

University of Halabja
Directorate of Quality Assurance



SUBJECT OUTLINE

Academic Year: 2023-2024

1. Information on the Programme

Higher education institution	University of Halabja
College	College of Basic Education
Department	Department of English Language
Field of study	English Language and Linguistics
Cycle of study¹	First Cycle
Specialization/ Study programme	Study of English Sounds
Form of education	Full time

2. Information on the Discipline

Discipline Name	Phonetics	Discipline Code	201-15
ECTS	4	Language	English Language
Lecturer (Theory)	Omar F. Ghafor	Home page	https://sites.google.com/uoh.edu.iq/omar
Moodle Course link	https://moodle.uoh.edu.iq/mod/forum/view.php?id=120	Google Scholar	https://scholar.google.com/citations?view_op=search_authors&mauthors=omar+fouad+ghafor&hl=en&oi=ao
E-mail	omar.ghafor@uoh.edu.iq	Tel	00964(0)7501178694
Practical/Seminar / laboratory/ project Lecturer	Omar F. Ghafor	Home page	https://sites.google.com/uoh.edu.iq/omar
Moodle Course Link	https://moodle.uoh.edu.iq/mod/forum/view.php?id=120	Google Scholar	https://scholar.google.com/citations?view_op=search_authors&mauthors=omar+fouad+ghafor&hl=en&oi=ao
E-mail	omar.ghafor@uoh.edu.iq	Tel	00964(0)7501178694
Study Year	2 nd	Semester	3 rd
Assessment type²	Exam	Discipline status	SD
Content³	SD	Mandatory⁴	MD

3. Prerequisites (if applicable)

Curriculum-related	English Sounds (1 st Semester)
Skills-related	Pronunciation and identification of English sounds.

5. Conditions (if applicable)

For the Theoretical	<p>The lectures are presented to the students using whiteboard, colorful markers, course references, handouts, Moodle, videos, audio recordings, and Data show.</p> <p>Students must bring pen and paper (or Notebook).</p> <p>Students must attend the classes regularly.</p> <p>Students must prepare and read the materials before each class.</p> <p>Students must be active and participate in the class discussions.</p> <p>Students must listen to the sounds of English and practice their production after each class.</p> <p>Students must attend and complete all the quizzes, tests, and exams.</p> <p>Students must show personal and academic integrity and honesty.</p>
For the Practical/Lab. /Project	<p>The lectures are presented to the students using different media resources and Data show.</p> <p>Students must bring pen and paper (or Notebook).</p> <p>Students must attend the classes regularly.</p> <p>Students must prepare and read the materials before each class.</p> <p>Students must be active and participate in the class discussions.</p> <p>Students must listen to the sounds of English and practice their production after each class.</p> <p>Students must attend and complete all the quizzes, tests, and exams.</p> <p>Students must show personal and academic integrity and honesty.</p>

6. Cumulated specific competences

Professional competencies	<p>Problem solving, pronunciation and identification of English sounds, and differentiation between English sounds and the sounds of their native language.</p>
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Transversal competences	Problem solving, self-directed learning, teamwork, and critical thinking.
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7. Discipline objectives (based on the cumulated specific competences)

General objective	The main objective of this course is to teach articulatory phonetics to the students whose native language is not English.
Specific objectives (Learning Outcomes)	<p>This course aims at the following:</p> <ol style="list-style-type: none"> 1. To familiarize the students with the characteristics of each English sound. 2. To familiarize the students with important terms and concepts used in phonetics, especially articulatory phonetics. 3. To familiarize the students with the organs of speech and how they function in articulating different sounds. 4. To teach the techniques that help the students to improve their pronunciation of English. 5. To explore the features of natural spoken English at word level and entail a better control of the students' pronunciation during a communicative task. This enables them to speak English more confidently. 6. To help the students to understand the phonetic transcription of English and be able to transcribe words. 7. To encourage students to listen to English, as much as possible, to train their ears.

