1. **Title of the module**

LL836 – English Phonetics

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

LL838 Sounds, LL833 Structure

1. **The programmes of study to which the module contributes**

Optional for MA Linguistics and MA Applied Linguistics with TESOL

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1. Demonstrate a systematic understanding of the central research questions, current issues and recent insights within phonetics;

8.2. Fully understand the organisation of the segmental and prosodic systems of English, its dialectal and social variation;

8.3. Demonstrate an advanced understanding of English phonology, and a critical awareness of different approaches to phonological representations of English prosody;

8.4. Demonstrate a comprehensive understanding of the experimental techniques that have contributed to our knowledge of how English speech is produced and perceived and of how this research informs our current understanding of sound system organization;

8.5. Use the International Phonetic Alphabet (IPA) to represent English speech sounds and to refer to the IPA for guidance, showing critical awareness of the problems accompanying this type of phonetic work;

8.6. Interpret visual representations of English speech using relevant software (Praat) and master its core functions (creating audio files, doing advanced acoustic measurements of duration, amplitude, fundamental and formant frequency of speech sounds);

8.7. Critically engage with the relevant published research of the field, demonstrating the ability to understand its insights as well as shortcomings and to propose new hypotheses.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1. Exercise initiative and personal responsibility when achieving set goals, dealing with deadlines and managing their own time and the time of others;

9.2. Demonstrate the ability to undertake independent learning and critical reading in order to advance their knowledge and to develop their skills to a higher level;

9.3. Communicate their knowledge and the results of their independent study accurately and coherently;

9.4. Competently use IT skills for assistance and problem-solving.

1. **A synopsis of the curriculum**

This course is an introduction to English Phonetics. It covers how English speech sounds are produced and perceived, what their acoustic characteristics are and how speech sounds are organized into the sound system of English; it provides awareness of the types of dialectal and social variation present in English. Finally, the course covers the differences between the traditional “static” view of speech sounds as articulatory postures and the organization of running speech and discusses the higher-level, prosodic structure of English, critically examining different phonological approaches to understanding prosody, its organization and formal representation.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Ashby, M. & Maidment, J. (2005) *Introducing Phonetic Science.* Cambridge University Press.

Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. Hodder & Arnold.

Ladefoged, P. & Johnson, K. (2011) *A Course in Phonetics (6th edition)*. Wadsworth.

Ladefoged, P. (2003) *Phonetic Data Analysis*. Blackwell.

Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. The University of Chicago Press

Reetz, H. & Jongman, A. (2009). *Phonetics: Transcription, Production, Acoustics and Perception*. Wiley-Blackwell.

Zsiga, E. C. (2013). *The Sounds of Language: An Introduction to Phonetics and Phonology*. Wiley-Blackwell.

1. **Learning and Teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods.**

This module will be assessed by:

* In-course test (equivalent to 3,000 words) (50%)
* Final project report (3,000 words) (50%)

13.2 Reassessment methods

This module will be reassessed by 100% coursework.

* New Project Report (3,000 words) – 100%

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x |
| Seminar | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| ICT | x | x | x | x | x | x | x | x | x | x | x |
| Project Report | x | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury

17. **Internationalisation**

As this is a module on English Phonetics, students mainly focus on English linguistic data. However, UK students will be encouraged to discuss varieties of English, and international students will be encouraged to discuss the phonetics of their respective languages as an essential means of comparison with English. The diversity of the material to be discussed is designed to be inclusive of UK and international students coming from different cultural and educational backgrounds. Further support for international students will be provided in the form of office hours offered by the module convenor and via the Student Learning Advisory Service.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 29/03/16 | Major | January 2017 | 9,13 | No |
| January 2018 | Minor | September 2018 |  |  |