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**Department of English**

**College of Arts**

**University of Soran**

**Subject: Phonetics and Phonology**

**Level: MA Programme**

**Semester: II**

**Lecturer's Name: Prof. Abbas Fadhil Lutfi, PhD**

**Academic Year: 2023/2024**

**Coursebook**

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| **1. Course Name** | Phonetics and Phonology | |
| **2. Lecturer in Charge** | Prof. Abbas Fadhil Lutfi, PhD | |
| **3. Department/ College** | English/Languages | |
| **4. Contact** | E-mail: [abbas.lutfi@su.edu.krd](mailto:abbas.lutfi@su.edu.krd) | |
| **5. Hours Per Week** | 3 | |
| **6. Office Hours** | By appointment. The instructor will inform students in advance of times when he will not be in and will make every reasonable effort to accommodate students' needs. | |
| **7. Course Code** |  | |
| **8. Teacher's Academic Profile** | Dr Abbas Fadhil Lutfi is a professor of Linguistics-Cognitive Semantics at Salahaddin University in Erbil-Kurdistan Region-Iraq. He has been teaching undergraduate and postgraduate courses in phonetics, phonology, morphology, syntax, semantics, pragmatics etc. since 2001. He has supervised a number of MA theses and PhD dissertations in the fields of phonetics, phonology, generative grammar, (cognitive) grammar, semantics, pragmatics. | |
| **9. Keywords** | Speech sounds, phonetics, and phonology | |
| **10. Course Overview:** This course represents a straightforward elaboration of the very complex manner in which the 'human noises' we call speech are produced, transmitted from mouth to ear, and processed between ear and brain. These three stages represent the fields of articulatory, acoustic, and auditory phonetic, respectively.  The course then exposes the students to the symbols used in the description and classification of speech sounds. It also handles the issue of how these sounds are organized into patterns in terms of phonemes and other abstract concepts.  Finally, the course introduces the students to some of the most prominent trends in phonological theory, e.g. the functional trend, the generative trend, and the optimality trend. | | |
| **11. Course Objective:** This course is designed to prepare MA students for success in phonetic and phonology. The course includes a review of key concepts in both domains. It also aims at giving the students a solid grounding in theoretical aspects in the study of speech sounds, let alone the practice in reading and responding to authentic English materials. | | |
| **12. Student's Obligation:** All students are expected to attend class once a week and to keep up with all assignments and readings. If a student fails to attend class for any reason, that student is still responsible for all work on the syllabus. Students may have no more than two weeks without attending class (excused or unexcused) in this course without adversely affecting their grades. After the student has missed more than the allowed absences, the instructor will deduct 2 points from the student’s final grade for each additional week missed. Staying current is the student’s responsibility.  Each student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviours, use mobile phones or pagers (other noise-making devices like iPads), listen to headphones/CDs, play with computers or hand held games, use inappropriate language, display defiance or disrespect to others, or behave improperly toward others during the class period may be asked to leave the class and be subjected to disciplinary action under the University Student Code of Conduct and Sanctions (the Article of Sanctions). The instructor of the course may deem additional behaviours or actions inappropriate. | | |
| **13. Form of Teaching:** The teaching method used in this course is an amalgam of structural and interactive methods, namely the oral method and the direct method. The students will be exposed to phonetic and phonological concepts, and then they will practise with a variety of drills. It is emphasized that the [target language](https://en.wikipedia.org/wiki/Second_language) should be used at all times. An idea that is highlighted here is that by reinforcing correct language behaviours, students will make them into habits.  The direct method, a key element in teaching this course, requires that both the instructor and the students refrain from using the learners' native language and just use the target language.  **Pedagogy**   * Introduction of new words and concepts (referred to as elements). * High frequency words and terms are prioritized. * Student are observed carefully to know when mental 'saturation' point is reached, indicating students should not be taught more elements until another time. * A list of everything taught is kept so that proper testing may be done. * A list of concepts and topics (Special Attention List) that are most difficult for students is maintained. * In progress, from lecture to lecture, the first few minutes of each lecture are to review prior topic(s). If students immediately show recognition and knowledge, a new element will be introduced. | | |
