



Department of English

College of Languages

University of Salahaddin

Subject: English Phonology

Course Book – (Year 2)

Lecturer's Name: Dr Salam Mohammed Karim

Academic Year: Second Course 2023/2024

CourseBook

1. Course name	English Phonology
2. Lecturer in charge	Dr Salam Mohammed Karim
3. Department/ College	English/ Languages
4. Contact	e-mail: salam.karim@su.edu.krd Tel: (optional)
5. Time (in hours) per week	For example, Theory: 3 Practical: -
6. Office hours	Tuesday: 9:30 am-1:30 pm; Wednesday: 8:30 am- 12:30pm
7. Course code	
8. Teacher's academic profile	Salam Mohammed Karim is a lecturer at English Department, College of languages, Salahaddin University. He received his BA in 1992 and MA in 1995 from Salahaddin University, Erbil, Iraq. He received his PhD from University of Science, Malaysia (USM) in 2021. His research interests are Semantics and Pragmatics.
9. Keywords	Weak Forms, Aspects of Connected Speech, Intonation
<p>10. Course overview:</p> <p>Course Overview: English Phonology</p> <p>Importance of Studying English Phonology</p> <p>Understanding English phonology is crucial for second-year students in the English Department at College of Languages. It enhances their ability to produce and comprehend spoken English accurately, which is vital for effective communication. Mastery of phonological aspects such as weak forms, connected speech, and intonation ensures that students can speak English fluently and understand native speakers, thereby improving their overall linguistic competence.</p> <p>Fundamental Concepts</p> <p>The course covers key phonological concepts:</p> <ul style="list-style-type: none"> • Weak Forms: Unstressed versions of common words, essential for natural-sounding speech. • Connected Speech: Features such as elision, assimilation, and linking that contribute to the fluidity of spoken language. • Intonation: The variation in pitch that conveys different meanings and emotions. 	

Principles and Theories

The course integrates several linguistic theories and principles:

- **Phonetic and Phonological Theories:** Understanding the sounds of English and their systematic organization.
- **Prosodic Features:** Examining how stress, rhythm, and intonation affect communication.
- **Sociolinguistic Perspectives:** Exploring how phonology varies across different contexts and speakers.

Major Areas of the Course: Teaching English Phonology

1. Weak Forms

- **Definition:** Unstressed pronunciations of common function words (e.g., "to" as /tə/).
- **Importance:** Contributes to the natural rhythm and fluidity of English speech.
- **Activities:** Listening exercises, repetition drills, and contextual usage practice.

2. Aspects of Connected Speech

- **Components:**
 - **Elision:** Omission of sounds (e.g., "next week" becomes /'nekst wi:k/).
 - **Assimilation:** Sounds changing to resemble neighboring sounds (e.g., "input" as /'ɪmpʊt/).
 - **Linking:** Smooth connection between words (e.g., "go on" as /gəʊ 'wɒn/).
- **Importance:** Essential for understanding and producing fluent, natural-sounding English.
- **Activities:** Interactive listening, phonetic transcription, and speech analysis.

3. Intonation

- **Definition:** Variations in pitch that convey meaning and emotion.
- **Components:**
 - **Pitch Patterns:** Rising and falling intonation.
 - **Functions:** Signaling questions, statements, attitudes, and emotions.
- **Importance:** Helps convey subtle meanings beyond the words themselves.
- **Activities:** Mimicry and repetition, intonation drills, and dialogue analysis.

These major areas equip students with essential phonological skills, enhancing their ability to understand and produce natural-sounding English, and preparing them for various professional applications.

Knowledge for Employment

The course provides students with skills that are valuable in the job market:

- **Teaching English as a Foreign Language:** Preparing students for careers in language education.
- **Translation and Interpretation:** Improving their ability to understand and convey spoken English accurately.
- **Broadcasting and Media:** Enhancing pronunciation and articulation for careers in journalism and media.

Conclusion

By the end of the course, students will have a thorough understanding of English phonology, enabling them to produce and comprehend spoken English more effectively. They will possess the knowledge and skills necessary for various professional paths, making them well-prepared for employment in fields that require strong linguistic capabilities.

11. Course objective:

The course on English Phonology aims to develop comprehensive phonological awareness among second-year students in the English Department. Key objectives include:

1. **Enhance Pronunciation:** Improve students' ability to produce natural and clear English speech by mastering weak forms, connected speech, and intonation.
2. **Improve Listening Skills:** Equip students with the skills to understand native English speakers, recognizing features like elision, assimilation, and linking.
3. **Foster Communicative Competence:** Enable students to use intonation effectively to convey meaning, emotion, and intent in various contexts.
4. **Apply Theoretical Knowledge:** Provide a strong foundation in phonetic and phonological theories, integrating these with practical speaking and listening exercises.
5. **Prepare for Professional Roles:** Equip students with the necessary phonological skills for careers in teaching, translation, media, and other language-related fields.

12. Student's obligation

Students enrolled in the English Phonology course are expected to fulfill several key obligations to ensure their success and mastery of the subject:

1. **Active Participation:** Engage actively in all class activities, including discussions, exercises, and practical sessions. Participation is crucial for grasping concepts like weak forms, connected speech, and intonation.
2. **Regular Practice:** Consistently practice pronunciation, transcription, and intonation drills outside of class. Regular practice helps solidify understanding and improve skills.
3. **Attendance:** Maintain regular attendance to ensure they do not miss important lessons and exercises. Each class builds on previous knowledge, making consistent attendance essential.
4. **Completion of Assignments:** Submit all assignments and homework on time. These tasks are designed to reinforce classroom learning and provide additional practice.
5. **Listening Exercises:** Complete assigned listening exercises to develop the ability to recognize phonological features in natural speech.
6. **Feedback Integration:** Actively seek and incorporate feedback from instructors on their pronunciation and phonological analysis to improve continuously.
7. **Preparation for Assessments:** Prepare thoroughly for quizzes, exams, and oral presentations, demonstrating their understanding and application of course material.
8. **Collaboration:** Work collaboratively with peers during group activities and projects to enhance learning through mutual support and shared insights.
9. **Utilization of Resources:** Make use of available resources such as language labs, multimedia tools, and recommended readings to enhance their learning experience.
10. **Self-reflection:** Regularly self-reflect on their progress and areas needing improvement, setting personal goals to achieve phonological proficiency.

By adhering to these obligations, students will maximize their learning outcomes and be well-prepared for future professional opportunities that require strong phonological skills.

13. Forms of teaching

In the English Phonology course, various teaching methods are employed to ensure that second-year students in the English Department grasp the intricate aspects of weak forms, connected speech, and intonation. These methods are designed to be interactive, engaging, and practical, providing a comprehensive learning experience.

1. Lectures

- **Purpose:** Provide foundational knowledge and theoretical background on phonological concepts.
- **Approach:** Use multimedia presentations to illustrate concepts, supported by examples and phonetic transcriptions.

2. Interactive Listening Exercises

- **Purpose:** Develop students' ability to recognize weak forms, connected speech, and intonation patterns in natural speech.
- **Approach:** Use audio recordings of native speakers, followed by comprehension questions and discussions.

3. Pronunciation Drills

- **Purpose:** Improve students' pronunciation and fluency.
- **Approach:** Conduct repetitive practice sessions focusing on weak forms, linking sounds, and intonation patterns, often using call-and-response techniques.

4. Phonetic Transcription

- **Purpose:** Enhance students' understanding of sound patterns and their ability to transcribe spoken language accurately.
- **Approach:** Provide exercises where students transcribe sentences and passages using the International Phonetic Alphabet (IPA).

5. Role-playing and Dialogues

- **Purpose:** Apply phonological concepts in practical, conversational contexts.
- **Approach:** Students engage in role-plays and scripted dialogues, emphasizing the use of weak forms, connected speech, and appropriate intonation.

6. Speech Analysis

- **Purpose:** Develop analytical skills and deepen understanding of phonological features.
- **Approach:** Analyze recordings of native speakers, focusing on identifying and explaining the use of phonological features.

7. Group Work and Peer Feedback

- **Purpose:** Foster collaborative learning and provide diverse perspectives on pronunciation and phonological analysis.

- **Approach:** Students work in groups on projects and exercises, providing feedback on each other's performance to enhance learning.

10. Assessment and Feedback

- **Purpose:** Evaluate student progress and provide targeted feedback for improvement.
- **Approach:** Regular quizzes, oral presentations, and listening tests, followed by detailed feedback sessions to address areas of difficulty and reinforce learning.

By integrating these diverse teaching methods, the course aims to create a dynamic and supportive learning environment that effectively builds students' phonological skills, preparing them for academic and professional success.

14. Assessment scheme

First Quiz: 7 Marks

Second Quiz: 7 Marks

Midterm Exam: 20 Marks

Class Activity: 6 Marks

15. Student learning outcome:

By the end of the English Phonology course, second-year students in the English Department will achieve several key learning outcomes:

1. **Proficiency in Weak Forms:** Students will accurately identify and produce weak forms, contributing to more natural-sounding English speech.
2. **Mastery of Connected Speech:** They will understand and use aspects of connected speech such as elision, assimilation, and linking, enhancing their fluency and comprehension.
3. **Effective Use of Intonation:** Students will apply appropriate intonation patterns to convey meaning, emotion, and intent in various contexts.
4. **Phonetic Transcription Skills:** They will competently transcribe spoken English using the International Phonetic Alphabet (IPA), aiding in precise analysis and understanding of phonological features.
5. **Improved Listening and Speaking Abilities:** Enhanced listening skills will enable them to better comprehend native speakers, and improved pronunciation will increase their clarity in communication.
6. **Application of Theoretical Knowledge:** Students will integrate phonological theories with practical speaking and listening exercises, demonstrating a thorough understanding of course concepts.

