1. **Title of the module**

LING5450 (LL545) – 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 (Level 4, Level 5, Level 6 or Level 7)**

Level 5

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**

Prerequisite: LING3030 (LL303) – Sounds of English

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

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

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

8.1 Demonstrate knowledge and understanding of the central areas of the study of speech and of the problems with the traditional separation of the study of speech into phonetics and phonology;

8.2 Understand how speech sounds are produced and perceived; students should also have an understanding of speech acoustics;

8.3 Display a high level of familiarity with the types of experimental research that contribute to our knowledge of how speech is produced and perceived;

8.4 Demonstrate a cogent understanding of the English language and its varieties;

8.5 Use the International Phonetic Alphabet (IPA) to represent speech sounds and to refer to the IPA for guidance, while being cognizant of the controversies surrounding the use of the IPA and its limitations;

8.6 Interpret visual representations of speech using relevant software (Praat) and demonstrate a critical understanding of the basic functions of Praat (recording and playing files, cutting and pasting speech, doing basic measurements of duration, amplitude and fundamental frequency of speech sounds).

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

9.1 Show critical thinking and analytical skills;

9.2 Demonstrate the ability to undertake independent learning in order to complete their assignments;

9.3 Communicate the results of their study accurately and coherently and in writing, both in and beyond the contexts in which these skills were first acquired;

9.4 Use IT skills to analyse data, take exams, and present information effectively.

1. **A synopsis of the curriculum**

This module deals with the linguistic study of speech. It covers how speech sounds are produced and perceived and what their acoustic characteristics are. Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world’s languages will also be briefly covered and contrasted with English. Finally, the course will cover the differences between the traditional “static” view of speech sounds as articulatory postures and the organisation of running speech.

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

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

Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics (6th edition)*. Stamford: Cengage Learning.

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

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

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

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Problem Set 1 – 50%
* Problem Set 2 – 50%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |
| Seminar |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Problem Sets | **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

1. **Internationalisation**

The module covers the phonetics of languages from around the world both in terms of taught content and assessment. It also familiarises students with practices from different countries in the study of phonetics.

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |