



**Course Syllabus**  
**According to JORDAN National Qualification**  
**Framework (JNQF)**

**Course Name: English Phonetics**

**Course Number: 01022211**

**General Course Information:**

Course title	<b>English Phonetics</b>
Course number	<b>01022211</b>
<b>Credit hours</b>	<b>3</b>
<b>Education type</b>	<b>Hybrid (2 Lectures Face – to - Face +1 Lecture Asynchronous)</b>
Prerequisites/corequisites	<b>01101112</b>
Academic Program	<b>BA Program/ English Language &amp; Literature</b>
Program code	<b>102</b>
Faculty	<b>Arts</b>
Department	<b>English Language &amp; Literature</b>
Level of course	<b>2<sup>nd</sup> Year</b>
Academic year /semester	<b>2023/2024 –1<sup>st</sup> term</b>
Awarded qualification	<b>Bachelor of Arts</b>
Other department(s) involved in teaching the course	<b>English Language/Translation</b>
Language of instruction	<b>English</b>
Date of production/revision	<b>29/10/2023</b>

**Course Coordinator:**

<b>Coordinator's name</b>	<b>Safi Eldeen Alzi'abi</b>
<b>Office No</b>	<b>2303 (Third Floor)</b>
<b>Office Phone extension number</b>	<b>2417</b>
<b>Office Hours</b>	<b>Sun (10-11 + 13-14) Mon (8-10), Tues (9-10) and Wed (10-11)</b>
<b>Email</b>	<b>safieldeen.aziabi@iu.edu.jo</b>

**Other Instructors:**

<b>Instructor name</b>	<b>NA</b>
<b>Office No</b>	<b>NA</b>
<b>Office Phone extension number</b>	<b>NA</b>
<b>Office Hours</b>	<b>NA</b>
<b>Email</b>	<b>NA</b>

**Course Description (*English/Arabic*):**

<b>English</b>	<ul style="list-style-type: none"> <li>• Human body and the organs used in voice production</li> <li>• detailed classification and description of English consonants and vowels (IPA and Cardinal vowel chart)</li> <li>• English phonetic system: aural production and reception of sounds</li> <li>• practice in pronunciation and phonemic transcription</li> <li>• Phontactics vs. phonology: phontactics, phonological processes</li> <li>• supra-segmental phonemes: stress, pitch, juncture</li> </ul>
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	<ul style="list-style-type: none"> <li>• syllabification - Intonation</li> </ul>
Arabic	<p>- جسم الانسان والأعضاء المستخدمة في إصدار الأصوات</p> <p>- تصنيف والوصف المفصل لأصوات اللغة الإنجليزية الصامتة والعلّة</p> <p>- (IPA و جدول أصوات العلة الأساسية)</p> <p>- النظام الصوتي الإنجليزي: اخراج الأصوات من الفم وسماعها (استقبالها)</p> <p>- ممارسة اللفظ والكتابة اللفظية</p> <p>- الصوتيات بالمقارنة مع النظام الصوتي</p> <p>- الأصوات الفوقية (السمات الفوق صوتية): الشد والنغمة وال juncture</p> <p>- التقطيع</p> <p>- التنغيم</p>

**Textbook: Author(s), Title, Publisher, Edition, Year, Book website.**

- 1 Porzuczek, A., & Szcześniak, K. (2019). *Transcription Practice for the International Phonetic Alphabet: Exercises for Students of English*. Cambridge Scholars Publishing.
- 3 Ladefoged, P., & Johnson, K. (2014). *A course in phonetics*. Cengage learning.
- 2 Knight, R. A. (2012). *Phonetics: A coursebook*. Cambridge University Press

**References: Author(s), Title, Publisher, Edition, Year, Book website.**

#### Supporting Material

- O'Connor, J.D. (1981). *Better English Pronunciation (2<sup>nd</sup> Ed.)*. Cambridge: Cambridge University Press.
- Ladefoged, P., & Disner, S. F. (2012). *Vowels and consonants*. John Wiley & Sons.
- KNIGHT, R. A. (2012). *Phonetics: A Coursebook*. Cambridge: CUP.
- Brend, R. M. (1990)..
- Catford, J. C. (2002). *A practical introduction to phonetics*. New York: Oxford University Press.

#### INTERNET: web-sites on phonetics and phonology

##### 1 How you say- <https://howjsay.com/>

##### 2 JUST as Spoken: a wonderful programme for transcription

##### 3 Computer software, e.g. Signalize. acoustic speech analysis software:

<https://www.york.ac.uk/language/current/resources/software-resources/speech-analysis/>

(There is more at <http://mason.gmu.edu/~weinberg>)

Electronic Books on : Google Scholars

<https://studylib.net/search/?q=phonetics+and+phonology>

<http://homepages.wmich.edu/~hillenbr/>

PRONUNCIATION SKILLS WITH ADRIAN UNDERHILL:

<https://www.onestopenglish.com/support-for-teaching-speaking/pronunciation-skills-with-adrian-underhill/554307.article>

#### Selected English websites

The following is a list of some online English websites and dictionaries to improve your pronunciation:

- American Heritage Dictionary American Heritage Dictionary of the English Language, Fifth Ed.

How to Pronounce: <https://www.howtopronounce.com/search/contain>  
English Pronunciation Lab:

- Collins Online Dictionary Collins Unabridged English Dictionary;  
Collins Unabridged Thesaurus; Collins Webster's American English Dictionary;  
Dictionary.com Dictionary.com Unabridged, based on the Random House Webster's Unabridged Dictionary

- Merriam-Webster Online Merriam-Webster Online Dictionary

- Oxford Dictionaries Online Oxford Dictionary of English;

- Oxford American Dictionary; Oxford Thesaurus of English;

- Oxford American Writer's Thesaurus

Rachel's English: <https://rachelsenglish.com/>

AngloLink: <https://anglo-link.com/index.php?/home>

SAUNDZ: <http://saundz.com/> App

Links to phonetics resources:

<https://www.internationalphoneticassociation.org/content/links-phonetics-resources>

#### **Advanced learner's dictionaries/ Online Websites to help improve your correct pronunciation**

- Oxford Advanced Learner's Dictionary
- Cambridge Advanced Learner's Dictionary/ [Cambridge Online Dictionary-  
https://dictionary.cambridge.org/pronunciation/english/website](https://dictionary.cambridge.org/pronunciation/english/website)
- Longman Dictionary of Contemporary English (<https://www.ldoceonline.com/>)
- Macmillan English Dictionary for Advanced Learners:  
<https://www.macmillandictionary.com/>

#### **Course Educational Objectives (CEOs):**

1.	Students are expected to master the major topic areas in the sound production (articulatory Phonetics) including the classification and description of consonants and vowels
2.	Students are expected to master the articulation of diphthongs.
3.	Students are expected to master the articulation of triphthongs.
4.	Students are expected to master the phonetic transcription using the IPA and the Cardinal Vowel Chart.
5.	Students are expected to acquire a native or a semi- native accent.

#### **Intended Learning Outcomes (ILO's):**

1.	Subject Intended learning outcomes (ILOs) describe what students are expected to know and be able to do at the end of the course. These outcomes are related to the knowledge, skill and competence that students acquire:	Relationship to CEOs	Contribution to PLOs	Bloom Taxonomy Levels*	Descriptors**

<b>2. A</b>	<b>Knowledge and Understanding:</b>				
<b>3. A1</b>	Master the classification, description and production of consonants and vowels	<b>3</b>	<b>1</b>	<b>1, 3</b>	<b>K</b>
<b>4. B</b>	<b>Intellectual skills:</b>				
<b>5. B1</b>	Master articulation of all sounds in syllables and words.	<b>2</b>	<b>1, 3</b>	<b>1, 2</b>	<b>K, S</b>
<b>6. C</b>	<b>Subject specific skills:</b>				
<b>7. C1</b>	Master transcription and acquire a native or a semi-native accent	<b>3</b>	<b>2,3</b>	<b>3, 4</b>	<b>K,S</b>
<b>8. D</b>	<b>Transferable skills:</b>				
<b>9. D1</b>	Distinguish between sounds on the basis of phonetic transcription and their corresponding pronunciation	<b>1</b>	<b>1,4</b>	<b>5</b>	<b>K,S</b>

**\*Bloom Taxonomy Levels**

<b>Level #</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Level Name</b>	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Evaluation</b>	<b>Synthesis</b>

**\*\* Descriptor (National Qualification Framework Descriptors): K : Knowledge, S: Skill, C: Competency.**

**Program Learning Outcome (PLOs):**

<b>Program Learning Outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviours that students acquire as they progress through the program. A graduate of the ( ) program will demonstrate:</b>	<b>Descriptors**</b>		
	<b>K</b>	<b>S</b>	<b>C</b>