7. **Preparation for Professional Careers:** The acquired phonological skills will prepare students for careers in teaching, translation, media, and other language-related fields, ensuring they are well-equipped for professional success.

16. Course Reading List and References:

Course Reading List and References: English Phonology

Required Textbooks

1. **Roach, P.** (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
 - A comprehensive guide covering the fundamentals of English phonetics and phonology, including practical exercises.

Supplementary Readings

4. **Carr, P.** (2019). *English Phonetics and Phonology: An Introduction* (3rd ed.). Wiley-Blackwell.
 - An accessible introduction to key concepts in English phonetics and phonology, suitable for students new to the field.
5. **Cruttenden, A.** (1997). *Intonation* (2nd ed.). Cambridge University Press.
 - An in-depth exploration of intonation, covering theoretical and practical aspects.
6. **Jenkins, J.** (2000). *The Phonology of English as an International Language*. Oxford University Press.
 - Discusses the phonological aspects of English as used in international contexts, emphasizing global communication.
7. **Wells, J. C.** (2006). *English Intonation: An Introduction*. Cambridge University Press.
 - Focuses specifically on the patterns and functions of intonation in English.

Journal Articles

8. **Tench, P.** (1996). *The Intonation Systems of English*. Cassell.
 - This article explores different intonation systems and their uses in conveying meaning.
9. **Brown, G.** (1990). *Listening to Spoken English* (2nd ed.). Longman.
 - An insightful look into the features of spoken English, with a focus on listening comprehension.
10. **Field, J.** (2003). *Promoting Perception: Lexical Segmentation in Second Language Listening*. *ELT Journal*, 57(4), 325-334.
 - Investigates techniques for improving lexical segmentation skills in second language learners.

Online Resources

11. **International Phonetic Association (IPA):** IPA Chart
 - A complete chart of IPA symbols for reference and practice.
12. **BBC Learning English:** Pronunciation Tips
 - Interactive resources and tips for improving English pronunciation.
13. **Forvo:** [Forvo Pronunciation Guide](#)
 - A comprehensive pronunciation guide featuring native speaker recordings of words and phrases.

References

- Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
- Gimson, A. C., & Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). Cambridge University Press.
- Carr, P. (2019). *English Phonetics and Phonology: An Introduction* (3rd ed.). Wiley-Blackwell.
- Cruttenden, A. (1997). *Intonation* (2nd ed.). Cambridge University Press.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford University Press.
- Wells, J. C. (2006). *English Intonation: An Introduction*. Cambridge University Press.
- Tench, P. (1996). *The Intonation Systems of English*. Cassell.
- Brown, G. (1990). *Listening to Spoken English* (2nd ed.). Longman.
- Field, J. (2003). *Promoting Perception: Lexical Segmentation in Second Language Listening*. *ELT Journal*, 57(4), 325-334.

These resources provide a solid foundation for understanding and teaching the phonological aspects of English, including weak forms, connected speech, and intonation, helping students achieve proficiency in both theoretical knowledge and practical application.

17. The Topics:	Lecturer's name
<p>Course Outline: English Phonology</p> <p>Week 1-2: Introduction to Phonetics and Phonology</p> <ul style="list-style-type: none"> • Overview of Phonetics vs. Phonology • Introduction to the International Phonetic Alphabet (IPA) • Basic Sound Production: Consonants and Vowels <p>Week 3-4: Weak Forms in English</p>	<p>Dr Salam Mohammed Karim</p> <p>45 minutes</p>

- Definition and Characteristics of Weak Forms
- Identification and Analysis of Weak Forms in Connected Speech
- Practical Exercises and Drills

Week 5-6: Aspects of Connected Speech

- Elision: Omission of Sounds
- Assimilation: Sound Changes in Connected Speech
- Linking: Smooth Connection Between Words
- Application in Spoken English

Week 7-8: Intonation Patterns

- Understanding Intonation: Rising vs. Falling Patterns
- Functions of Intonation: Questions, Statements, Emphasis
- Intonation in Different Contexts: Formal vs. Informal Speech

