌf/  
a. staff      b. stuff      c. starve      d. strafe

10. /kʊəd/

Q4. Give the correct technical term for each of the following places of articulation:

1. Both lips.....
2. Hard roof of the mouth.....
3. The ridge after the upper front teeth.....
4. The opening between vocal cords.....
5. The soft and movable part of the roof of the mouth.....

(5) marks

20. Extra notes:

21. Peer review

پیداچوونہوہی ھاوہل

This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.

*(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).*

ئەم کۆرسبووکە دەبیت لەلایەن ھاوہلێکی ئەکادیمیەرە سەیر بکریت و ناوەرۆکی بابەتەکانی کۆرسەکە پەسەند بکات و جەند ووشەیک بنووسنیت لەسەر شیاوی ناوەرۆکی کۆرسەکە و واژووی لەسەر بکات. ھاوہل ئەو کەسەیکە کە زانیاری ھەبیت لەسەر کۆرسەکە و دەبیت پلەیی زانستی لە ماموستا کەمتر نەبیت.