

**Department of English**

**Salahaddin University**

**Subject : An Introduction to English Pronunciation**

**Course Book: 1st year students**

**Lecturers’ name : Muhammed Kamal Abdulwahab**

**Academic Year : 2022-2023**

**Course Book**

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| **1. Course name** | An Introduction to English Pronunciation | |
| **2. Lecturer in charge** | Muhammed Kamal Abdulwahab | |
| **3. Department/ College** | Department of English/ basic education | |
| **4. Contact** | e-mail: Muhanned.abdulwahab@su.edu.krd  Tel: (07518079137) | |
| **5. Time (in hours) per week** | 3 hours | |
| **6. Office hours** | **Sunday , Tuesday, Wednesday**  **Thursday** | |
| **7. Course code** |  | |
| **8. Teacher's academic profile** |  | |
| **9. Keywords** | Air steam mechanism, consonants ,vowels | |
| **10. Course overview:**  How important is good English Pronunciation? A common mistake made by many international students studying English as a second language is not paying adequate attention to English pronunciation. This underestimation of the importance of pronunciation is mainly because students tend to think mistakenly that pronunciation is less important compared to other aspects of the English language such as grammar, and vocabulary. Pronunciation is vital to proper communication because the incorrect use of pronunciation leads to the message being misunderstood by the recipient. | | |
| **11. Course objective:**  Mastering comprehensible pronunciation is not just a matter of learning individual sounds . Many students can hear and produce all the vowels and consonants in English , but they mg ay not necessarily be able to deal with the sound changes that occur in different phonological environments resulting from linking or deleting vowels and consonants, not to mention stress, pitch, and intonation differences between their native tongue and English.  Here, the goal of our course is to aid English language students on their studying for mastering comprehensible English pronunciation by teaching them rudiments of the English Phonology and then practicing it along with them. | | |
| **12. Student's obligation**  All students are expected to attend the scheduled class meetings and to be on time. Attendance is essential because a lot of the work will be done in class through discussions and presentations. Absence without prior permission from the instructor will result in penalty. In case of emergency, students are expected to provide supporting documents from appropriate sources (e.g., a doctor’s note).  Studying hours is 3 hours a week, the maximum absence rate is % 10 . Students who have 3 hours absence will get their first warning, 6 hours they will get their second warning, 9 hours will get their final warning , 10 hours the student will fail in this lesson for the whole year.  A student who arrives late for 3 times will be regarded absent for an hour in this lesson. | | |
| **13. Forms of teaching: the trenching Aides that are used:**  **White board, Data show, CD player, charts(IPA chart)….** | | |
| **14. Assessment scheme:**  the current grading system at Salahaddin university , %40 of grades would be from the beginning of the year till the final exam which is divided as follows:  Monthly exam 1= % 20  Monthly Exam 2= % 20  Continuous assessment 10%  Final Exam = % 50  **Class Activities and Quizzes**  Class activities and quizzes are not listed in each week/day of the schedule. Quizzes are given covering the first two topics of the course: the consonant sounds and the vowel sounds. Quizzes are not listed for the subsequent topics, but they could easily be added. Quizzes for other chapters could be modeled after some of the actual examples of tasks within the Baker(2006) course book. 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.  ؟‌ | | |
| **15. 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, and intonation play in pronunciation, and how these elements of speech generally play a greater role in intelligibility than more discrete elements, such as individual phonemes * become more aware of patterns of correspondence between spelling and sound in English. | | |
| **16. Course Reading List and References‌:**  ▪ Key references: . . ship and sheep by Anna Baker .  ▪ Useful references:  1. An intermediate pronunciation course. by: Ann baker  2. English pronunciation in use . by: Mark Hancock  3. The phonetics of English by: Ida C. Ward  4. Better English pronunciation by O, Conner | | |
| **17. Theoretical Topics:** | | **Lecturer's name** |
| **FOR WEEKS 1-2**  How the speech organs work in English  Problems in pronunciation  The basic sounds  Letters and sounds  Sounds and sound groups  **For Weeks -3-4**  The consonants in English  Friction consonants  Stop consonants  Affricates  Nasal consonants  Liquids, lateral, gliding, medial consonants  **For weeks 5-6**  The vowels in English  Simple or monophthongs  Diphthongs  Triphthongs (vowel sequences) | | Muhammed Kamal |
| **Practical Topics** | | Lecturers’ name |
| **Audio Task** – CD exercises from Chapter 1  Vowel sounds  (unit 1, 2, 3)  ( unit 4,5,6)  ( unit 7,8,9)  (unit 10, 11, 12)  (unit 13,14,15)  (unit 16, 17,18)  (unit 19, 20)  2.Vowel sound chart **:**  **Audio Task –** CD exercise  Consonant sound exercise  (unit 21, 22, 23)  (unit 24, 25,26)  (unit 27,28, 29)  (unit 30,31,32)  (unit 33,34.35)  (unit 36,37,38)  (unit 39, 40,41)  (unit 42, 43,44)  (unit 45-46-47)  (unit 48-49-50) | | Muhammed Kamal |
| **19. Examinations:**  ***1. Compositional:*** Q1. Do as required:   * Circle the word(s) that begin with a labiodental consonant.   ( fat, that, chat, vat)   * Circle the word(s) that begin with an alveolar consonant.   ( zip, lip, sip, tip,)   * Circle the word(s) that begin with a dental consonant.   ( pie, guy, thy, thigh)   * Circle the word(s) that end with affricative.   ( race, wreath , bush, bring)  ( 8) marks  Q2. Describe the production of /θ, ð/ provide your answer with suitable diagram and meaningful examples. ( 6) marks  Q3.Transcribe the following terms:   * Veer * Ocean * Lacy * Thumb * Coarser * Worse * Fourths * Key-hole (8 marks)   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 | | |
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| **21. Peer review** | | |