Week 9-10: Advanced Topics in Phonology

- Suprasegmental Features: Stress, Rhythm, and Pitch
- Phonological Processes: Assimilation, Deletion, Epenthesis
- Varieties of English: Dialectal and Global Variations

Week 11-12: Practical Applications and Assessment

- Role-Playing and Dialogues: Applying Phonological Concepts
- Listening Comprehension Exercises
- Oral Presentations: Demonstrating Pronunciation and Intonation Skills

Week 13: Review and Feedback

- Review of Course Material
- Feedback Session: Individualized Feedback on Pronunciation and Intonation
- Q&A and Preparation for Final Assessment

Week 14: Final Assessment

- Written Exam: Phonological Concepts and Terminology
- Oral Assessment: Pronunciation and Intonation Proficiency

<ul style="list-style-type: none"> • Course Reflection: Student Self-Assessment and Future Goals <p>Conclusion</p> <p>This course provides second-year students in the English Department with a comprehensive understanding of English phonology, including weak forms, connected speech, and intonation. Through a combination of theoretical knowledge, practical exercises, and real-world applications, students will develop the necessary skills to become proficient speakers and listeners of English.</p>	
<p>18. Practical Topics (If there is any)</p>	
<p>In this section The lecturer shall write titles of all practical topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture</p>	<p>Lecturer's name ex: (3-4 hrs) ex: 14/10/2015</p>
<p>19. Examinations:</p> <p>Q1/ Divide the following sentences up into feet to illustrate their rhythmical structure.</p> <ol style="list-style-type: none"> 1. Let's try it and see what happens. 2. Seeing her there had moved him to think about the time they shared together. <p>Q2/ Transcribe the weak form words in the given sentence:</p> <ol style="list-style-type: none"> 1. She's been invited to an event. 2. There are fears about the country's economy. 3. Wait and see what happens. <p>Q3/ Identify instances of assimilation in the provided sentences and indicate which type of assimilation (e.g., place, manner, or voice) is occurring. Transcribe the instances accordingly.</p> <ol style="list-style-type: none"> 1. That place was full of screaming children. 2. This ship carries oil. <p>Q4/ / Identify examples of elision in the provided sentences. Then, transcribe the examples accordingly.</p> <ol style="list-style-type: none"> 1. The ongoing drought led to the depletion of supplies, forcing the community to conserve water. 2. Perhaps it will snow tomorrow. <p>Q5/ Identify instances of linking R and intrusive R in the given sentences. Then, transcribe the examples accordingly.</p> <ol style="list-style-type: none"> 1. The professor provided a clear idea and example to illustrate the concept 	

2. She works for a local radio station.

1. Compositional: In this type of exam the questions usually starts with Explain how, What are the reasons for...?, Why...?, How....?

With their typical answers

Examples should be provided

2. True or false type of exams:

In this type of exam a short sentence about a specific subject will be provided, and then students will comment on the trueness or falseness of this particular sentence. Examples should be provided

3. Multiple choices:

In this type of exam there will be a number of phrases next or below a statement, students will match the correct phrase. Examples should be provided.

20. Extra notes:

Understanding the cultural context of language use can greatly enhance your grasp of English phonology. Consider exploring how phonological features vary across different English-speaking communities and how cultural norms influence speech patterns. Additionally, incorporating discussions on the role of technology in shaping modern pronunciation trends, such as the impact of social media and globalization on language use, can provide valuable insights into contemporary phonological practices. By broadening your perspective to include cultural and technological factors, you'll gain a deeper understanding of English phonology and its relevance in today's interconnected world.

Let's consider the use of weak forms in English, particularly in different English-speaking communities.

For example, in British English, the weak form of the word "to" is often pronounced as /tə/, as in "I'm going tə the store." However, in some American English dialects, speakers may use a slightly different weak form, such as /tʊ/ or /tə/, leading to variations like "I'm going to the store" or "I'm going tə the store."

Understanding these regional variations in weak forms can enrich students' understanding of English phonology, illustrating how pronunciation can vary based on cultural and geographic factors. It also underscores the importance of exposure to a variety of English accents and dialects in language learning, promoting linguistic diversity and cultural awareness.

21. Peer review

پیداچونہوہی ہاودل

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 كۆرسىبووكە دەبىتت لەلایەن ھاوملىكى ئەكادىمىيە سەير بىكرىت و ناوهرۆكى بابەتەكانى كۆرسەكە پەسەند بىكات و جەند ووشەبەك بنوسىتت لەسەر شىاوى ناوهرۆكى كۆرسەكە و واژووى لەسەر بىكات.
ھاومل ئەو كەسەيە كە زانىارى ھەبىتت لەسەر كۆرسەكە و دەبىتت پلەى زانستى لە ماموستا كەمتر نەبىتت.