

## The University of Jordan

**Faculty: Foreign Languages**  
**Semester: 2<sup>nd</sup> semester**  
**Pronunciation & Speech (2205210)**

**Department: Linguistics**  
**Academic Year: 2014/2015**

<b>Credit hours</b>	<b>3</b>	<b>Level</b>	<b>3</b>	<b>Prerequisite</b>	<b>-</b>
<b>Coordinator/ Lecturer</b>	<b>Dr. Ghaleb Rababah</b>	<b>Office number</b>	-----	<b>Office phone</b>	<b>24834</b>
<b>Course website</b>	<a href="http://eacademic.ju.edu.jo/ghaleb.rababah/Lists/Taught%20Courses/AllItems.aspx">http://eacademic.ju.edu.jo/ghaleb.rababah/Lists/Taught%20Courses/AllItems.aspx</a>	<b>E-mail</b>	<a href="mailto:Ghaleb.rababah@ju.edu.jo">Ghaleb.rababah@ju.edu.jo</a>	<b>Place</b>	<b>Department of Linguistics</b>

<b>Office hours</b>					
<b>Day/Time</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
	<b>10-11</b>		<b>10-11</b>		<b>10-11</b>

### Course Description

The course aims at developing the student's pronunciation and speaking skills at both segmental and suprasegmental levels of English in key words, phrases, and sentences. It trains students to produce short and long utterances using appropriate stress and intonation. The course aims at developing the student's pronunciation and speaking skills at both segmental and suprasegmental levels of English in key words, phrases, and sentences. It trains students to produce short and long utterances using appropriate stress and intonation.

### Learning Objectives

- Identify the individual English consonant and vowel sounds.
- Produce the individual consonant and vowel sounds in the English language.
- Match the IPA symbols to native speaker-recorded consonants and vowels.
- Use stress and intonation patterns correctly.
- Relate spelling patterns to the pronunciation of sounds.

### Intended Learning Outcomes (ILOs):

Successful completion of the course should lead to the following outcomes:

#### **A- Knowledge and Understanding (Students should)**

- A1) List the contexts for rising and falling intonation.
- A2) Recall the phonetic symbols correctly.

- A3) Describe the contexts of use for a variety of speech formulas.
- A4) be able to discuss A4) and explain the role of contextual meaning.
- A5) Recognize incorrect pronunciation.
- A6) Explain mistakes in articulation.
- A7) Correctly identify vowels in connected speech.
- A8) Tell where various consonants and vowels are produced.
- A9) Identify stress and intonation patterns in spoken English.
- A10) Express active interest in imitating native speaker

**B- Intellectual/Cognitive/Analytical Skills (Students should)**

- B1) Analyze speaker intentions and respond appropriately.
- B2) Match spelling-problematic words with correct pronunciation.
- B3) Modulate sound articulation in accordance with stress and intonation patterns.
- B4) Make correct self introductions and introduce others.
- B5) Welcome visitors and indulge in small talk.
- B6) Have cordial exchanges with others.
- B7) Solicit information in culturally appropriate ways.
- B8) Seek clarification and clear communication problems.
- B9) Agree and disagree with others in non-confrontational manners.

**C- Subject Specific Skills (Students should)**

- C1) Conceptualize the components/rules of English pronunciation
- C2) Recognize phonemes of English
- C3) Recognize own pronunciation difficulties
- C4) Recognize common spelling and pronunciation mismatches
- C5) Perceive whether intonation rises or falls at the end
- C6) Understand and produce: tag questions, subordinate clauses, statements and questions
- C7) Recognize the grammar inherent in pronunciation, and be able to ‘count the words’  
Chunk
- C8) Discriminate word forms e.g. work/worked or I/I'll

**D- Transferable Skills (Students should)**

- D1) display presentational skills through oral participation in class discussions with correct pronunciation .
- D2) read better through better understanding of the role of stress and intonation.
- D3) display better pronunciation skills

**Teaching/Learning Methods**

Teaching Method	ILO/s
Lectures and Discussions:	A, B, C, D
Homework and Assignments:	D
Projects:	D
Presentation	D

