



UNIVERSITY COLLEGE LONDON

GRADUATE PROSPECTUS

2005-2006

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University College London

University College London (UCL) is one of the foremost teaching and research institutions in the United Kingdom. It was founded in 1826 to provide higher education for all who could benefit from it, regardless of religion, race or class, and is both the oldest and the largest of the various colleges and institutes that make up the University of London. UCL was the first to admit women to higher education on equal terms with men, and also pioneered the teaching of many subjects at university level.

UCL currently has over 18,300 students, of whom approximately one third are graduate students. There are 72 academic departments organised within the College in the following eight faculties: Arts and Humanities, Social and Historical Sciences, Laws, the Built Environment, Engineering Sciences, Mathematical and Physical Sciences, Life Sciences and Clinical Sciences.

UCL is proud of its record of academic distinction; it can count 18 Nobel Prize winners among former academic staff and students, and the current academic staff includes 35 Fellows of the Royal Society, 13 of the Royal Academy of Engineering, 27 of the British Academy and 75 of the Academy of Medical Sciences. Recent external assessments have confirmed UCL as one of the very top research universities in Britain.

The Graduate School

The aims of the UCL Graduate School are:

- to ensure that UCL continues to be at the forefront of graduate education and research
- to enhance the student experience through offering the finest environment for personal and academic development.

All UCL graduate students are members of the Graduate School, which provides a structure to support them. The Graduate School also connects UCL's wide range of disciplines, facilitating new programmes and interdisciplinary collaboration. The Graduate School has developed a range of initiatives aimed at enhancing the graduate experience, including:

Codes of Practice

UCL strives to provide the highest common standards of supervision for all students. Comprehensive Codes of Practice set out what the student can expect from UCL as well as the student's own responsibilities.

Scholarships

A number of scholarships are offered to outstanding graduate students. Further details are given on the internet at www.ucl.ac.uk/prospective-students/financial-matters and in the booklet Sources of Funding for Graduate Students.

Research Fund

These funds provide unique opportunities for research. The funds have been used by students to present their research at conferences, embark on research trips, buy essential equipment and visit archives and laboratories elsewhere.

Skills Development Programme

This aims to equip students with a range of skills, which not only assist in their research, but also enhance their life skills and employability. These courses are offered in addition to specific departmental or faculty-based training. Courses include: personal and professional management skills; presentation skills; statistics; language courses; thesis writing; various enterprise courses.

Research Student Log

A Research Student Log is provided for all new research students to record the development of their skills and research.

Graduate School activities are covered in detail on the Graduate School website at www.grad.ucl.ac.uk

The Graduate School also supports graduate societies which aim to encourage social and academic interaction. Activities may include talks by visiting speakers, discussion groups, careers talks and social events.

In addition, the Postgraduate Association Executive, consisting of elected student representatives, offers support for graduate students and provides a voice for them. It also organises a range of events including, for example, the Welcome Party at the beginning of the academic year and the weekly Academia quiz evening.

Facilities at UCL and in London

UCL seeks to enhance all aspects of student life. Facilities situated within the UCL precinct and available for the use of all students include libraries, a Health Centre, computer facilities, a Language Centre, the Bloomsbury Theatre and a Fitness Centre. The UCL Students' Union provides a range of services such as bars, snack bars, shops, a hairdressing salon and a travel office, as well as running clubs and societies catering for a range of sporting, academic, musical and cultural interests. UCL students may also use the facilities of the nearby University of London Union, which include a large indoor swimming pool.

Situated on a compact site in the centre of London, UCL has extensive student accommodation available within easy reach. Local recreational facilities include public gardens and many cinemas, theatres, cafés, bars and inexpensive restaurants. UCL is well placed for access to excellent academic resources. As well as UCL's own library of over 1.7 million volumes, students are also within walking distance of the University of London Library at Senate House, and the British Library. Major museums and galleries located in London include the British Museum, the Science Museum, the Natural History Museum, the Victoria and Albert Museum, the National Gallery, the National Portrait Gallery, Tate Modern and Tate Britain. A number of UCL departments are engaged in collaborative research with these institutions. London also has a number of specialist archive collections, and is the home of many learned societies and professional bodies. With a vast range of educational resources and pursuits, London is one of the world's leading intellectual centres.

