



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Accents and Dialects of English in Great Britain / Anglų kalbos akcentai ir dialektai Didžiojoje Britanijoje	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Rūta Šileikytė Zukienė	Faculty of Philology, Institute of English, Romance and Classical Studies, Department of English Philology

Study cycle	Type of the course unit (module)
1 st	Elective

The period	Period when the course unit (module) is delivered	Language of instruction
Seminars	Autumn semester	English

Requirements for students	
Prerequisites: B2-C1 level of English	Additional requirements (if any): –

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5 ECTS	130	32	98

Purpose of the course unit (module): programme competences to be developed
<p>The course aims to introduce students to the regional diversity of English in Great Britain and equip them with the knowledge and skills necessary for studying accents and dialects independently. In this course, students will learn about the linguistic and social parameters that determine the diversification of English, as well as the main terms and research tools used in dialectal analysis. To understand the historical background of the formation of dialects in England, we will study the phonological residualisms and British innovations responsible for the unique character of each variety. Each seminar will focus on a different dialect or accent, e.g. northern English (Yorkshire, Tyneside, Northumbria), Scottish English and Scots, the English of Liverpool (Scouse), English in Wales and the West Country, and finally, the linguistic varieties in south-eastern England (Estuary English, Multicultural London English). In each case, the aim will be to explore a particular variety by studying its history, geography, social, and linguistic features, thus acquiring the necessary skills for the identification and analysis of its signature sounds, grammar, and lexical properties. In more general terms, students' familiarity with the linguistic diversity of Great Britain increases their awareness of the diversity of British culture in general, significantly develops their listening and analytical skills, and makes them more conscious, mindful, and interculturally competent speakers of English. The systematic study of the diverse varieties of English develops students' cognitive and analytical skills and nurtures their academic curiosity of the linguistic world that surrounds them. The practical and creative tasks aim at stimulating students' interest in the subject and the</p>

deep learning approach to their studies in general. Together these tasks raise students' awareness of individual responsibility, time management and academic integrity.

Learning outcomes of the course unit (module)	Teaching and learning methods							Assessment methods	
Students become thoroughly familiar with the regional classification of English dialects. They know and can use field terminology correctly. By applying specific research methods, they know how to find, analyse, and comment on the authentic recordings of the native speakers of English.	Preparatory reading for in-class discussions, written assignments, and individual research tasks on the chosen varieties of English.							Accumulative evaluation: oral presentation (50%); open-book exam (50%).	
Students have a proper understanding of the historical background of dialect formation in England. They are able to account for the main linguistic changes in the history of English that underlie the dialectal diversification of the language.	In-class discussions, and written assignments.								
Students understand the role of the socio-linguistic parameters (the speaker's age, gender, education, etc.) on the nature of their accent.	Listening comprehension activities, in-class discussions, written assignments.								
Students are familiar with the linguistic features of the main dialectal areas in Great Britain. They know the principal features of individual accents' phonology and are able to identify the major accents by hearing their signature sounds.	Reading the assigned material, oral presentations, practical tasks of listening, transcribing of and commenting on the linguistic samples provided.								
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. Linguistic and social variability. Language, dialect and accent. Linguistic items and varieties. Geographical variation. The reference accent. The vowel system of Received Pronunciation (RP). Standard lexical sets.			2				2	4	1. Preparatory reading of the assigned material; written homework assignments. <i>Recommended readings:*</i>
2. How and why accents differ. The rise of innovations. System preservation. Splits and mergers. Regularization. Spread of innovations. The influence of literacy.			2				2	4	Upton, 2006, "Modern Regional English in the British Isles." Wells, 1999, Ch. 1.1: Linguistic and Social variability.
3. Residualisms. The Great Vowel Shift. NG coalescence. The velar fricative. THOUGHT monophthonging. The long mid mergers.			4				4	8	

The FLEECE merger. The FOOT-STRUT split. The NURSE merger. Pre-fricative lengthening. Yod dropping. PRICE and CHOICE. Long mid diphthonging. The great divide.									Hughes et al., 2005, Ch. 4: Regional accent variation. Wells, 1999, Ch. 4.4: The north. Wales, 2006, Ch. 1: The North–South divide. Wells, 1999, Ch. 3.1: Residualisms. Trudgill, 2001, Chs. 9 and 10: Dialect grammar.
4. English in Northern England. History. Varieties. Phonological characteristics. Vocabulary and grammar. Case studies: <i>Tyneside English, Scouse, Yorkshire dialects and accents.</i>			4					4	8
5. East Anglian English. Features: accent, grammar, phrases, vocabulary. Case studies: <i>Norfolk English, Suffolk English.</i>			2					2	4
6. East and West Midlands. Phonological characteristics. Dialectal vocabulary and grammar. Case studies: <i>Lincolnshire and Warwickshire dialects, Birmingham accent.</i>			4					4	8
7. West Country English. History and origins. Characteristics: phonology, vocabulary grammar. Social stigma and future of West Country dialect. Case studies: <i>varieties of Devon, Somerset, Wiltshire and Bristol.</i> How to speak like a pirate.			2					2	4
8. Southern English. History. Varieties. Phonological characteristics. Vocabulary and grammar. Dialect levelling in South East England and the Home Counties.			2					2	4
9. London accents: Cockney, Estuary and RP. Characteristics of Cockney accent. Who speaks Cockney? Cockney rhyming slang. Estuary English and RP compared. Features of Upper RP. Front vowels. Back vowels. Intonation and voice. Who speaks ‘posh’? Multicultural London English.			4					4	8
10. English in Wales. A typical vowel system. Consonants. Prosodic features. Sociolinguistic variation in Cardiff English.			2					2	4
11. English in Scotland. Scottish Standard English. Scots. Accents in the Hebrides and the Orkney Islands. Monophthongs and diphthongs. Consonants. Prosodic features. Sociolinguistic variation.			4					4	8
12. Preparing the oral presentation.									10
13. Writing the open-book exam.									24
Total: 130								32	98

2. Practical tasks: listening to linguistic samples; tasks of transcription; commenting on specific linguistic features.

3. Oral presentation on a selected variety of English.

4. Open-book exam.

**A full reading list will be provided at the beginning of the course.*

Accumulative grading

Task	Weight, %	Deadline	Requirements
Presentation	50%	To be assigned	<p>Length: 15–20 mins + 5 mins for questions and discussion.</p> <p>Content: 1) Introduce your variety (briefly tell us about its history, geography, social attitudes etc.);</p> <p>2) Present its main phonetic and other linguistic features, e.g. specific vocabulary items or interesting grammar rules (if applicable);</p> <p>3) Play a sample recording (1–1.5 mins) and highlight its main phonological, grammatical and lexical features. Please prepare a handout with the transcript of the sample speech!</p> <p>Assessment criteria: ability to collect relevant material, ability to present it effectively to peers via visual and/or audio aids, careful planning and timing, logical structuring, rapport with and involvement of the audience, correct language usage. (<i>A full list of the assessment criteria will be provided at the beginning of the course.</i>)</p>
Open-book exam	50%	Exam days in January	<p>The exam consists of two parts:</p> <p>1. Theoretical part: be able to discuss theoretical issues and illustrate them with relevant examples. Demonstrate thorough knowledge of the topics discussed in the seminars. Use correct academic language.</p> <p>2. Practical part: full analysis of a selected speech sample. Content: 1) discuss the main linguistic features of the selected variety (max. 1 000 words); 2) transcript of a 2–3 mins sample; 3) thorough analysis of the sample (mark and discuss all the phonological, grammatical and lexical features that you are able to spot there, max. 500 words); 4) bibliography (please follow MLA or departmental guidelines).</p> <p>Delivery: upload to VU VMA (Moodle) system a PDF file of your work + an audio file of or a link to the language sample.</p> <p>Assessment criteria: ability to collect topic-relevant material and to present it effectively and coherently. Ability to follow the requirements for the content, length and format of the work. Ability to follow academic requirements for source referencing and bibliography. Correct language usage. Academic integrity: any form of plagiarism (verbatim, patchwriting, etc.) detected in the paper will result in 0 (ZERO) GRADE FOR THE WHOLE COURSE.</p>

Course literature

Author	Year of publication	Title	Publishing place and house or web link
Beal, Joan C.	2010	<i>An Introduction to Regional Englishes: Dialect Variation in England</i>	Edinburgh University Press
Chambers, J.K.; Trudgill, Peter	2004	<i>Dialectology</i>	Cambridge: CUP
Crystal, David	2005	<i>The Stories of English</i>	London: Penguin Books
Crystal, David	2003	<i>The Cambridge Encyclopedia of the English Language</i> , 2nd edition	Cambridge: CUP

Garrett, Peter, Nikolas Coupland & Angie Williams	2003	<i>Investigating language attitudes: Social meanings of dialect, ethnicity and performance.</i>	Cardiff: University of Wales Press
Hughes, Arthur; Trudgill, Peter; Watt, Dominic	2013	<i>English Accents and Dialects: an introduction to social and regional varieties of English in the British Isles, 5th ed.</i>	London: Hodder Arnold
Kirkpatrick, Andy	2010	<i>The Routledge Handbook of World Englishes</i>	Taylor & Francis Group
Trudgill, Peter	2016	<i>Dialect matters : respecting vernacular language</i>	Cambridge: CUP
Trudgill, Peter	2004	<i>Dialects</i>	London; New York: Routledge
Trudgill, Peter	1999	<i>The Dialects of England</i>	Oxford; Malden, Mass.: Blackwell Publishers
Upton, Clive	2006	“ <i>Modern Regional English in the British Isles</i> ” in Mugglestone, Lynda (ed.) <i>The Oxford History of English</i>	Oxford: OUP
Viereck, Wolfgang	1985	<i>Focus on: England and Wales. Varieties of English around the world. General series; vol. 4.</i>	John Benjamins
Wells, John	1999	<i>Accents of English</i> (3 volumes)	Cambridge: CUP
-		<i>British Library Sounds</i>	sounds.bl.uk
-		<i>British Library Accents and Dialects collection</i>	www.bl.uk/british-accents-and- dialects/collection-items
-		<i>IDEA – The International Dialects of English Archive</i>	www.dialectsarchive.com

Last update: 1 September 2023.