8. Content

Theoretical- Number of hours	Teaching	Observation
First week	Registration, Introduction to the Course and the Subject	1 hour
Second week	Articulation and Acoustics Speech Production Sound Waves	1 hour

Third week	Places of Articulatory Gestures The Oro-Nasal Process	1 hour
Fourth week	The Acoustics of Consonants The Articulation of Vowel Sounds	1 hour
Fifth week	The Sounds of Vowels Suprasegmentals	1 hour
Sixth week	The Consonants of English Stop Consonants	1 hour
Seventh week	Midterm exam	1 hour
Eighth week	Stop Consonants	1 hour
Ninth week	Fricatives Affricates Nasals Approximants	1 hour
Tenth week	English Vowels Transcription and Phonetic Dictionaries Vowel Quality The Auditory Vowel Space	1 hour
Eleventh week	American and British Vowels Diphthongs Rhotic Vowels	1 hour
Twelfth week	Lexical Sets Unstressed Syllables	1 hour
Thirteenth week	Tense and Lax Vowels English Vowel Allophones	1 hour

Practical Works– Number of hours	Teaching	Observation
First week	Registration, Introduction to the Course and the Subject	1 hour
Second week	Articulation and Acoustics Speech Production Sound Waves	1 hour
Third week	Places of Articulatory Gestures The Oro-Nasal Process	1 hour
Fourth week	The Acoustics of Consonants The Articulation of Vowel Sounds	1 hour
Fifth week	The Sounds of Vowels Suprasegmentals	1 hour
Sixth week	The Consonants of English Stop Consonants	1 hour
Seventh week	Midterm exam	1 hour
Eighth week	Stop Consonants	1 hour
Ninth week	Fricatives Affricates Nasals Approximants	1 hour
Tenth week	English Vowels Transcription and Phonetic Dictionaries Vowel Quality The Auditory Vowel Space	1 hour
Eleventh week	American and British Vowels Diphthongs	1 hour

	Rhotic Vowels	
Twelfth week	Lexical Sets Unstressed Syllables	1 hour
Thirteenth week	Tense and Lax Vowels English Vowel Allophones	1 hour

9. Compulsory bibliography:

1. Davenport, M., & Hannahs, S. (2020). *Introducing Phonetics and phonology*. New York: Routledge.
2. Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics*. Stamford: Cengage Learning.

Optional bibliography:

1. Abercrombie, D. (1967). *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
2. Ashby, M., & Maidment, J. (2003). *Introducing phonetic science*. Cambridge: Cambridge University Press.
3. Ashby, P. (2011). *Understanding phonetics*. London: Hodder Education.
4. Ball, M., & Rahilly, J. (1999). *Phonetics: The Science of Speech*. London: Edward Arnold.
5. Catford, J. C. (2001). *A Practical Introduction to Phonetics*. Oxford: Oxford University Press.
6. Chomsky, N., & Halle, M. (1991). *The Sound Pattern of English*. Cambridge: MIT Press.
7. Cruttenden, A., & Gimson, A. C. (2001). *Gimson's pronunciation of English*. London: Edward Arnold.
8. Hancock, M. (2003). *English Pronunciation in Use*. Cambridge: Cambridge University Press.
9. Hudson, J. (2012). *The Sound of English; A Practical Course in British English Pronunciation*. London: Pronunciation Studio.
10. Jones, C. (2006). *English Pronunciation in the Eighteenth and Nineteenth Centuries*. Durham: Antony Rowe Ltd.
11. Jones, D. (1975). *An Outline of English Phonetics*. Cambridge: Cambridge University Press.
12. Knowles, G. (2014). *Patterns of Spoken English*. London: Routledge.
13. Kreidler, C. (1989). *The Pronunciation of English*. Oxford: Blackwell.
14. Kreidler, C. W. (1989). *The Pronunciation of English; A Course Book*. Oxford: Blackwell Publishing.

