Far Western University
Faculty of Education
B.Ed. in English Education

Course Title: **English Phonetics and Phonology**   Nature: Theoretical & Practical
Course No. : Eng.Ed.123   Credit Hour: 3
Level: Undergraduate   Teaching Hour: 48
Semester: Second

1. Course Introduction

This course introduces the students to the sound systems of the English language with the expectation of raising awareness among the potential teachers about how the English sounds are used in the utterances. The course begins with the discussion of the basic concepts of English phonetics and phonology followed by the production of the English vowels and consonants along with syllable, stress and aspects of connected speech. This course also deals with the ways of teaching English pronunciation.

2. Objectives

General objectives of this course are to:

   a) introduce students to the basic concepts of pronunciation

   b) make them familiar with the production of speech sounds

   c) enable them to produce English consonants and vowels appropriately

   d) enable them to analyze the words in terms of syllable division

   e) Enable them produce the utterances with correct stress

   f) make them aware of the changes of sounds in connected speech

   g) give them practise in the English sounds in context

   h) teach English pronunciation appropriately

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Differentiate between phonetics and phonology. • Define and illustrate phone, phoneme and allophone. • Discuss the features or aspects of pronunciation. • Distinguish between segmental and suprasegmental features. • Distinguish between British and American pronunciation. • Be familiar with the correlation between sounds and spellings.	**Unit One: Introduction to Phonetics and Phonology** (7 hrs) 1.1 Difference between phonetics and phonology 1.2 Phone, phoneme and allophone 1.3 Features/Aspects of pronunciation (segmental and suprasegmental features) 1.4 British and American pronunciation 1.5 Sounds and spellings **Task:** 1. *Find a short text (in about 100 words) in English from a newspaper and transcribe it phonemically.* 2. *Make a contrastive analysis of the voiceless stops (/p/t/k/) of English and Nepali.*

Revised/Effective 2079/80

• List the English vowel phonemes. • Classify and describe the vowels.	**Unit Two: English Vowel System** (8 hrs) 2.1 Vowel inventory 2.2 Classification and description of vowels 2.3 Detailed description of monophthongs 2.4 Detailed description of diphthongs **Task:** 1. *Draw a chart of vowel trapezium and label all the vowel sounds on it.* 2. *Find a rhyming poem and list the words that rhyme. Then transcribe the words showing the vowels in them.* 3. *Prepare a comparative study of English and Nepali vowel system with examples.*

• Draw and identify organs of speech.
 • Make an inventory of English consonants.
 • Classify and describe English consonants.
 • Show the three-term description of English consonants.
 • Draw the diagram about how each consonant sound is produced, and also explain them.
	Unit Three: The English Consonants (15 hrs)
	
	 3.1 The organs of speech
	 3.2 Consonant inventory
	 3.3 Classification of English consonants
	    3.3.1 Voicing
	    3.3.2 Place of articulation
	    3.3.3 Manner of articulation
	 3.4 Three-term description of English consonants
	 3.5 Detailed description of each English consonant
	
	 Task:
	 1. *Draw a diagram of the organs of speech and label all the names on it.*
	
	 2. *Draw diagrams showing how each consonant sound is produced.*
	
	 3. *Find a short paragraph (around 100 words) from any text. Make a list of the consonants of the words included in it.*
	
	 4. *Make a comparative study of English and Nepali consonants with examples.*

• Divide words into syllables.
 • Be familiar with strong and weak syllables.
 • Show stress in simple, compound and complex words.
 • Show sentence stress.
 • Define the concept of stress timing and syllable timing.
	Unit Four: Syllable and Stress (4 hrs)
	
	 4.1 The syllable
	    4.1.1 The structure of the English syllable
	    4.1.2 Syllable division
	    4.1.3 Strong and weak syllables
	 4.2 Stress
	    4.2.1 Word stress
	    4.2.2 Sentence stress
	    4.2.3 Stress timing and syllable timing
	
	 Task:
	 1. *Find any 20 multisyllabic content words from a text and show the syllable division.*
	
	 2. *Find a paragraph from a text. Make a list of all the content words from it and then show their stress marks.*

	3. *Find a short conversation in English. Write the conversation in your note and then show the stress marks appropriately.*
Produce words in connected speech correctly.	**Unit Five: Aspects of Connected Speech (6 hrs)** 5.1 Assimilation 5.2 Elision 5.3 Linking and intrusive 'r' 5.4 Strong and weak forms 5.5 Contractions 5.6 Pronunciation of suffixes '-s/es' and '-d/ed' **Task:** 1. *Make a list any 20 subject-verb in both full and contracted forms with their transcription.* 2. *Make a list of all the words with their strong and weak forms along with examples of weak forms.* 3. *Find any 20 nouns. Add the suffix '-s/es' with their transcription.* 4. *Find any 20 regular verbs. Add the suffix '-d/ed' with their transcription.*
• Identify the importance of teaching pronunciation. • Discuss the problems in teaching pronunciation. • Identify the techniques of teaching pronunciation. • Teach the sounds appropriately.	**Unit Six: Teaching Pronunciation** (5 hrs) 6.1 Why teach pronunciation 6.2 Problems in teaching pronunciation 6.3 Techniques and activities of teaching pronunciation 6.4 How to teach phonemes, syllable, stress, and the words in connected speech **Task:** 1. *Design any five activities to teach English pronunciation.* 2. *Make a lesson plan about any difficult sound for the Nepalese learners of English.*

4. Methodology and Techniques

- Class presentation
- Demonstration
- Discussion
- Drawing and labelling
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

- Internal   40 Marks
- External   60 Marks

5.1 Internal Evaluation 40%
The internal examination will be conducted based on the following criteria:

- Attendance   5 marks
- Presentation   5 marks
- Midterm examination   10 marks

- **Practical examination (Internal)**   20 marks (10 files + 10 viva)

    (For the interview, students need to prepare and combine all the tasks and present on the day of practical examination determined by the class teacher.)

