

Ministry of Higher Education and Scientific Research

Supervision and Scientific Evaluation Body

Quality Assurance and Academic Accreditation Office

Course Description

Subject: Phonology

This course description provides a brief survey of the most important characteristics, expected learning output, showing whether students have made full use of the learning opportunities. These characteristics have to be matched with the description of the program.

1. Educational Institution	Shatt Al-Arab University
2. Department / Center	English
3. Course Title /Code	Phonology
4. Lecturer Name	Muna Abdulabbas Abdulhassan Alfatlawi
5. Type of Teaching	Attendance
6. Academic Year /Term	2027/2026
7. Total No. of Teaching Hours	90 per class morning and 90 per class evening
8. Date of Preparing this Course Description	2026/7/1

9. Course Objectives

a. Providing students with the most important principles and basics of studying English phonology.
b. Teaching students the speech mechanism and related organs of speech.
Teaching students the difference between consonants and vowels based on phonetic and phonological criteria.
d. Teaching students and help them practice two types of transcription: phonemic and phonetic.

e. Providing students with the theoretical and practical knowledge in connected speech pronunciation.

10. Course Output, Methodology and Evaluation

(A) Cognitive Objectives

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| a. Enabling students to acquire knowledge and the skill of reading and preparing parts of the textbook. |
| b. Acquainting students with how to promote their personal knowledge. |
| c. Helping students to acquire knowledge in the art of finding information and expressing ideas. |
| d. Enabling students to sharpen their skills in the dynamic work environment. |
| e. Enabling students to invest their scientific abilities in their working place in the scope of reading, writing, and verbal communication. |
| f. Helping students to get the necessary knowledge to solve problems by using different resources. |

(B) Skill Objectives Related to the Program:

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| a. Scientific Skills |
| b. Leadership Skills |
| c. Skills Related to Administrative Work Challenges |

Methods of Teaching and Learning

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| a. Using already- prepared lectures. |
| b. Using up-to-date data shows. |
| c. Oral practice in the lab |
| d. Adopting group discussions. |

Methods of Evaluation

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| a. Oral tests |
| b. Monthly tests |
| c. Daily quizzes |
| d. Students' Regular Attendance and participation |

(C) Sentimental and Value Objectives

a. Realizing ethical objectives.
b. Commitment to university traditions.
c. Compliance with the University Instructions and the Ministry Regulations.
d. Promoting students' personal abilities in educational scopes and how to behave well with others.

Methods of Teaching and Learning

a. Lectures on university instructions.
b. Educational guidance lectures.
c. Continuous directing.
d. Visiting State and private institutions.
e. Playing audios related to the course.

Methods of Evaluation

a. Daily quizzes.
b. Classroom discussions and commitment to ethics and sublime values.
c. Special marks for class activities.
d. Monthly and quarterly written and aural evaluation.

D) General and Qualitative Skills (other skills related to the ability of employment and personal development)

a. Enabling students to acquire the skill and art of facing challenges and problem solving.
b. Enabling students to apply creative thinking in locating proper information source.
c. Enabling students to use modern methods of analysis and conclusions.
d. Enabling students to develop a taste in reading and understanding.

11. Course Structure

Week	No of Hours	Required Learning Output	Title of Subject	Teaching Method	Evaluation
1	3	understanding the material	Introduction to the course – Difference between phonetics and phonology, Chapter 2 articulators	- lectures - case study -discussions	Assignment -questions Homework
2	3	understanding the material	English Vowels – Short and Long Vowels - Cardinal Vowels and exercises	- lectures - case study -discussions	Assignment
3	3	understanding the material	Chapter 3 Diphthongs, Triphthongs, tens and lax. Do exercises	- lectures - case study -discussions	-questions
4	3	understanding the material	Chapter 4 The Larynx and different states of the glottis	- lectures - case study -discussions	Homework
5	3	understanding the material	Respiration and voicing , Plosives: articulation and distribution	- lectures - case study -discussions	Assignment
6	3	understanding the material	Fortis and Lenis and do exercises	- lectures - case study -discussions	-questions
7	3	understanding the material	1st Quiz	- lectures - case study -discussions	Homework
8	3	understanding the material	Chapter 5 : The phoneme, allophone, types of transcription, do exercises	- lectures - case study -discussions	Assignment
9	3	understanding the material	Chapter 6: Fricatives and Affricates, articulation and distribution, do exercises	- lectures - case study -discussions	-questions

10	3	understanding the material	2nd Quiz	- lectures - case study -discussions	Homework
11	3	understanding the material	Chapter 7, Nasals, lateral and approximants, articulation and distribution	- lectures - case study -discussions	Assignment
12	3	understanding the material	Lab for oral practice	- lectures - case study -discussions	-questions
13	3	understanding the material	Chapter 8 : the Syllable	- lectures - case study -discussions	Homework
14	3	understanding the material	Revision	- lectures - case study -discussions	Assignment
15	3	understanding the material	Exam	- lectures - case study -discussions	-questions
16	3	understanding the material	Spring Break	lectures	Homework
17	3	understanding the material	Chapter 9: Strong and Weak syllables	lectures	Assignment
18	3	understanding the material	Syllabic Consonants and do exercise	-discussions	-questions
19	3	understanding the material	Chapter 10 Word Stress	lectures	Homework
20	3	understanding the material	Stress in two and three syllable words	lectures	Assignment
21	3	understanding the material	Chapter 11 Complex word stress	-discussions	-questions
22	3	understanding the material	Revise and do exercise	lectures	Homework
23	3	understanding the material	3rd Quiz	lectures	Assignment
24	3	understanding the material	Chapter 12 Weak Forms and do exercise	-discussions	-questions

25	3	understanding the material	Chapter 14 Aspects of connected Speech: Rhythm	lectures	Homework
26	3	understanding the material	Assimilation and elision	lectures	Assignment
27	3	understanding the material	Exercises	-discussions	-questions
28	3	understanding the material	Chapter 15 Intonation	lectures	Homework
29	3	understanding the material	Oral Practice	lectures	Assignment
30	3	understanding the material	Revision	-discussions	-questions

12. Infrastructure

a. Textbooks	Roach, P. (2009) English Phonetic and Phonology: a Practical Course. (4th Ed.). Cambridge.
b. References	1. Carr, P. (2012). English Phonetics and Phonology: an Introduction. (2nd Ed.). Wiley 2. Ladefoged, P. (2015). A Course in Phonetics. (4th Ed.) Harcourt
c. Recommended books and periodicals (journals, reports, etc.)	http://www.shiporsheep.com
d. Electronic references, internet websites, etc.	https://showmeword.com/definition/english_word/achieve

13. The Plan of Improving the Course

1. Developing the Lab's Technical and Educational Infrastructure a. Interactive Software Integration: Installing visual acoustic analysis programs (such as Praat) to enable students to visualize sound waves and compare their pronunciation with native speaker models.

b. Digital Audio Library: Uploading all audio exercises from the textbook chapters (covering Vowels, Consonants, Stress, and Intonation) onto an internal lab server for seamless student access.

2. Developing the Practical Syllabus (In Alignment with the Textbook).

a. Phonemic Transcription Workshops: Allocating a weekly lab session to train students practically on transcribing words and sentences into the International Phonetic Alphabet (IPA) using display screens.

b. Minimal Pairs Auditory Drills: Implementing intensive listening tests to help students differentiate between perceptually close sounds that confuse Arabic speakers (e.g., distinguishing /p/ from /b/, or the vowels /ɪ/ from /i:/).

c. Practical Stress and Intonation Applications: Moving beyond the theoretical explanation of syllables and stress by recording students reading full sentences, followed by analyzing their word/sentence stress patterns and intonation contours.

3. Instructional and Practical Assessment Strategies

a. Audio Recording and Self-Evaluation: Requiring students to periodically record short texts and compare them with the standard pronunciation approved in the syllabus to identify and correct individual errors.

b. "Pure Accent" Competitions: Organizing competitive activities among students in public speaking and reading accuracy to encourage performance free from mother-tongue interference (local accent).



توقيع أستاذ المادة


م.م. علي عبد العباس

توقيع رئيس القسم

