

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or minor element of programmes: Major

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course : English Language Department

Academic year / Level : **Third Year- Basic Education –First term**

Date of specification approval : ٢٠٠٨/١٠/٢٠ م

A- Basic Information

Title: Phonology 3

Code: 15311 ENG.

Credit Hours: ----

Lecture: 1hour

Tutorial: ---

Practical: 1 hour

Total: **2 hours weekly .**

Total: 28 hours.

B- Professional Information :

1- Overall Aims of Course :

- Introducing student teachers to the basic supra segmental features of the phonology of English.
- Developing Ss' ability to recognize various English consonants clusters sounds.
- Acquainting Ss with different features of stress and prominence.
- Familiarizing Ss with different stress patterns, pitch and their influence on meaning.
- Raising Ss awareness of phonological problems facing Arabs due to different stress patterns in the two languages.

2- Intended Learning Outcomes of Course (ILO's):

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

A- Knowledge and understanding:

A-1-1 discuss features of the supra segmental aspects of the phonology of English.

A-1-2 discuss the phonological problems facing Arabs in stress placement.

A-1-3 List the main styles of stress used in the English language.

A-1-4 Define the term 'consonant clusters'.

B- Intellectual Skills:

B-1-1 compare stress patterns in British English, and English and Arabic.

B-1-2 differentiate between stress patterns in English.

B-1-3 distinguish various English consonants, clusters, and sounds.

B-1-4 contrast syllable stresses in Arabic and English.

C- Professional and Practical Skills:

C-3-1 produce different accents on different categories of English.

C-3-2 pronounce words correctly with proper stress placement in British English.

C-3-3 Use pitch to indicate variant meanings and intentions.

D- General and Transferable Skills:

D-1-1 develop their pronunciation and fluency.

D-1-2 develop speaking skills.

D-5-1 Use cassettes and recorders to give good native examples of patterns of speech.

D-6-1 Use computers to record and rehearse the production of utterances.

D-4-1 Practice in pairs and groups the production of variant sounds and clusters.

D-2-1 Analyze a word into its main sounds or clusters.

3- Contents :

Topic	No. of Hours	Lecture	Practical

Syllable	4 hours	2	2
syllabic structure	4 hours	2	2
consonant clusters	2 hours	1	1
syllabic consonants	2 hours	1	1
rhythm	2 hours	1	1
stress and prominence	2 hours	1	1
strong and weak forms	4 hours	2	1
word and sentence stress	2 hours	1	2
pitch	2 hours	1	1
Arabic stress patterns	2 hours	1	1
differences between Arabic and English	2 hours	1	1

4- Teaching and Learning Methods:

- 4-1. Individual listening in the lab.....
- 4-2: Sound recognition.....
- 4-3: . Sound production
- 4-4: In class exercises
- 4-5 : Listening to supplementary material : Arabic stress patterns
- 4-6: Lectures.
- 4-7: Discussion.
- 4-8: Pair and group work.

5- Student Assessment Methods:

- 5-1: Quizzes: to assess students comprehension and understanding of the material taught.
- 5-2: Oral production: to assess sound production skills.
- 5-3: Semester work: to assess students comprehension and understanding of the material taught.

5-4: Final exam: to assess students achievement regarding course aims and ILO's.

Assessment Schedule :

Assessment 1 : Quizzes: every two weeks.

Assessment 2 : Oral production: every weak.

Assessment 3 : Term work: Week 9.

Assessment 4 : Final exam: Week 15 or 16.

Weighting of Assessments:

Mid-Term Examination	80%
Final-Term Examination	
Oral Examination	13%
Practical Examination	
Term Work	7%
Total :	100%

6- List of References :

6-1: Course Notes:

Notes and lectures provided by the lecturer.

6-2: Essential Books (Text Books):

- Roach, P. (1996) English Phonetics and Phonology. Oxford University Press.

6-3: Recommended Books:

- Ezzat. Notes on Arabic Stress Patterns and the aspects of Language ..
- CDELT Phonetics Book Two (Segmentals), 1990.
- T. Nasr. (1997). The Teaching of English to Arabic Students.
- O'Connor. Better English Pronunciation. Cambridge. 1998.
- A University Course in Practical Phonetics. Longman. 1992.

6-4: Periodicals, Web Sites, etc:

WWW.createdbyteachers.com/syllablerulex.htm

www.englishclub.com

www.teachingenglish.org.uk

WWW.uta.fi/FAST/US1/P1/HLM/HOME.HTML

WWW.uta.fi/FAST/US1/P1/HLM/TUIREK.HTML

7- Facilities Required for Teaching and Learning

Big class rooms, microphones, language labs, cassettes recorders, computers, data show.

Course Coordinator: Dr. Ayman Nady

Head of Department : Dr.Ahmed Abdel Salam

Date: