Study Abroad Programme

The module description below is from the 2019/20 academic year and is subject to change, and for the use of study abroad students only.

Module name	Articulatory Phonetics, Phonology and Speech Development
Module code	SL1011
School	School of Health Sciences
Department or equivalent	Division of Language and Communication Science
UK credits	30
ECTS	15
Level	Level 4

MODULE SUMMARY

Module outline and aims

This module aims to develop your understanding of how speech sounds are produced (articulatory phonetics), and used within language (phonology). These topics are crucial for your understanding of how speech develops which is the third key aspect of this module, and will also underpin your studies in other areas such as speech disorders (SL1014), Applied Phonetics and Phonology (SL2011) and acoustic phonetics (SL3012).

Content outline

The articulatory phonetics strand aims to teach you an understanding of the mechanisms of speech production, and how speech sounds can be recognised, labelled and classified. It relates speech production to sounds in language, basing the study of speech on Standard Southern British English, with reference to other varieties of English and other languages. It also aims to teach you transcription of speech and the International Phonetic Alphabet (IPA).

In the phonology strand you will consider the sounds of English in terms of the phoneme. You will examine the role of the phoneme as a unit of meaning and learn phonemic transcription of English, taking into account features of connected speech. You will also study the principal allophones of English phonemes, looking at features of coarticulation and phonemic patterning, and learn how to produce an allophonic transcription, noting the role of the velum in speech, and features of voicing. Thus, you will develop critical listening skills, which are crucial to clinical work with speech. We will make links with articulatory phonetics, laying the foundations for you to complete phonetic and phonological analysis of child and disordered speech data.

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In the speech development strand you will consider typical, atypical and delayed speech development, factors influencing development, theories of phonological development as a basis for understanding typical development and assessing atypical speech; the link between speech and literacy development, an introduction to early reading skills, theories of acquisition and phonological awareness.

Co-requisite Modules

- SL1016 Biomedical Sciences 1, Anatomy and Physiology
- SL1013 Lifespan Studies
- SL1014: Speech Disorders, Dysfluency and Augmentative and Alternative Communication
- SL1015 Professional Studies 1

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

1. Define and exemplify phonetic and phonological terminology
2. Indicate how sounds and words are produced, with reference to voicing, place and manner of articulation, and velum positioning
3. Describe the phonetic and phonological developments that take place as children's speech develops
4. Identify anatomical, neurological and environmental factors that influence phonological development and speech acquisition.
5. Describe key linguistic theories and psycholinguistic frameworks which contribute towards an understanding of the development of speech perception and production skills and literacy.

Skills:

6. Identify sounds from the International Phonetic Alphabet

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7. Classify and label sounds from the International Phonetic Alphabet using a standard set of internationally recognised terminology
8. Transcribe typical adult English at allophonic and phonemic levels (taking into account connected speech processes), and nonsense words using impressionistic narrow transcription
9. Identify speech inventories and error patterns that fall within the range of typical development

Values and attitudes:

10. Describe how phonetics and phonology contribute to an understanding of speech development

HOW WILL I LEARN?

For phonetics and phonology the main teaching content is via interactive lectures, which provide you with the opportunity to think through problems and work on exercises. Some of these sessions might require you to complete work before class for discussion and practical work during the lecture, and this will be made clear before each lecture. There are also 1-hour 'ear training' sessions for phonetics which provide you with the opportunity to practice your listening and transcription skills. Both strands are supported by podcasts and interactive activities on Moodle which you are encouraged to engage with as part of your self-directed study hours. A guide will also be provided detailing readings for each week of phonetics and phonology.

Speech development will be taught in lectures, which will be supported by readings and the Moodle module.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Articulatory phonetics	Lecture	18	85	0	

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Articulatory phonetics – ear-training	Practical classes and workshops	9	0		
Phonology	Lecture	18	85	0	
Speech Development	Lecture	14	71	0	
Totals		59	241	0	300

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

Phonetics is assessed by two formative class tests, one in each term, which test your ability to transcribe, recognise and classify sounds from the IPA, and indicate how they are produced. These class tests do not contribute to your final mark, but help you prepare for other assessments in this module and in year 2. Phonetics is also assessed, alongside phonology in an unseen exam testing your ability to transcribe at phonemic and allophonic levels, and to define and exemplify phonetic and phonological terminology.

Speech Development will be assessed in a written assignment which will allow you to explore speech data and analyse the pattern of speech development in terms of the theoretical aspects covered in the phonetics, phonology and speech development strands.

Assessment pattern:

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Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?	
Phonetics and phonology exam	Written exam	40	40	N/A	
Phonetics, Phonology and Speech development coursework	Written assignment, including essay	60	40	N/A	

Assessment criteria

Further information on assessment criteria will be provided via assessment specifications for each assessment during the module.

Feedback on assessment

Feedback will be provided after 3-weeks (or 4-weeks for the final assessment in a module). Feedback will be provided against each of the assessment criteria, and group feedback may also be given in class on via Moodle.

Assessment Regulations

The Pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

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The module description below is from the 2019/20 academic year and is subject to change, and for the use of study abroad students only.

Phonetics and Phonology

Essential Reading

- Knight, R-A. (2012) Phonetics: A Coursebook, Cambridge: CUP

Recommended Reading

- Ashby, M. and Maidment, J. (2005) Introducing Phonetic Science, Cambridge: CUP

- Ashby, P. (1995) Speech Sounds. London: Routledge

- Garcia Lecumberri, M.L and J.A. Maidment (2000) English Transcription Course, London: Arnold

Speech Development

- Stackhouse, J. and Wells, B. (1997). Children's speech and literacy difficulties. A psycholinguistic framework. London: Whurr.

- Vihman, M. (2014) Phonological Development, Oxford: Wiley Blackwell

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