



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English Phonology/ Anglų kalbos fonologija	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. Prof. Dr Lina Bikeliene	Faculty of Philology Institute of Foreign Languages

Study cycle	Type of the course unit (module)
Second	Optional

Mode of delivery	Course unit delivery period	Language(s) of instruction
Lectures, seminars	Autumn	English

Requirements for students	
Prerequisites: English B2-C1	Additional requirements (if any): none

Number of ECTS credits allocated	Total student workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit (module): programme competences to be developed
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The purpose of the course unit is to develop the students' generic and subject-specific competences of the study programme.

Generic competences:

- ability to retrieve, critically assess, and handle information from a variety of sources;
- ability to work autonomously, design strategies, and manage time;
- quality orientation.

Subject-specific competences:

- ability to describe the production of English speech sounds;
- ability to transcribe using IPA;
- ability to analyse key phonological patterns;
- ability to describe and perform analysis of English syllable structure;
- ability to choose the tools for speech analysis;
- ability to apply fundamental concepts of phonological analysis.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>1. Learning outcomes resulting from the generic competences: students will develop the skills necessary to organize their work autonomously and to meet the deadlines; they will acquire the ability to advance consistently in academic work as well as to assess personal progress.</p> <p>2. Learning outcomes resulting from the subject-specific competences: students should be in a better position to understand the primary literature in phonology; acquire theoretical and practical knowledge on the English sound system and phonological phenomena; they will be able to carry out transcriptions using IPA; will get acquainted with speech analysis software.</p>	<p>Lecture, demonstration, work with appropriate software, transcription tasks, listening, illustration, group and pair discussion, practical tasks, reading and analysing theoretical literature, and independent work.</p>	<p>Cumulative assessment: tests, oral tasks, written assignments, participation in discussions</p>

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Phonology versus phonetics. The production of speech sounds.	2		2				4	8	The analysis of literature sources. Mandatory literature: Cohn 2007; Giegerich 1992, Ch. 1; McMahon 2002, Ch. 1. Optional literature: Gussenhoven & Jacobs 2011, Ch. 2; Gut 2009, Ch. 1 & Ch. 2. Written/ oral assignment.
2. Theories of Phonology.	2		2				4	8	The analysis of literature sources Mandatory literature: Jensen 2022, Ch. 1. Written/ oral assignment.
3. The phoneme and its system. Phonemic versus phonetic transcription of English. Speech analysis software.	2		2				4	12	The analysis of literature sources. Mandatory literature: McMahon 2002, Ch. 2 & Ch. 5; Heselwood 2013, Ch. 4; Pierrehumbert 1990. Written/ oral assignment.
4. English consonants. Consonant allophones.	2		2				4	15	The analysis of literature sources. Mandatory literature: Giegerich 1992 Ch.2; McMahon 2002, Ch. 4, Optional literature: Odden 2005, Ch. 3. Written/ oral assignment.
5. English vowels.	2		2				4	13	The analysis of literature sources. Mandatory literature: Giegerich 1992, Ch.4; Jensen 2022, Ch. 2.4. Written/ oral assignment.
6. Variation between accents.	2		2				4	12	The analysis of literature sources Mandatory literature:

									Giegerich 1992, Ch.3; McMahon 2002, Ch. 8. Optional literature: Gut et al. 2015; Przewozny et al. (Eds.) 2020. Written/ oral assignment.	
7. Syllables.	2		2					4	15	The analysis of literature sources Mandatory literature: Giegerich 1992, Ch.6; Hayes 2009, Ch. 13, Jensen 2022, Ch.3. Written/ oral assignment.
8. The word and above.	2		2					4	15	The analysis of literature sources Mandatory literature: Giegerich 1992, Ch.7 & Ch. 9; Hayes 2009, Ch.14 & Ch. 15. Optional literature: Gussenhoven & Jacobs 2011, Ch. 16. Written/ oral assignment.
Total	16		16					32	98	

Assessment strategy	Weight,%	Deadline	Assessment criteria
Quality work during the semester	70%	During the semester	The following aspects of work in the classroom are assessed: <ul style="list-style-type: none"> Quality of completed written assignments (30%). Assessment formula: $RV = (\sum_{RV} n) / n$, where RV – Average for completed assignments \sum_{RV} – sum total of grades received n – number of assignments Quality of oral contributions in class: argued, logic-driven comments and answers, ability to provide relevant examples (30%). Active participation in the discussions (5%). Level of preparation: timely completion of tasks (5%).
Final test	30 %	During winter session	Knowledge of the subject, ability to demonstrate theoretical knowledge and integrate it with practice 10 points (Excellent) –excellent performance, outstanding knowledge and skills. 95-100 % of the test aims pursued 9 points (Very good) – strong performance, good knowledge and skills. 85-94 % of the test aims pursued 8 points (Good) – above the average performance, knowledge and skills. 75-84 % of the test aims pursued 7 points (Highly satisfactory) – average performance, knowledge and skills with unessential shortcomings. 65-74 % of the test aims pursued 6 points (Satisfactory) – below average performance, knowledge and skills with substantial shortcomings. 55-64 % of the test aims pursued 5 points (Sufficient) – knowledge and skills meet minimum criteria. 50-54 % of the test aims pursued 4 points (Insufficient) – knowledge and skills do not meet

				<p>minimum criteria. 39-49 % of the test aims pursued 3 points (Insufficient) – knowledge and skills do not meet minimum criteria. 26-38 % of the test aims pursued 2 points (Insufficient) – knowledge and skills do not meet minimum criteria. 13-25 % of the test aims pursued 1 point (Insufficient) – knowledge and skills do not meet minimum criteria. 1-12 % of the test aims pursued</p>
Compulsory reading				
Cohn, A. C.	2007	<i>Phonetics in phonology and phonology in phonetics</i>		Working Papers of the Cornell Phonetics Laboratory, 16, 1-31. https://www.ling.upenn.edu/~wlabov/L660/Cohn2007WP16.pdf
Giegerich, G.J.	1992	<i>English Phonology: An Introduction</i>		Cambridge University Press
Hayes, B.	2009	<i>Introductory Phonology</i>		Blackwell Publishing
Hesselwood, B.	2013	<i>Phonetic Transcription in Theory and Practice</i>		Edinburgh University Press
Jensen, J.T.	2022	<i>The Lexical and Metrical Phonology of English</i>		Cambridge University Press
McMahon, A.	2002	<i>An Introduction to English Phonology</i>		Edinburgh University Press
Odden, D.	2005	<i>Introducing Phonology</i>		Cambridge University Press
Pierrehumbert, J.	1990	<i>Phonological and phonetic representation</i>		<i>Journal of phonetics</i> , 18(3), 375-394. https://doi.org/10.1016/S0095-4470(19)30380-8 https://www.sciencedirect.com/science/article/pii/S0095447019303808
Optional reading				
Gussenhoven, C. & H. Jacobs	2013	<i>Understanding Phonology</i>	3rd edition	Hodder Education
Gut, U.	2009	<i>Introduction to English Phonetics and Phonology</i>		Peter Lang
Gut, U., Fuchs, R. & E.-M. Wunder (eds.)	2015	<i>Universal or Diverse Paths to English Phonology</i>		De Gruyter Mouton
Jensen, J.T.	1993	<i>English Phonology</i>		John Benjamins Publishing Co.
Przewozny, A., Viollain, C. & S. Navarro	2020	<i>The Corpus Phonology of English</i>		Edinburgh University Press

Last update: August 30, 2023