Phonetics and Linguistics at UCL

Linguistics is the branch of the human sciences that deals with language ranging from acoustic and physiological studies of the speech sounds, through psychological and sociological studies, to the philosophy of language. All of these topics can be studied at graduate level at UCL. The central core of the work lies in theoretical and descriptive linguistics: the detailed study of the principles of organisation underlying human language. This includes phonetics (see below); phonology (how speech sounds are used in particular languages); syntax (sentence structure); semantics (meaning);

pragmatics (how language is used in particular contexts); and the practical examination of the structures of particular languages, including English.

Phonetics is the study of how human beings pronounce languages, how the resultant speech signal is transmitted and how it is perceived, how this human ability may be analysed, described, symbolically represented and modelled, how it can be enhanced for foreign language learning, how sound production can be restored in people with speech and language disabilities, and sound perception improved in people with hearing difficulties, and how spoken language can be exploited in human-machine interaction.

The Department of Phonetics and Linguistics, which has consistently been rated as excellent for its research by the HEFCE, is pre-eminent in theoretical linguistics, especially in pragmatics (specifically Relevance Theory), syntactic and phonological theory, first language acquisition, articulatory phonetics, in speech and hearing sciences and in experimental phonetics.

The department has very active and long-established programmes of work in hearing, speech perception, production, analysis and synthesis. Projects are in progress in collaboration with several teaching hospitals, schools, and large industrial and academic research organisations in the UK and all over Europe.

For the research interests of members of staff please see page 29.

History

Phonetics at UCL can be said to reach back to 1866, when Alexander Melville Bell gave lectures on speech; he was assisted by his son Alexander Graham Bell, then a student at the College, and later to find fame as the inventor of the telephone. Systematic teaching of phonetics started in 1907 with the appointment of Daniel Jones. He became the first professor of the subject in 1921, and by the time of his retirement in 1949 had created a thriving department with a worldwide reputation. As Head of Department he was succeeded by D. B. Fry. In 1953, UCL set up an interdisciplinary Communications Research Centre, which in 1965 was incorporated in a new Department of Linguistics headed by M. A. K. Halliday. The Department of Phonetics and Linguistics was formed in 1971 by the amalgamation of the existing Departments of Phonetics and General Linguistics under A. C. Gimson; he was succeeded as Head of Department by N. V. Smith (1983-90), J. C. Wells (1990-2000), and V. Hazan (from 2000).

Location

The department is accommodated on two sites. Linguistics and Theoretical Phonetics are located in two adjacent houses in Gordon Square, within the College precinct. Experimental Phonetics is housed in Wolfson House a few minutes' walk away.

Facilities

Libraries

UCL's library is a major research library in the sciences and arts located in the midst of one of the greatest concentrations of libraries in the world. The library contains over 1,700,000 volumes and about 15,000 volumes are added each year. Within walking distance of the main library are the University of London Library and the British Library – the latter houses the principal national collection of manuscripts, printed books and various special collections. In addition, there are the libraries of the other Colleges of the University of London, e.g. the School of Oriental and African Studies.

Computers

The department has extensive computer facilities, including a network of PCs available for student use.

Apart from the computers available within the Department of Phonetics and Linguistics, students also have access to computers provided by the College. UCL has recently installed new computing facilities and a fast data communications network.

There are 'open access' rooms for students around the campus, each equipped with IBM-compatible PCs and workstations supported by the Computer Centre. These are all single-user systems with their own display screens, keyboards and processors linked via the network to a large filestore for the secure storage of users' programmes and data.

