## A COURSE MODULE DESCRIPTOR FORM

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| Module Information | | | |
| **Course Module Title** | **Listening and Pronunciation** | | |
| **ناوى کۆرس مۆدیول** | **گوێگرتن و ده‌ربڕین** | | |
| **عنوان الوحدة** | **الأستماع و النطق** | | |
| **Course Module Type** | Core | **Module Code** | **En 104** |
| **ECTSs** | 5 | | |
| **Department** | **English** | | |
| **Department Code** | En | | |
| **Module Website (CMW)** | <https://lms.noble.edu.krd/getAClass.php?stg=1&depCode=DEN&courseCode=EN104&lecModId=591> | | |
| **Module Leader (ML)** | Asst. Lect. Shewaz Mustafa Ismael | | |
| **NTI - E - mail** | [Shewaz.mustafa@noble.edu.krd](mailto:Shewaz.mustafa@noble.edu.krd) | | |
| **ML Acad. Title** | Assistant Lecturer/ Master of Arts | | |
| **ML ORCID** | <https://orcid.org/0000-0003-0588-1209> | | |
| **ML Google Scholar Acc** | <https://scholar.google.com/citations?hl=en&view_op=list_works&gmla=AJ1KiT3sgqibY1DrQkqfnpFVpwmvB5nH5XDbNLcT5KIOb61DLcCdOLXTbigx7ATFAOAFGJ1DAMfW9sfxRYY3lw&user=UM5CWCAAAAAJ> | | |

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| Relation with Other Modules (Please specify) | | |
| **Pre-requisites** | The prerequisite for this module is a foundational understanding of basic English grammar and vocabulary. Students should possess elementary-level speaking and listening skills to actively participate in the module activities. |
| Module Aims, Learning Outcomes and Indicative Contents | | |
| Module Introductory Description | This course book is designed specifically for the Nobel Technical Institute English Language Department for first stage students. It aims to enhance their listening and pronunciation skills, ensuring improved comprehension of spoken English and clarity in their speech. By focusing on the relationship between sounds, stress, and intonation, students will gain confidence and fluency in communication. |
| Module Aims | The module aims to develop students’ ability to accurately recognize and produce English sounds, understand word and sentence stress, and utilize appropriate intonation patterns in spoken communication. |
| Module  Learning Outcome | By the end of this module, students will be able to:  1. Differentiate between English vowel and consonant sounds.  2. Identify and apply correct stress and intonation patterns in spoken English.  3. Accurately produce English sounds in varied contexts.  4. Enhance active listening skills to better understand native and non-native speakers. |
| Learning and Teaching Strategies | | |
| **Strategies** | 1. Listening Exercises:  Use audio recordings, podcasts, and videos to improve students' listening comprehension.  2. Pronunciation Drills:  Practice individual sounds, minimal pairs, and tongue twisters for articulation clarity.  3. Interactive Activities:  Conduct role plays, conversations, and group discussions to practice real-life scenarios.  4. Multimedia Tools:  Leverage YouTube videos and apps for additional pronunciation practice.  5. Feedback and Correction:  Provide constructive feedback on students' pronunciation during activities. |

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| **Required texts and References** |
| **Main Textbook:**  Baker, A. (2006). *Ship or Sheep? An Intermediate Pronunciation Course* (3rd ed.). Cambridge University Press.  **Additional Resources:**  1. Online pronunciation guides, such as the BBC Learning English Pronunciation Guide.  2. YouTube channels dedicated to English pronunciation, like Rachel’s English or English Addict with Mr. Steve.  3. Pronunciation practice apps, such as Elsa Speak or FluentU. |

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| Module Delivery | |
| **Total workload Per Term** | |
| **Contact Theoretical Hours – Per term** | 15 |
| **Contact Practical Hours – Per term** | 15 |

