



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Analysing Spoken English				
Module Code	UPNN43-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Linguistics		
Department	ACI	Module Type	Standard		
Contributes towards	BA (Hons.) English Language and Linguistics BA (Hons) English and English Language				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	n/a	Module Entry requirements	n/a		
Valid From	September 2015	Valid to	September 2021		

CAP Approval Date	5 th February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of the primacy of spoken language and how it can be analysed (Components A and B) • Demonstrate a knowledge of phonological processes in English (Component A) • Recognise the most important features of a well-constructed corpus and utilise such a resource to answer linguistic questions (Component B) • Demonstrate the application of quantitative skills, an understanding of how to design an empirical project and synthesise findings from it (Component B) • Confidently and competently carry out their own background research, critique existing literature and propose improvements to methodological design (Components A and B) <p>In addition, students will be able to but not be assessed on the following:</p> <ul style="list-style-type: none"> • Work as part of a group • Recognise how the skills developed will be useful in their employability
Syllabus Outline	<p>Teaching Block 1: Casual speech processes and change</p> <ul style="list-style-type: none"> • Phonological theory • Formant measurements • Chain-shifting • Rapid speech • Dysfluency

	<ul style="list-style-type: none"> • Prosody • Emotion and tone of voice • Historical change in accent and the phonological system <p>Teaching Block 2: Using corpora to analyse spoken language</p> <ul style="list-style-type: none"> • The state of the art in computational transcription • Corpus tagging • Switchboard and BNC-Spoken corpus • Using a corpus to answer questions about the linguistic system (e.g. alternations, garden paths, island resolution, unexpected collocations, pied piping, etc.) • Linguistic persistence • Quantitative methods
Contact Hours	<p>72 contact hours allocated as follows:</p> <p>Weekly lecture, workshop and seminar per week. Workshop and seminar time may involve as appropriate:</p> <ul style="list-style-type: none"> • In-class discussions • Student presentations of research articles • Group work • Computer workshops • Virtual sessions • Completion of and/or discussion of related exercises <p>8 additional scheduled contacts hours including:</p> <ul style="list-style-type: none"> • Personal tutorials for feedback and feedforward • Online sessions for project advice
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops. Lectures will introduce students to theoretical and conceptual ideas, as well as current debates in the field. Seminars will informally test students understanding of these, and will see students presenting current research (either provided by the module leader, or sourced themselves). The workshop will frequently involve the application of these concepts to real data. Seminars and workshops will also be used to equip students with the quantitative skills required both to succeed in the module, and to utilise in the workplace.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	80	220	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy	<p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it (usually by means of electronic resources available from the library). Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further Reading Further reading is actively encouraged for this module, and students will be encouraged to explore at a number of the articles provided by the module leader. A current list of such titles will be given in the module handbook and revised annually.</p> <p>Access and Skills Support in accessing library resources is available through the library Services webpages, including interactive tutorials on finding books and journals, evaluating information and referencing. Further training in using the library is offered by the library team.</p> <p>Careers Resources Support is available from the Careers Service on how to use the careers resources. Students will be made aware of these facilities, and encouraged to explore them, at points in the module where it appears relevant.</p>
Indicative Reading List	<p>Baayen, H. (2008) <i>Analyzing Linguistic Data: A Practical introduction to R</i>. Cambridge: CUP.</p> <p>Bresnan, J. et al. (2007) Predicting the dative alternation. <i>Cognitive Foundations of Interpretation</i> 1, pp. 223-256.</p> <p>Cruttenden, A. (1974) An experiment involving comprehension of intonation in children from 7 to 10. <i>Journal of Child Language</i> 1, pp 221-231.</p> <p>Evert, S., Hoffman, S et al. (2008) <i>Corpus Linguistics with BNCweb: A practical guide</i>.</p>

Berlin: Peter Lang.

Frignal, E, Hardy, J. (2013) *Corpus-based sociolinguistics: A guide for students*. London: Routledge.

Johansson, C, Geisler, C (1998) Pied-piping in spoken English. *Language and Computers* 12, pp. 67-97.

Johnson, K. (2012) *Acoustic and Auditory Phonetics*. Oxford: Wiley

Kaisse, E. (1985) *Connected speech: The interaction of syntax and phonology*. New York: Academic Press.

Labov, W. (2011) *Principles of linguistic change: Cognitive and Cultural Factors*. Oxford: Wiley.

Ladd, D.R. (1996) *Intonational Phonology*. Cambridge: CUP.

McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.

McMahon, A. (1994) *Understanding language change*. Cambridge: CUP.

Szmrecsanyi, B. (2006) *Morphosyntactic persistence in spoken English: A corpus study at the intersection of variationist sociolinguistics, psycholinguistics and discourse analysis*. Berlin: Mouton de Gruyter.

Part 3: Assessment	
Assessment Strategy	<p>In the first teaching block, students learn about the nature of spoken language (and contrast that with written language). They are exposed to phonological theory and how this impacts on the nature of connected speech. This leads on to discussions of intonation and how this links both with other aspects of the linguistic system (e.g. syntax and information structure) and with non-linguistic areas (e.g. emotion). Students will also be exposed to historical linguistic change in the spoken language. These matters will be tested in a three-hour examination, which tests students' abilities to apply the concepts introduced to tangible data.</p> <p>In the second teaching block, students will gain a better understanding of how large scale corpora are used to make spoken language more easily analysable. They will then use these large-scale corpora to carry out an empirical research assignment, the topic of which will be decided in agreement with the module leader (and with the module leader's guidance). The assignment will be 3,000 words in length and will include some of the quantitative methods introduced in the class. The relevance of the computing and quantitative skills to future employment will be explicated.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A three-hour exam in controlled conditions (TB1)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. A 3,000 word essay, the focus of which is decided by the student in consultation with the module leader (TB2)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	(as % of component)
1. A three-hour exam in controlled conditions (PC lab, TB1)	100%
Component B Description of each element	Element weighting (as % of component)
1. A 3,000 word essay, the focus of which is decided by the student in consultation with the module leader (TB2)	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	