1. **Title of the module**

ENLA4006 (LZ339) English Pronunciation

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

Centre for English and World Languages

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

Level 4

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 (2 separate deliveries)

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

None

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

Wild module for Stage 1 for all faculties

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. understand how English speech sounds are produced,
	2. understand the concept of the phoneme and how this relates to the sound system of English,
	3. understand the structure of the English syllable, perceive and recognise strong and weak syllables,
	4. perceive and recognise English word stress,
	5. perceive and recognise weak forms,
	6. perceive and recognise aspects of connected speech,
	7. perceive and recognise the form and function of English intonation.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. manage their time successfully;
	2. demonstrate their analytical and critical skills;
	3. plan and manage their own learning.
3. **A synopsis of the curriculum**

This is an English language skills module to help you succeed on your current degree programme by developing your English pronunciation. The module is intended for students for whom English is an additional language. You will learn the various aspects of English pronunciation including: the theory and application of articulatory phonetics; phonetic transcription; phoneme theory; phonemic transcription; syllable structure; syllable weight; stress; weak forms; aspects of connected speech and intonation. By the end of the course, you will have a solid understanding of core concepts of English pronunciation. On this module, learning takes place in workshops to allow for plenty of practice. Individual tutorials will focus on your development and help you to plan your learning.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
	* Roach, P. (2010). *English Phonetics and Phonology: A Practical Course*. Fourth Edition. Cambridge: CUP.
	* Dodd, S. and Mills, J. (1996). Phonetics and Phonology' in R.R.K. Hartmann. *Solving Language Problems: From General to Applied Linguistics*, pp.22-23. Exeter: Exeter University Press.
	* Hewings, M. (2007). *English Pronunciation in Use Advanced Book with Answers, 5 Audio CDs and CD-ROM*. Cambridge: CUP.
	* McCully, C. (2009). *The Sound Structure of English: An Introduction*. Cambridge: CUP.
	* McMahon, A.M., (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
	* Yavas, M. (2016). *Applied English Phonology*. Chichester: John Wiley & Sons.
2. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *22* |
| Private study hours: | *128* |
| Total Study hours: | *150* |

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

In Course Test 1 (45 minutes) (20%)

Essay (2000 words) (80%)

13.2 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* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *In Course Test*  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Essay*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre 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**

English has for some time been regarded an international language which allows students from different nations, whose first language is not English, to communicate with each other. Lesson content has been specifically designed on this module to include materials which include a focus on international themes. Students are also encouraged to reflect upon their varying cultural contexts within their learning.

**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.**

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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