| **14. Assessment Scheme:**‌The students will have to make presentations and submit a term paper by the end of the course. There will also be one formal examination. Additionally, students will have frequent transcription practice and engage in discussion board assignments.  Grading:   * **Presentation:** 10 marks * **Term Paper:** 15 marks * **Examination:** 25 marks * **Final Examination:** 50 marks   Students **must** complete all major assignments to receive a passing grade in the course. The final grades are non-negotiable and are based strictly on the student’s earned points. | | |
| **15. Students’ Learning Outcome:** By the end of the course, students will have hopefully learned the following:   1. Different concepts pertaining to articulatory, acoustic, and auditory phonetics. 2. The different organs of speech that are used in articulating the phonemes of the English language. 3. The correct pronunciation of English words according to the variety of English known as RP English. 4. How native speakers could make changes to phonemes in different phonological environments and how these changes could pose a problem for learners of EFL. 5. The role of pronunciation in successful communication. 6. Some of the important trends in phonological theories. | | |
| **16. Course Reading List and References‌:**   * Abercrombie, D. (1967). Elements of general phonetics. Edinburgh. Edinburgh University Press. * Aitchison, J. (2003). Linguistics. London: Teach Yourself. * Archangeli, D., & Langendoen, T. (Eds.). (1997/2003). Optimality theory: An overview. Oxford: Blackwell Publishers. * Bauman-Waengler, J. (2009). Introduction to phonetics and phonology: From concepts to transcription. Boston, MA: Pearson Education, Inc. * Fischwe-Jorgensen, E. (1975). Trends in phonological theory: A historical introduction. Copenhagen: Akademisk Forlag. * Fromkin, V., & Rodman, R. (1988). An Introduction to Language. (4th ed.). New York, NY: Holt, Rinehart & Winston. * Gimson, A. C. (1970). An introduction to the pronunciation of English. (2nd ed.). London: Edward Arnold. * Ladefoged, P. & Johnson, K. (2011). A course in general phonetics. Boston, MA: Wordsworth. * O'Connor, J.C. (1973). Phonetics. London: Penguin Books Ltd. * Roach, P. (2000). English phonetics and phonology: A Practical Course. (3rd ed.) Cambridge: Cambridge University Press.   In addition, the students could enjoy the freedom of choosing the websites that best satisfy their needs and facilitate the accomplishment of their assigned tasks. | | |
| **17. The Topics:** | | **Lecturer's Name** |
| In this section the lecturer shall write the titles of all topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture  Each term should include not less than 16 weeks | | Lecturer's name  ex: (2 hrs)  ex: 14/10/2015 |
| **18. Syllabus** | | |
| |  |  |  | | --- | --- | --- | | **The Schedule** | | | | **Week** | **Hours** | **Topic** | | 1 | 1, 2, and 3 | **I. Introduction**   * The Emergence of Phonetics and Phonology | | 2 | 1, 2, and 3 | * Forerunners of Phonological Theory | | 3 | 1, 2, and 3 | **II. The Role of Sounds in Communication** | | 4 | 1, 2, and 3 | **III. Articulatory Phonetics**   * Sources of Energy-The Lungs * Organs of Speech-The Articulators * Air stream Mechanisms | | 5 | 1, 2, and 3 | * Description and Classification of Sounds * Vowels and Consonants versus Vocoids and Contoids | | 6 | 1, 2, and 3 | **IV. Acoustic Phonetics** | | 7 | 1, 2, and 3 | **V. Auditory Phonetics** | | 8 | 1, 2, and 3 | **VI. The Syllable**   * Nature * Structure | | 9 | 1, 2, and 3 | * Suprasegmentals | | 10 | 1, 2, and 3 | **VII: Aspects of Connected Speech**   * Coarticulation * Second Articulation * Double Articulation | | 11 | 1, 2, and 3 | * Rhythm * Ellison * Assimilation * Linking | | 12 | 1, 2, and 3 | **VIII. Trends in Phonological Theory**   * The Functional Theory | | 13 | 1, 2, and 3 | * The Generative Theory | | 14 | 1, 2, and 3 | * The Optimality Theory | | 15 | **Final Examination (50 marks)** | | | 16 |   ***\*This syllabus is subject to change at the discretion of the instructor.*** | | |
| **19. Examinations:**  **1. Compositional:** In this type of examination the questions usually starts with Explain how, What are the reasons for…?, Why…?, How….?, i.e. essay types questions. Examples will have to be provided with the typical answers. | | |
| **20. Extra Notes:**  Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. | | |
| **21. Peer Review :**  This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.  (A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject). | | |