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| **Module Activities** | **Time /Number** | **Weight (Marks)** | **Spending hours** | **Week Due** |
| Quiz | Twice | %5 | 3 hours | Week 4 & 5 |
| Presentation | Once in Group | %10 | 10 Minutes for each group | Each week two groups |
| Song Lyric Recording | Once- Individual | %5 | 1 hour | Week 8 |
| Short Story Recording (Stress and Intonation) | Once- Individual | %5 | 30 Minutes | Week 11 |
| Pronunciation Diary | Once- Individual | %10 | 2 hours | Weekly |
| Listening Comprehension | Once- Individual | %5 | 30 minutes | Week 7 |
| Midterm Exam | Once | %20 | 1 hour | Week 9 |
| **Total** |  | %60 |  |  |

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| Delivery Plan (Designed Syllabus) | |
|  | **Course Module Content** |
| Week 1 | Week 1: Introduction and Key Concepts  Overview of the course module.  Teacher’s expectations and rules.  Listening:  Definition and importance.  Role of active vs. passive listening.  Exercises to identify sounds.  Pronunciation:  What is pronunciation?  Overview of articulation and phonemes.  Importance of clear pronunciation in communication. |
| Week 2 | 1. Stress:   What is stress?  Word stress vs. sentence stress.  Examples and quick activities.   1. Intonation:   What is intonation?  Rising and falling patterns.  Examples of how intonation changes meaning.   1. Vowel Sounds |
| Week 3 | Unit 1: /iː/ (long E, e.g., sheave)  Unit 2: /ɪ/ (short E, e.g., ship)  Unit 3: /e/ (short A, e.g., pen)  Unit 4: /æ/ (short A, e.g., man) |
| Week 4 | Unit 5: /ʌ/ (short vowel, e.g., cup)  Unit 6: /ɑː/ (long Ah, e.g., heart)  Unit 7: /ɒ/ (short vowel, e.g., clock)  Unit 8: /ɔː/ (long O, e.g., ball) |
| Week 5 | Unit 9: /ʊ/ (short u, e.g., book)  Unit 10: /uː/ (long u, e.g., boot)  Unit 11: /ɜː/ (Eh, e.g., girl)  Unit 12: /ə/ (schwa sound, e.g., camera) |
| Week 6 | Unit 14: /eɪ/ (e.g., mail)  Unit 15: /aɪ/ (e.g., fine)  Unit 16: /ɔɪ/ (e.g., boy)  Unit 17: /aʊ/ (e.g., house) |
| Week 7 | Unit 18: /au/ (e.g., house)  Unit 19: / əʊ/ (e.g., phone)  Unit 20: /ɪə/ (e.g., year)  Unit 21: /eə/ (E, e.g., chair) |
| Week 8 | Unit 23: /p/ (e.g., pen)  Unit 24: /b/ (e.g., baby)  Unit 25: /t/ (e.g., table)  Unit 26: /d/ (e.g., door) |
| Week 9 | Unit 27: /k/ (e.g., key)  Unit 28: /g/ (e.g., girl) |
| Week 10 | Unit 30: /s/ (e.g., sun)  Unit 31: /z/ (e.g., zoo)  Unit 32: /ʃ/ (e.g., shoe)  Unit 33: /ʒ/ (e.g., television) |
| Week 11 | Unit 34: /ʧ/ (e.g., cheap)  Unit 35: /ʤ/ (e.g., January)  Unit 37: /f/ (e.g., fan)  Unit 38: /v/ (e.g., van) |
| Week 12 | Unit 39: /w/ (e.g., window)  Unit 40: /j/ (e.g., yellow)  Unit 41: /h/ (e.g., hat)  Unit 42: /θ/ (e.g., think) |
| Week 13 | Unit 43: /ð/ (e.g., feather)  Unit 44: Review of consonants from /f/ to /ð/.  Unit 45: /m/ (e.g., mouth)  Unit 46: /n/ (e.g., nose) |
| Week 14 | Unit 46: /ŋ/ (e.g., ring)  Unit 47: /l/ (e.g., letter)  Unit 48: /r/ (e.g., rain) |
| Week 15 | **Final Exam** |

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| Course Keywords |
| Listening, Pronunciation, Stress, Intonation, Vowels, Consonants, Phonetic Transcription, Minimal Pairs, Rhythm, Articulation, Fluency, Word Stress, Sentence Stress, Pitch, Accent. |