1.	1. Acquiring the basic language skills in English.	X		
2.	2. Understanding the disciplines of knowledge of the English language.	X		
3.	3. Developing different skills of contact and communication.		X	
4.	4. Analyzing linguistic and literary texts.		X	
5.	5. The ability to adapt to different working environments and conditions.			X
6.	6. Evaluating different working environments and conditions.			X
7.	7. The ability to write scientific researches related to English language and literature.		X	
8.	8. Acquiring technical skills in the field of scientific research.	X		
9.	9. Enhancing critical thinking skills.			X

**\*\* Descriptors according to the national qualifications framework (K: knowledge, S: skill, C: Competency)**

**Weekly Schedule** (please choose the type of teaching)

➔ **Hybrid (2 Lectures Face – To - Face +1 Lecture Asynchronous)**

Week	First lecture (Face-to-Face)	Second lecture (Face-to-Face)	Third Lecture (Asynchronous)	Ach. ILOs	Ach. PLOs	Descriptors **
1	General introduction	Articulation and Acoustics <i>Speech Production</i> <i>Sound Waves</i> <i>Places of Articulatory Gestures</i> <i>The Oro-Nasal Process</i> <i>Manners of Articulation</i> <i>Stop</i> <i>Fricative</i> <i>Approximant</i> <i>Lateral (Approximant)</i> <i>Additional Consonantal Gestures</i> <b>10.</b>	IPA website for symbols+ <a href="https://www.englishradar.com/english-pronunciation/english-consonant-sounds/">https://www.englishradar.com/english-pronunciation/english-consonant-sounds/</a>	<b>A1</b>	<b>1</b>	<b>K</b>
2	<i>The Acoustics of Consonants</i> <i>The Articulation of Vowel Sounds</i>	Phonology and Phonetic Transcription	<i>Exercises – Performance Exercises</i>	<b>A1</b>	<b>1</b>	<b>K</b>

	<i>The Sounds of Vowels</i> <i>Suprasegmentals</i> <i>Recap</i>	<i>The Transcription of Consonants</i> <i>The Transcription of Vowels</i> <i>Consonant and Vowel Charts</i> <i>Phonology</i> <i>Recap</i>				
3	The Consonants of English <i>Stop Consonants</i> <i>Fricatives</i> <i>Affricates</i> <i>Nasals</i> <i>Approximants</i> <i>Overlapping</i> <i>Gestures</i>	<i>English Consonant Allophones</i> <i>Diacritics</i> <i>Recap</i>	<i>Exercises Performance</i> <i>Exercises</i>	<b>A1, B1</b>	<b>1, 3</b>	<b>K, S</b>
4	English Vowels <i>Transcription and Phonetic Dictionaries</i> <i>Vowel Quality</i> <i>The Auditory Vowel Space</i> <i>American and British Vowels</i> <i>Diphthongs</i>	<i>Rhotic Vowels</i> <i>Lexical Sets</i> <i>Unstressed Syllables</i> <i>Tense and Lax Vowels</i>	<i>Exercises Performance</i> <i>Exercises</i>	<b>C1</b>	<b>2,3</b>	<b>K,S</b>
5	<i>English Vowel Allophones</i> <i>Recap</i>	The IPA chart and mid-sagittal sections for consonants 4	<a href="https://www.howmanysyllables.com/syllable_counter/">https://www.howmanysyllables.com/syllable_counter/</a>	<b>B1</b>	<b>1, 3</b>	<b>K, S</b>
6	English Words and Sentences <i>Words in Connected Speech</i>	<i>Stress</i> <i>Degrees of Stress</i> <i>Sentence Rhythm</i> <i>Intonation</i>	<i>Exercises Performance</i> <i>Exercises</i>	<b>A1</b>	<b>1</b>	<b>K</b>
7	<i>Target Tones</i> <i>Recap</i>	<b>11. Long vowels</b>	Drills with phonemic chart	<b>C1</b>	<b>2,3</b>	<b>K, S</b>
8	The IPA chart and mid-sagittal	<b>12. Description and</b>	<a href="https://ecampusontario.pressbooks">https://ecampusontario.pressbooks</a>	<b>A1, D1</b>	<b>1, 4</b>	<b>K, S</b>

