1. **Title of the module**

LING3030 (LL303) – Sounds of English

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 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

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

None

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

Compulsory 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 confidence using the basic terminology of phonetics and phonology as they apply to English;

8.2 Recognise and describe the phonemes of English;

8.3 Use with confidence phonetic symbols relevant to Standard Southern British Englishand other varieties;

8.4 Understand how the English phonological system is structured, and recognise some of the important phonotactic and phonological rules of English;

8.5 Recognise and describe variation at the phonetic/phonological levels in different varieties of English;

8.6 Understand the basics of higher-level speech phenomena of English.

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

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and in writing, to a specialist and non-specialist audience;

9.2 Evaluate and interpret data logically and systematically;

9.3 Demonstrate their ability to work cooperatively with others, exercising personal responsibility and sensitivity;

9.4 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;

9.5 Use IT skills to present information effectively; develop and exchange relevant information through the use of shared access to documents and web-based learning.

1. **A synopsis of the curriculum**

This module will begin by offering a basic description of speech sounds, with emphasis on those used in English and detailed descriptions first of consonants, and then of vowels. The gaps between sound and orthography will be highlighted as symbols of the International Phonetic Alphabet (IPA) are learned. The course will then move from phonetics (the study of speech sounds) to phonology (the study of the sound systems in language), focusing on phonotactics and other phonological rules of English. At the end of the term, basic prosodic concepts such as stress, rhythm, intonation and phrasing will be discussed. The main focus of the module will be on the standard variety of English spoken in the UK (often referred to as Received Pronunciation, or RP), but phonetic and phonological variation in non-UK and non-standard varieties of English will also be discussed (rhotic vs. non-rhotic varieties; luck-look merger).

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

Catford, J. (2010). *A Practical Introduction to Phonetics*. Oxford: OUP.

Hughes A.,‎ Trudgill P.,‎ Watt D. (2012). *English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles*. London: Routledge.

McMahon, A. (2002). *Introduction to English Phonology*. Edinburgh: EUP.

Ogden, R. (2017). *An Introduction to English Phonetics*. Edinburgh: EUP..

1. **Learning and teaching methods**

This module will be taught by means of lectures and seminars.

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

This module will be assessed by 100% coursework.

* Group Presentation (15 minutes) – 20%
* Online Test (90 minutes) – 80%
  1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (2,000 words) – 100%

The reassessment essay will require students to write an essay on an aspect of the sound of English.

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* | *9.5* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | 130 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Lecture | 10 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| Seminar | 10 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| **Assessment method** | |  |  |  |  |  |  |  |  |  |  |  |
| Group Presentation | | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Online Test | | **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 focuses on phonetics of English, highlighting the sound features that might be difficult to acquire for speakers of other languages. It also familiarises students with the International Phonetic Alphabet that describes sounds of all languages in the world.

**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) |
| 02/02/18 | Major | September 2018 | 7, 8, 10, 11, 13 | No |
|  |  |  |  |  |