

# ET229-15 Phonetics and Phonology

**22/23**

**Department**

Applied Linguistics

**Level**

Undergraduate Level 2

**Module leader**

Christopher Strelluf

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

50% coursework, 50% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module expands on concepts introduced during ET118: Linguistics: Understanding Language in order to provide core knowledge and skills for students in phonetics and phonology as essential fields of language study. It aims to:

- Familiarise students with the phonetic and phonological systems of the world's languages.
- Introduce methodologies from a range of linguistic disciplines to document, study, and analyse language data.
- Engage students in linguistic analysis within a language and cross-linguistically, both synchronically and diachronically.
- Introduce research about and approaches to subfields of linguistics.

[Module web page](#)

### Module aims

The module aims to:

- Provide rigorous instruction in phonetics and phonology as two of the six core domains of linguistics, as established by the UK Quality Code for Higher Education Subject Benchmark Statement.
- Expand on concepts introduced during ET118: Linguistics: Understanding Language in order

to build core knowledge and skills for students in all fields of language study.

- Introduce methodologies from a range of linguistic disciplines to document, study, and analyse language data.
- Engage students in linguistic analysis within a language and cross-linguistically, both synchronically and diachronically.

This module will contribute primarily to the achievement of Course Aims #1, #2, #4 and #7:

1. Provide a thorough grounding in theories and research findings related to intercultural interaction and linguistics.
2. Give students an in-depth understanding and awareness of the nature of generic, discoursal and linguistic features relevant to different cultural and professional contexts.
3. Enable students to analyse cross-linguistic features and contexts, and authentic cross-cultural and intercultural discourses using both quantitative and qualitative methods.
4. Enable students to undertake an in-depth study of issues relating to intercultural linguistics.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1: Review of phonetic and phonological analysis

Week 2: Measurement techniques

Week 3: Pitch

Weeks 4-5: Vowels

Week 6: Reading week

Week 7-8: Consonants

Week 9: Sound change

Week 10: Practicum

## **Learning outcomes**

By the end of the module, students should be able to:

- Describe phonetic and phonological patterns of the languages of the world.
- Label phonetic and phonological features of languages with disciplinary terminology.
- Analyse raw linguistic data to determine features of a language or dialect.
- Categorize changes in languages and dialects resulting from language internal and external factors.
- Identify physiological structures and psychological factors relevant to language production, perception, and interpretation.
- Propose appropriate methodologies to document and study language.
- Discuss core theories, findings, and approaches from a range of linguistic disciplines.

## **Indicative reading list**

Kennedy, R. (2017). *Phonology: A coursebook*. Cambridge: Cambridge University Press.

Labov, W. (1994). *Principles of language change*, vol. 1, Internal factors. Oxford: Blackwell.

Ladefoged, P. & Disner, S.F. (2012). Vowels and consonants (3rd edn). Oxford: Blackwell Publishing.

Ladefoged, P., & Maddieson, I. (2008). The sounds of the world's languages (2nd edn). Oxford: Blackwell Publishing.

[View reading list on Talis Aspire](#)

## **Research element**

- Students complete an independently designed and directed small-scale research project.
- Students work from real-world linguistic datasets compiled from ongoing research.

## **Interdisciplinary**

-Students practice foundational linguistic analysis skills that transfer to branches of psychology, cognitive science, speech pathology, language teaching and learning, literacy studies, and computational language processing and production.

## **International**

-Students engage with datasets drawn from a range of languages, increasing cross-linguistic exposure and providing pathways to multilingualism.

## **Subject specific skills**

1. Describe phonetic and phonological patterns of the languages of the world.
2. Identify physiological structures and psychological factors relevant to language acquisition, production, perception, and interpretation.

## **Transferable skills**

1. Analyse raw linguistic data to determine features of a language or dialect.
2. Categorize changes in languages and dialects resulting from language internal and external factors.
3. Write research-based work in a clear, informative, and structured way.
4. Communicate clearly in oral presentation and academic discussion.
5. Propose appropriate methodologies to document and study language.
6. Label phonetic and phonological features of languages with disciplinary terminology.
7. Discuss core theories, findings, and approaches from a range of linguistic disciplines.

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## **Study**

## Study time

Type	Required
Seminars	9 sessions of 1 hour (8%)
Practical classes	9 sessions of 2 hours (16%)
Online learning (independent)	9 sessions of 2 hours (16%)
Other activity	6 hours (5%)
Private study	59 hours (54%)
Total	110 hours

## Private study description

Reading  
Exercises  
Assignments  
Revision

## Other activity description

Revision sessions

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

## Assessment group C

	Weighting	Study time
1500 word assignment	50%	20 hours
Online Examination	50%	20 hours
~Platforms - AEP,Moodle		

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- Online examination: No Answerbook required

## Feedback on assessment

Written feedback on the assignment will be provided on standard feedback sheets, which conform to Faculty regulations. Where appropriate, additional feedback may be provided via personal meetings with the lecturer.

[Past exam papers for ET229](#)

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## Availability

## Courses

This module is Core for:

- Year 2 of ULNA-R1Q2 Undergraduate French Studies with Linguistics
- Year 2 of ULNA-R1Q3 Undergraduate French and Linguistics
- Year 2 of ULNA-R2Q2 Undergraduate German Studies with Linguistics
- Year 2 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics
- Year 2 of UETA-X3Q5 Undergraduate Language, Culture and Communication
- Year 2 of UETA-X3Q8 Undergraduate Language, Culture and Communication (with Intercalated Year)
- Year 2 of UETA-Q1A9 Undergraduate Linguistics with Arabic (with Intercalated Year)
- Year 2 of UETA-Q1A7 Undergraduate Linguistics with Chinese (with Intercalated Year)
- Year 2 of UETA-Q1A8 Undergraduate Linguistics with Japanese (with Intercalated Year)
- Year 2 of UETA-Q1A6 Undergraduate Linguistics with Russian (with Intercalated Year)
- Year 2 of UETA-Q1A4 Undergraduate Linguistics with Spanish (with Intercalated Year)
- Year 2 of ULNA-R9Q1 Undergraduate Modern Languages and Linguistics
- Year 2 of ULNA-R9Q2 Undergraduate Modern Languages with Linguistics
- Year 2 of UPSA-C802 Undergraduate Psychology with Linguistics
- Year 2 of UETA-Q310 in English Language and Linguistics
- Year 2 of UETA-Q311 in English Language and Linguistics (with Intercalated year)