	sections for consonants	<b>classification of diphthongs</b>	ks.pub/essentialsofphonetics2/chapter/4-1-phonemes-and-allophones/			
9	Phonemic and phonetic transcription	Putting sounds together and transcription	<a href="https://www.howmanysyllables.com/">https://www.howmanysyllables.com/</a>	<b>B1</b>	<b>1, 3</b>	<b>K, S</b>
10	Consonant clusters	Oral practice	<a href="https://www.howmanysyllables.com">https://www.howmanysyllables.com</a> <a href="https://www.usc.gal/multimlab/exercises/written/unit_5.html">https://www.usc.gal/multimlab/exercises/written/unit_5.html</a>	<b>A1, B1,</b>	<b>1, 3</b>	<b>K, S</b>
11	Airstream Mechanisms and Phonation Types <i>Airstream Mechanisms States of the Glottis</i>	<i>Voice Onset Time Summary of Actions of the Glottis Recap</i>	<a href="https://www.fluentu.com/blog/english/english-rhythm/">https://www.fluentu.com/blog/english/english-rhythm/</a>  <i>Exercises Performance Exercises</i>	<b>C1</b>	<b>2,3</b>	<b>K, S</b>
12	Consonantal Gestures <i>Articulatory Targets Types of Articulatory Gestures Stops Nasals</i>	Consonantal Gestures <i>Articulatory Targets Types of Articulatory Gestures Stops Nasals Fricatives Trills, Taps, and Flaps Laterals Summary of Manners of Articulation</i>	<a href="https://www.howmanysyllables.com/">https://www.howmanysyllables.com /</a> <i>Exercises Performance Exercises</i>	<b>A1, D1</b>	<b>1, 4</b>	<b>K, S</b>
13	Vowels and Vowel-Like Articulations	<i>Semivowels</i>	<i>Exercises</i>	<b>A1, B1</b>	<b>1, 3</b>	<b>K, S</b>



	<i>Cardinal Vowels</i> <i>Secondary Cardinal Vowels</i> <i>Vowels in Other Accents of English</i> <i>Vowels in Other Languages</i> <i>Nasalization</i> <i>Summary of Vowel Quality</i>	<i>Secondary Articulatory Gestures</i> <i>Recap</i>	<i>Performance Exercises</i>			
14	Syllables and Suprasegmental Features <i>Syllables</i> <i>Stress</i> <i>Length</i> <i>Timing</i> <i>Intonation and Tone</i>	<i>Stress, Tone, and Pitch</i> <i>Accent</i> <i>Languages</i> <i>Recap</i>	<a href="https://www.ifioque.com/figures-of-speech/trope/elision/">https://www.ifioque.com/figures-of-speech/trope/elision/</a>  <a href="https://englishwithkim.com/intonation-exercises/">https://englishwithkim.com/intonation-exercises/</a>	C1	2,3	K, S
15	Pronunciation problems and Weak forms	Transcription practice	<a href="https://usefulenglish.ru/phonetics/practice-intonation-rhythm">https://usefulenglish.ru/phonetics/practice-intonation-rhythm</a>	B1	1, 3	K, S
	Final exam					

\* **K: Knowledge, S: Skills, C: Competency**

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### Teaching Methods and Assignments:

#### Development of ILOs is promoted through the following teaching and learning methods:

- Lectures  
This course is primarily a theoretical course with a lot of new information that students take for the first time.
- Demonstration  
Much of the class time will be used to demonstrate and analyse the different topics included in the units of the textbook. Students are encouraged to prepare each lesson, not to skip any class, and to participate actively each lesson.
- Assignments:  
Assignments are assigned to check students comprehension of the topics discussed.

## Course Policies:

### A- Attendance policies:

The maximum allowed absences is 15% of the lectures.

### B- Absences from exams and handing in assignments on time:

Midterm exam can be retaken based on approval of excuse by the instructor's discretion.

Not handing assignment on time will incur penalties.

### C- Honesty policy regarding cheating, plagiarism, and misbehaviour:

Cheating, plagiarism, misbehaviour will result in zero grade and further disciplinary actions may be taken.

### D- Grading policy:

- All homework is to be posted online through the e-learning system.
- Exams will be marked within 72 hours and the marked exam papers will be handed to the students.
- Course Activities (Course Videos, Practice labs, Discussion Forums, Quizzes) **20%**

E- Available university services that support achievement in the course: **E-Learning Platform, and Library.**

## Required equipment:

- **Internet and computer or phone to access the material uploaded on the [elearn.edu.jo](https://elearn.iu.edu.jo) course site**
- **CD and a lab top or tablet with speakers**
- **Access to the IU E-Learning Platform at**

<https://elearn.iu.edu.jo/course/view.php?id=1824>

## Assessment Tools implemented in the course:

- **→ Final Exam → 50%**
- **→ Midterm Exam → 20%**
- **→ Class Involvement & Assignment → 30%**

## Responsible Persons and their Signatures:

Course Coordinator	Safi Eldeen Alzi'abi	Completed Date	29/10/2023
		Signature	
Received by (Department Head)	د. بسام السعيدين	Received Date	/ /2023
		Signature	