

# LISTENING AND PRONUNCIATION I

1	Course Title:	LISTENING AND PRONUNCIATION I
2	Course Code:	ING1015
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	1
6	Semester:	1
7	ECTS Credits Allocated:	3.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Öğr.Gör. PHILIP SMITH
15	Course Lecturers:	-Lecturer: Philip Smith
16	Contact information of the Course Coordinator:	Dr.Gulderen SAGLAM gsaglam@uludag.edu.tr Office 0.90.224.2942262 Uludag Universitesi Egitim Fakultesi Yabancı Dil Eğitimi Bolumu İngiliz Dili Eğitimi AB Dalı B Blok;210 Gorukle Kampusu Nüfifer/Bursa/Türkiye
17	Website:	
18	Objective of the Course:	Analyzing authentic listening materials and speech samples used in different discourses; basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds; higher level listening skills and strategies; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production.
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	

	1	-Becoming aware of the aim of the course, -Realizing its content, -Understanding the techniques that the lecturer uses for analyzing the sounds, -Becoming aware of what preparatory requirements are available during the term, -Understanding lecturers' expectations from each individual participants, -Recognizing possible strategies about being evaluated, -Becoming aware of what sounds I am going to study with their symbols- 44 sound symbols in English, -Feeling the responsibility of listening to CDs including 184 simple dialogues on everyday life prepared by BBC Learning English Unit, -Familiarization of reference On-line sites, -Knowing available Research-based U-tube pages for further listening and study, -Knowing the film bank of lecturer's personal film data for further listening, -Becoming aware of resources offered by Longman/Oxford/Heinle/etc. Readers with CDs for further listening, -Practicing how to record my voice via computer and how to save my records into CDs or Mp3 or mobiles, etc..		
	2	-Becoming aware of all sounds, their symbols, their phonemic transcriptions and articulations given in samples and diagrams visually, -Having and attaching 44 sounds to practice daily, -Owning the responsibility of individual work-load of sound		
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical		14	3.00	42.00
Practicals/Labs		0	0.00	0.00
Self study and preperation		10	7.00	70.00
Homeworks		1	10.00	10.00
Projects		0	0.00	0.00
Field Studies		0	0.00	0.00
Midterm exams	4	10	0.00	0.00
Others		0	0.00	0.00
Final Exams		5	5.00	5.00
Total Work Load				127.00
Total work load/ 30 hr	5			4.23
ECTS Credit of the Course				3.00
		not available in Turkish and they cause problems for Turkish learners such as /ʔ/and / ʔ/, -Participants become producers of those problem sounds.		
	6	-Participants could produce /w/ sound, they do not confuse between /v/ and /w/ sounds, -They could also keep themselves silent in some cases of the sound in words' positions. -They become aware of the non-existence of sound symbol in Turkish, but that the sound is heard in Turkish.		

	7	-Differentiating the musical difference of articulating /l/ vowel sound and /i/ vowel sound, -Becoming aware of the problem consonant / d3/,and being able to produce it properly, -Recognizing, transcribing and producing the problem vowel sound /?/, -Recognizing, transcribing and producing the problem vowel sounds /æ / and / /.
	8	-Recognizing, transcribing and producing eight diphthongs in English, -Differentiating the air realize positions of our mouth, tongue and nose for producing problem consonants /n/ and /?/
	9	-Becoming alert on the production of problem vowel and diphthong sounds: /?/ , /?:/ , /??/ and /e/,/ei/,/?/, later recognizing the phonemic symbol of those sounds, -Producing problem consonants /?/, /t?/, and / t? /, /d3/, /j/ transcribing them in words, sentences and paragraphs, -Becoming sensitive to the final /?/ sound in final syllables in words. Hearing the sound when it is in the final syllables is difficult for many of listeners.
	10	-Evaluating my performance require the criteria of specific sound articulation and we have the whole course content as a rubric to evaluate ourselves.

