



Course Specification

(Bachelor)

Course Title: **Phonetics**

Course Code: **ENG244-3**

Program: **Bachelor Program in English**

Department: **Department of Foreign Languages**

College: **College of Arts & Humanities Jazan (Male & Female Campus)**

Institution: **Jazan University**

Version: **2024**

Last Revision Date: *Pick Revision Date.*



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:	4
C. Course Content:	6
D. Students Assessment Activities:	7
E. Learning Resources and Facilities:	7
F. Assessment of Course Quality:	8
G. Specification Approval:	9



A. General information about the course:

1. Course Identification

1. Credit hours:

3 hrs.

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: (Level 4/ Second Year)

4. Course General Description:

This is a three-credit-hour course. It introduces students to the study of articulatory phonetics in English. The course covers the human organs of speech and articulation, that is, the study of the consonants and vowel sounds the human vocal apparatus can produce. Throughout the course, students will receive extensive training in the practical aspects of pronunciation and phonetic transcription using the International Phonetic Alphabet (IPA), along with theoretical instruction on speech production mechanisms and the basic terminology of phonetics.

5. Pre-requirements for this course (if any):

ENG 253-3 Introduction to Linguistics.

6. Co-requisites for this course (if any):

7. Course Main Objective(s):

This course aims to acquaint students with the fundamental concepts of contemporary phonetics, including the basics of articulatory phonetics, the classification of speech sounds, and segmental analysis. Students will also develop practical skills in phonetic transcription and pronunciation improvement.

Course Objectives

By the end of this course, students will be able to:

- Demonstrate a clear understanding of the basic concepts of phonetics.
- Identify the 44 speech sounds of English.
- Explain the place and manner of articulation of the 24 English consonant sounds.
- Transcribe words and individual phonemes using the International Phonetic Alphabet (IPA).





- Apply learning strategies to achieve clear and comprehensible pronunciation in academic and professional contexts.

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> • Traditional classroom • E-learning 	3
		Distance learning	4

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define and explain principles and concepts of phonetics	K1	Lecture, group discussion, pair work and classroom activities using visual aids	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam Nature of Questions: MCQs,



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
				true/false, matching, subjective questions
1.2	Identify and label the various organs of speech	K2	Lecture, group discussion, pair work and classroom activities using visual aids	Type of Assessment: Same as above Nature of Questions: Questions related to labelling organs of speech, short questions, paragraph questions
1.2	Recognize vowel and consonant sounds in words	K2	Lecture, group discussion, pair work and classroom activities using visual aids	Type of Assessment: Same as above Nature of Questions: MCQs, true / false, matching, identifying the underlined sounds and subjective questions
2.0	Skills			
2.1	Classify sounds according to the place and manner of articulation, and position of the vocal cords	S1	Group discussion, pair work and classroom activities	Type of Assessment: Same as above Nature of Questions: Questions on voiced and voiceless sounds, the three-term label, fill in the blanks, MCQs, true or false, and subjective questions
2.1	Analyze and distinguish between parts of the syllable in monosyllabic words	S1	Group discussion, pair work and classroom activities	Type of Assessment: Same as above Nature of Questions: Find out the parts of the syllables, true or false, fill in the blanks, subjective questions
3.0	Values, autonomy, and responsibility			
3.2	Apply peer-learning		pair work and classroom activities	Type of Assessment: Same as above Nature of



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	practices in articulation of phonetic difficulties	V2		Questions: Related to articulation

C. Course Content

Contact Hours	List of Topics	No
3	Introduction Introduction to Linguistics, Branches of Linguistics, Types of Phonetics: Articulatory, Auditory and acoustics	1
4	The Production of speech sounds Articulators above the Larynx, Active articulators and passive articulators	2
4	Vowel and Consonant Definitions of Vowels and consonants, How vowels are different from each other, Shape and position of the tongue, Descriptive labels of Vowels, Quadri lateral diagram, International Phonetics Association	3
4	Symbols, Quadri-lateral diagram, Lip position, Schwa, Short -vowels contrasted (minimal pairs)	4
4	English long vowels Symbols, Quadri-lateral diagram, Lips position	5
4	Pure vowel, diphthong, triphthong Definitions, Classification of diphthongs, Descriptive labels on the Quadrilateral Diagram	6
4	Voicing and Consonants The larynx-vocal folds-glottis, Different states of the vocal folds, Position for vocal folds, Respiration and voicing, Different subglottal pressures, Plosive, Four phases of plosives	7
4	English Plosives Voiced and voiceless or fortis and lenis, Symbols and transcription, Description of the plosives (place of articulation, manner of articulation and state of the glottis), Consonants initial medial and final positions	8
4	Phoneme Phone, allophone, Phonemic transcription	9





3	Fricatives and affricates Definition, Description (place of articulation manner of articulation and voicing)	10
3	Nasals and Other consonants Definition, Description (place of articulation, manner of articulation and voicing)	11
4	The syllable Definition, The nature of syllable, Syllable structure (onset, peak, coda), Phonotactics, Consonant cluster, The structure of English syllable (initial and final cluster models), Syllable division	12
45	Total	

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz	1.
20%	9	Midterm exam	2.
10%	12	Assignment / presentation / discussion	3.
60%	17	Final exam	...

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	English Phonetics and Phonology by Peter Roach (4th Edition)
Supportive References	An Outline of English Phonetics by Daniel Jones
Electronic Materials	https://www.vocabulary.co.il/phonics/ http://www.eltconcourse.com/training/courses/transcription1/transcription.html
Other Learning Materials	Phonic Cards

2. Required Facilities and equipment

Items	Resources
facilities	Language Laboratory



Items	Resources
(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	
Technology equipment (projector, smart board, software)	Projector, Software, Smart Board
Other equipment (depending on the nature of the specialty)	We need separate audio and a video laboratory. One will find a variety of phonics software for teaching phonetics through gamification.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Effectiveness of Students assessment	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036





DATE

26/12/2024