## Course Contents

Content	Reference	Week	ILO/s
English sound system: Consonants and vowels	Better English Pronunciation	1, 2, 3	A,B, C, D
Connected Speech	Better English Pronunciation Internet links: <a href="https://www.youtube.com/watch?v=Y9OXfNoZneA">https://www.youtube.com/watch?v=Y9OXfNoZneA</a> <a href="https://www.youtube.com/watch?v=gAHUTKm_1n0">https://www.youtube.com/watch?v=gAHUTKm_1n0</a>	4, 5	A,B, C, D
Minimal Pairs	Better English Pronunciation	6	A,B, C, D
Weak and strong forms	Phonetics & Phonology	7	
Watching British and American English videos	<b>YouTube</b> <a href="https://www.youtube.com/watch?v=uwUCIByQz6k">https://www.youtube.com/watch?v=uwUCIByQz6k</a> <a href="https://www.youtube.com/watch?v=X0YVNTwCKj0">https://www.youtube.com/watch?v=X0YVNTwCKj0</a> <a href="https://www.youtube.com/watch?v=JflvrEVWrJo">https://www.youtube.com/watch?v=JflvrEVWrJo</a> <a href="https://www.youtube.com/watch?v=kOi-16HdVug">https://www.youtube.com/watch?v=kOi-16HdVug</a> <a href="https://www.youtube.com/watch?v=5VIDB9GBnbY">https://www.youtube.com/watch?v=5VIDB9GBnbY</a>	8, 9, 10	A,B, C, D
Presentation skills	<b>YouTube</b> <a href="https://www.youtube.com/watch?v=z5lWRmrA2hU">https://www.youtube.com/watch?v=z5lWRmrA2hU</a> <a href="https://www.youtube.com/watch?v=dEDcc0aCjaA">https://www.youtube.com/watch?v=dEDcc0aCjaA</a> <a href="https://www.youtube.com/watch?v=6xAM2GH1wKA">https://www.youtube.com/watch?v=6xAM2GH1wKA</a>	11, 12, 13	A,B, C, D
Final Exam		14, 15, 16	A,B, C, D

## **Learning Methodology**

- 1) **Lectures:** three hours per week (All Learning Outcomes).
- 2) **Assignments:** The students are asked to read the textbooks in advance (Learning Outcomes A, B, D).
- 3) **Participation:** The students are expected to be very effective in class participation (All Learning Outcomes).

## **Projects and Assignments**

- Give oral presentations in class

## **Evaluation**

<b>Evaluation</b>	<b>Point %</b>	<b>Date</b>
<b>Midterm Exam</b>	30	March 18, 2015
<b>Project</b>	-	-
<b>Assignments</b>	10	Feb 18, April 13
<b>Homework</b>	10	April 14
<b>Final Exam</b>	50	April 19- May 7

## **Main Reference/s:**

- 1- Binham, P. (1968). *How to Say It*. Harlow, England: Longman.
- 2- J.D. O'Connor. (1980). *Better English Pronunciation* (2<sup>nd</sup> Ed.). Cambridge: Cambridge University Press. ISBN: 978-0-521-23152-7.

## **References:**

- Harmer, J. & Arnold J. (1978). *Speaking*. London: Longman Group Limited.
- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds>
- Soliya [soliya.mit.edu](http://soliya.mit.edu) Soliya Help Desk: [students@soliya.net](mailto:students@soliya.net)

## **Intended Grading Scale**

0 - 35	<b>F</b>
36-44	<b>D<sup>-</sup></b>
45-49	<b>D</b>
50-52	<b>D<sup>+</sup></b>
53-57	<b>C<sup>-</sup></b>
58-61	<b>C</b>
62-67	<b>C<sup>+</sup></b>

68-74	<b>B<sup>-</sup></b>
75-79	<b>B</b>
80-83	<b>B+</b>
84-87	<b>A<sup>-</sup></b>
888-100	<b>A</b>

**Notes:**

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:  
<http://www.ju.edu.jo/rules/index.htm>