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' questions	2×10	20
Total			60

6. References

1. Roach, P. (2009). *English phonetics and phonology* (4th ed.). Cambridge University Press*.*
2. Kelly, G. (2006). *How to teach pronunciation.* Pearson.
3. O'Connor, J. D. (1980). *Better English pronunciation*. Cambridge University Press.

Dictionary

1. Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th Edition). Wiley-Blackwell.
2. Hornby. A.S. (2020). *Oxford advanced learner's dictionary* (10th Edition). Oxford University Press.

Revised/Effective 2079/80

B.Ed. in English Education

Course Title: **Academic Reading and Writing**   Nature: Theoretical
Course No. : Eng.Ed.124   Credit Hour: 3
Level: Undergraduate   Teaching Hours: 48
Semester: Second

1. Course Introduction

This course aims at providing the students with the academic reading and writing skills that they require in their academic setting. The course begins with the conceptual understanding about the academic reading followed by practical experiences of the varieties of reading texts. It then proceeds to the array of academic writing in which the students are introduced the mechanics and process of academic writing. By the end of the course the students are expected to produce academic writing following the ethical principles appropriate style guidelines.

2. Objectives

General objectives of this course are to:
   i)   introduce students to the academic reading skills
   j)   develop reading skills for academic purposes
   k)   offer tools for research for reading and writing
   l)   make them familiar with the conventions of academic writing
   m) enable them to write academic essays and assignments with the appropriate styles

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail

• be prepared for reading
• make choice for reading
• explore texts for reading
	Unit One: Academic Reading: Preparing to Study (4 hrs.)
	
	1.1 Getting to know your textbook
	    1.1.1 Before you read
	    1.1.2 Text exploration
	1.2 Choosing what to read
	    1.2.1 Before you read
	    1.2.2 Reading and interaction
	    1.2.3 Text exploration

• identify important reading • talk about the various fields of academic reading	**Unit Two: Knowing What's Important** (4 hrs.) 2.1. The spirit of enquiry 2.2. The developing world 2.3. The natural world 2.4. The physical world 2.5. Into the future 2.6. The individual and society
• read for research • read for interaction • read and explore texts	**Unit Three: The Tools of Research** (4 hrs.) 3.1. Reading for research 3.2. Before you read

	3.3. Reading and interaction 3.4. Text exploration
• think about the writing process • distinguish between academic writing and personal writing • describe the writing process	**Unit Four: The Academic Writing** (5 hrs.) 4.1. Introduction 4.2. Thinking about writing processes 4.3. Distinguishing between academic and personal styles of writing 4.4. The grammar of academic discourse 4.5. The writing process: Visualizing your text
• research writing • explore internet for writing	**Unit Five: Researching and Writing** (6 hrs.) 5.1. Recognizing categories and classifications 5.2. The language of classification 5.3. The structure of a research paper 5.4. The writing process: Exploring the internet and recording your explorations
• compare and contrast ideas • identify research gap • use the writing process to express their feelings	**Unit Six: Fundamentals and Feedback** (6 hrs.) 6.1. Exploring comparison and contrast structures 6.2. The language of comparison and contrasts 6.3. Using comparisons and contrasts to evaluate and recommend 6.4. The research paper 6.5. Identifying a research gap 6.6. The writing process: Joining a virtual peer group to get feedback on your writing
• use appropriate vocabulary in writing • writing clearly	**Unit Seven: Definition, Vocabulary, and Academic Clarity** (5 hrs.) 7.1. The clarity principle 7.2. The language of definition 7.3. Reduced relative clauses 7.4. Extended definitions 7.5. The place of definition in academic text 7.6. The writing process: understanding academic vocabulary
• follow academic honesty • explain different types of generalization • write literature review • work with peer	**Unit Eight: Generalizations, Facts, and Academic Honesty** (6 hrs.) 8.1. The honesty principle 8.2. The language of generalization 8.3. Hedging generalizations 8.4. Boosting generalizations 8.5. Writing a literature review 8.6. The writing process: working with a peer group

	8.7. Brainstorming and clustering
• write and share texts • describe the methods of academic reality • write the academic texts	**Unit Nine: Writing in Action** (5 hrs.) 9.1. Seeing ideas and sharing texts 9.2. Description, methods and academic reality 9.3. Results, discussion and academic relevance 9.4. The whole academic text 9.5. Creating the whole text

4. Methodology and Techniques
- Lecture
- Interaction
- Class presentation
- Discussion
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme
- Internal   40%
- External   60%

5.1 Internal Evaluation 40%
The internal examination will be conducted based on the following criteria:
a) Attendance and class participation (8)
b) Class presentation: 2 presentations on topics assigned by the teacher (6)
c) Project/Assignment I: Writing assignment on the topic chosen by students and approved by the teacher (8)
d) Project/Assignment II: Writing project on the topic assigned by the teacher (8)
e) Mid-term exam (10)

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' questions	2×10	20
Total			60

6. References
1. Glendenning, E. H., & Holmstrom, B. (2004). *Study reading*. Cambridge University Press. (Units I - III)
2. Hamp-Lyons, L., & Heasley, B. (2006). *Study writing*. Cambridge University Press. (Unit IV - IX)