15. Ladefoged, P. (2001). *A Course in Phonetics*. San Diego: Harcourt Brace Jovanovich.
16. Ladefoged, P. (2001). *Vowels and Consonants*. Oxford: Blackwell.
17. Ladefoged, P., & Maddieson, I. (1996). *The Sounds of the World's Languages*. Oxford: Blackwell Publishers.
18. Laver, J. (1994). *Principles of Phonetics*. Cambridge: Cambridge University Press.
19. O'Connor, J. D. (1973). *Phonetics*. London: Penguin.
20. O'Connor, J. D. (1998). *Better English pronunciation*. Cambridge: Cambridge University Press.
21. Roach, P. (1998). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.
22. Roch, P. (2001). *Phonetics*. Oxford: Oxford University Press.
23. Shockey, L. (2003). *Sound Patterns of Spoken English*. Oxford: Blackwell Publishing.
24. Skandera, P., & Burleigh, P. (2005). *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*. Augsburg: Gunter Narr Verlag.
25. Trask, R. L. (2005). *Dictionary of phonetics and phonology*. London: Routledge.

Useful links:

1. <http://www.yorku.ca/earmstro/ipa/>
2. <https://www.york.ac.uk/language/current/resources/areas/phon/>
3. <https://pronunciationstudio.com/about/>
4. <http://soundsofspeech.uiowa.edu/anatomy.html>
5. <http://soundsofspeech.uiowa.edu/english/english.html>
6. <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>
7. <http://pronounce.voanews.com/>
8. <http://www.photransedit.com/>
9. <https://australianlinguistics.com/>
10. <https://easypronunciation.com/en/american-english-pronunciation-ipa-chart>
11. <https://tophonetics.com>
12. <https://www.internationalphoneticassociation.org>
13. http://routledge textbooks.com/textbooks/_author/collins-9780415506496/
14. <https://www.soundsofenglish.org/>
15. <https://www.englishclub.com/pronunciation/>
16. <http://www.cambridge.org/elt/peterroach/resources.htm>
17. <http://www.tedpower.co.uk>

10. Corroborating the discipline content with the expectations of the epistemic community representatives, of the professional associations and of the relevant employers in the corresponding field

1. The students need the knowledge they get from this course in their future career as language teachers in private and public schools or any educational institutions in which they work.
2. The students get benefit from the content of this course to improve their pronunciation and communication skills as well.
3. The students master the basic terms and concepts of phonetics.

11. Assessment

Type of activity	Assessment criteria ²	Assessment type	Final grade Percentage
Theoretical (final exam)	Written exam	Writing examination	50%
Theoretical (midterm exam)	Written exam	Writing examination	20%
Practical	Oral presentation	Seminar presentation	10%
Activity during semester	Oral and written performance	Quiz and class activity	20%

Minimum performance standards: Listening, speaking, reading, and writing English well, solving problems, and having the basic knowledge of articulatory phonetics.

The assessment policy is based on the following principles:

1. Assessment encourages and reinforces learning.
2. Assessment enables tough and fair judgements about student performance.
3. Assessment practices are fair and equitable to students and give them the opportunity to demonstrate what they have learned.
4. Assessment maintains academic standards.

Theoretical Lecturer	Asst. Prof. Omar Fouad Ghafor
Practice Lecturer	Asst. Prof. Omar Fouad Ghafor

Approved by the Curriculum Development Committee	
1	
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Head of the Department/ Dean	

Notes:

- 1 Cycle of studies - choose one of the three options: Bachelor «1», Master «2», Ph.D. «3»
- 2 (Exam: oral examination, written exam), and (Continuous Evaluation (CE), portfolio).
- 3 Discipline status (content) - for the Bachelor level, choose one of the options: FD (fundamental (General) discipline), PF (Preparatory Disciplines in the Field), SD (Specialty Disciplines), CD (Complementary Disciplines), DU (disciplines based on the university's options).
- 4 Discipline status (compulsoriness) - choose one of the options
 - MD (Mandatory discipline),
 - OD (optional discipline),
 - ED (Elective (Facultative) discipline).
- 5 Note: 1 ECTS = 27 hours workload; $ECTS = WL/27$, The first week is registration and introduction to the course.