(III) Area of Specialization Courses in English
Phonetics and Phonology

Course Code: EDBEL351   **Credit Hours: 3**

Course Description

The course aims to build on the background knowledge of phonological description and theory in order to explain the theories and the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken language – particularly English; and examine cross-linguistic similarities and variation in sounds – particularly English and Urdu.

The course is essential to build necessary language skills in learners which may help them in performing their professional duties in future as the knowledge of sounds is thought primary to teach a foreign language.

Learning Outcomes of the Course:

On successfully completing this course the students will be able to:

1. Use IPA symbols to describe the sounds of language in both broad and narrow transcriptions
2. Explain some of the more frequent phonological processes which occur in connected speech
3. Explain supra-segmental and sound features
4. Examine cross-linguistic similarities and variations
5. To apply knowledge of sounds to teach English pronunciation

Contents:

1. **The Description of Speech**

   1.1 What are the main features of pronunciation?
   1.2 The Physiology of pronunciation
   1.3 The articulation of phonemes
   1.4 IPA chart of English
   1.5 Phonemic transcription
   1.6 Phonetics and phonology

2. **Vowels**

   2.1 The characteristics of the 'pure' vowel sounds
   2.2 The characteristics of diphthongs
   2.3 Raising awareness of vowel sounds

3. **Consonants**

   3.1 The characteristics of the consonant sounds
   3.2 Raising awareness of consonant sounds

4. **Word and sentence stress**

   4.1 What is word stress?
   4.2 Rules of word stress

4.3 Levels of stress

4.4 Sentences: Stress timing and syllable timing

4.5 Sentence stress and tonic syllables

4.6 Sentence stress and weak forms

4.7 Raising awareness of word and sentence stress

5   Connected Speech

5.1 Assimilation

5.2 Elision

5.3 Linking and intrusion

5.4 Juncture

5.5 Contractions

6   Teaching pronunciation

6.1 Why teach pronunciation?

6.2 Problems and approaches in pronunciation teaching

6.3 What pronunciation model to teach

6.4 Techniques and activities

6.5 Sample lessons

Assessment and Examinations

The students will be assessed according to the following criteria

Examination	Marks
Sessional work	25%
Mid Semester	35%
Final Semester	40%

Suggested Readings

Ashby, M. & Maidment, J. (2005) *Introducing Phonetic Science.*Cambridge: CUP.

Carr, P. (1999). *English Phonetics and Phonology*. Oxford: Blackwell.

Gimson, A.C. (1962). *An Introduction to the Pronunciation of English*. London: Edward Arnold.

Kelly, G. (2000). *How to Teach Pronunciation*. Essex: Longman

Kuiper, K. & Allan, W.S. (2004).*An Introduction to English Language: word, sound andsentence*.Basingstoke: Palgrave Macmillan.

McCarthy, P. (2009) *The Teaching of Pronunciation._____*: CUP.

O' Connor, J.D. (2013) *A Course of English Pronunciation._____*: The B.B.C.

Odden, D. (2005).*Introducing Phonology*.NewYork: Cambridge University Press.

Roach, P. (1996). *English Phonetics and Phonology._____*:Cambridge University Press.

Foreign/Second Language Acquisition and Instructional Technology

Course Code: EDBEL352   **Credit Hours: 3**

Course Description

The field of Second Language Acquisition (SLA) investigates how people attain proficiency in language, which is not their mother tongue. Bilingualism is also a sub discipline of this field. English language teachers teaching in bilingual settings must have theoretical background in SLA, so that they may discover links between acquisition theories and different pedagogic techniques used for teaching second language. They will also understand the relationships between linguistics, psychology and first language acquisition, which are source fields for the study of SLA.

The course also aims at demonstrating applications of both traditional and electronic materials and equipment to the area of teaching English as a foreign language. Modern pedagogy gives much emphasis on the use of instructional technology for effective communication of knowledge at all levels of education. Under the influence of recent popularity of Communicative Language Teaching and the expanding use of computers and multimedia in education, foreign language experts and teachers attach tremendous importance to instructional technology.

Learning Outcomes of the course:

On successfully completing this course, the learners will be able to know:

1. Major developments in SLA research
2. Understand developmental patterns
3. Explain external and internal factors of SLA
4. Explain individual differences in SLA
5. Plan for using technology in their lessons
6. Select and arrange instructional technology in consonance with their plan and evaluate their lessons effectively
7. Know emerging and current trends in Instructional Technology.

Contents:

1. **Introduction**

     Second Language Acquisition as a field of study
2. **Learning vocabulary and meaning**

     2.1 Word frequency

     2.2 Knowledge of words

     2.3 Types of meaning
     2.4 Strategies for understanding and learning vocabulary