21	Course Content:
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	Course Content:
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Week	Theoretical	Practice
1	-Greeting the participants, -Introducing the aim of the course, -Sharing its content, -Enlightening participants about the operational procedure of the course, -Explaining the preparatory requirements, -Stating lecturers' expectations from the participants, -Informing the participants about the possible strategies for evaluating participants' performance, -Distribution of 44 sound symbols in English, -Distribution of CDs including 184 simple dialogues on everyday life prepared by BBC Learning English Unit, -Introducing reference On-line sites, -Introducing Research-based U-tube pages for further listening and study, -Introducing film bank of lecturer's personal film data for further listening, -Introducing Longman Readers with CDs for further listening, -Helping participants learn how to record their own voice via computer and how to save their records into CDs or Mp3 or mobiles, etc..	
2	INTRODUCTION TO THE SOUNDS THE SOUND of ENGLISH	
3	INTRODUCTION to VOWEL SOUNDS (1) PROBLEM CONSONANTS: '-s' THE SOUND /?/	
4	PROBLEM CONSONANTS: /r/ SILENT 'r'	

5	FINAL '-es' PRONOUNCED /ɪz/ WEAK FORMS in PRESENT SIMPLE QUESTIONS	
6	INTRODUCTION to VOWEL SOUNDS (2) PROBLEM CONSONANTS: / ʔ / and / ʔ / ( 'th' )	
7	PROBLEM CONSONANTS: /w/	
8	PROBLEM VOWEL SOUNDS: /ɪ/ and /i/	
9	PROBLEM CONSONANTS: /dʒ/ PROBLEM VOWEL SOUNDS: / 3:/	
10	PROBLEM VOWEL SOUNDS: /æ / , /ʔ/	
11	PROBLEM CONSONANTS: / h/	
12	INTRODUCTION TO DIPHTHONGS PROBLEM CONSONANTS: /n/ and /ʔ/	
13	PROBLEM VOWEL and DIPHTHONG SOUNDS: /ʔ/, /ʔ: /, and /ʔʔ/ WORDS ENDING in THE SOUND /ʔ / PROBLEM VOWEL and DIPHTHONG SOUNDS: /e/ and /eɪ/ PROBLEM CONSONANTS: /ʔ/, /tʔ/ THE SOUND /ʔ/ in FINAL SYLLABLES PROBLEM CONSONANTS: /tʔ/ and /dʒ/, and /j/	
14	Evaluation of the course content and participants' performance	

22	Textbooks, References and/or Other Materials:	<p>Cameron, Susan (2011) Perfecting Your English Pronunciation with DVD. Ship or Sheep. An Intermediate Pronunciation Course AudioBook Baker, Ann (1992) Tree or Three O'Connor, J. D. (1989) Sounds English. A pronunciation practice book. Longman. How Now, Brown Cow. Story Book Hancock, Mark (2007) English Pronunciation in Use. Cambridge. Joanne, Kenworthy (2007) Teaching English Pronunciation. Longman. Kelly, Gerald (2007) How to teach Pronunciation. Longman Liz and John Soars (2007) New Headway Elementary, Student's Book, Oxford University Press, The Third Edition. BBC/learnenglish/everydaytalk</p>
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23	Assesment	
TERM LEARNING ACTIVITIES	NUMBE R	WEIGHT
Midterm Exam	0	0.00
Quiz	6	50.00
Home work-project	0	0.00
Final Exam	1	50.00
Total	7	100.00
Contribution of Term (Year) Learning Activities to Success Grade		50.00

Contribution of Final Exam to Success Grade	50.00
Total	100.00
Measurement and Evaluation Techniques Used in the Course	
<b>24</b>	<b>ECTS / WORK LOAD TABLE</b>

<b>25</b>	<b>CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS</b>															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK2	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK3	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK4	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK5	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK6	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK7	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK8	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK9	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
ÖK10	5	5	5	5	5	5	5	5	5	5	0	5	0	0	0	0
<b>LO: Learning Objectives    PQ: Program Qualifications</b>																
<b>Contribution Level:</b>	<b>1 very low</b>			<b>2 low</b>			<b>3 Medium</b>			<b>4 High</b>			<b>5 Very High</b>			