A wide range of software is available on the systems including packages for wordprocessing, electronic mail, graphics, databases, statistical analysis and several programming languages.

As part of their induction course, entrants to the UCL Graduate School will be given an introduction to the Computer Centre and its services.

Laboratories

The Department of Phonetics and Linguistics has perhaps the largest concentration of resources in the UK explicitly devoted to the combined fields of speech perception and production allied with psycho-acoustics. The department has a range of acoustic measurement equipment and speech analysis facilities, speech synthesizers and interactive speech perceptual test facilities, a separate anechoic room building and an ensemble of sound-insulated listening rooms and cubicles. The laboratory work is assisted by four members of staff dedicated to the computing and technical support of research and teaching.

Teaching Aims

In all our teaching, we aim to help students to develop the following:

- knowledge of the relevant facts and theories
- understanding of how the facts and theories relate to one another
- specialist skills of data analysis, research design and theoretical argument
- general skills of independent work, presentation and critical thought

- mature and unprejudiced attitudes to the subject matter itself and to the various theories, and enthusiasm for the study of speech and language.

Sources of Funding

Information about possible financial support can be found on the internet at www.ucl.ac.uk/prospective-students/financial-matters or in the UCL booklet entitled Sources of Funding for Graduate Students which can be obtained from the Admissions and General Enquiries Office, UCL, Gower Street, London, WC1E 6BT. For details of departmental scholarships, please see page 27.

Taught Graduate Degree Programmes

A number of taught degree programmes are available at graduate level leading to Master's degrees and Graduate Diplomas.

MA in Linguistics

The convenor for the MA in Linguistics is Professor N. V. Smith. Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT. Further information is available at www.phon.ucl.ac.uk/educ/pg/linguistics.htm

Aims of the MA in Linguistics

The taught graduate degree in linguistics aims to give students a thorough grounding in modern theoretical linguistics. It is suitable both for those with some prior knowledge of the subject and for appropriately motivated beginners. The former category includes students whose undergraduate degree included a minority of linguistic course units, or who have studied linguistics of a more traditional type elsewhere. The latter category includes good graduates who have encountered linguistics only indirectly, for instance through psychology, philosophy, the teaching of English as a foreign language, etc.

The programme is designed to give students a basic understanding of the three core areas of linguistics: phonetics and phonology, syntax, and semantics and pragmatics. Building on this foundation, it is intended that students will be able to tailor the programme to meet their personal linguistic interests either by focusing on one particular area or by diversifying into other branches. For example, a student could choose to study an option (such as language acquisition or the philosophy of language) only indirectly related to the core areas, and to write his or her dissertation on yet another area (for instance, computational linguistics). Alternatively, a student could choose to study an option taken from one of the core areas (such as intonation, advanced syntactic theory or issues in pragmatics), and to write his or her dissertation in a related area. As a consequence, students may spend as much as three-fifths or as little as one-fifth of their time working in one particular part of the discipline.

It is essential that every student reach in at least one area a level of theoretical sophistication that enables him or her to read and understand the current research literature, and in many cases to produce a dissertation which contributes to that literature. With this in mind, an integral part of the training involves exposing the students to current internationally recognised research in linguistics by members of staff. The MA in Linguistics programme is run alongside two other MA degree programmes specialising in syntax and in phonology (see pages 8 and 9).

Admission Requirements

The MA in Linguistics is a conversion programme, i.e. it is open to students who have not specialised in linguistics before.

A student who wishes to read for a Master's degree in Linguistics is expected to have a first degree awarded with first or upper second-class Honours or to have an equivalent qualification. An applicant whose qualifications, although otherwise acceptable, are of a lower standard, may be admitted if he or she can show evidence of adequate background and experience in the field. Motivation will also be taken into consideration.

Course Components

The introductory components, all of which fall in the first term, aim to bring students up to a common standard in the relevant disciplines. The choice of components for a particular student is made on the basis of personal counselling with the student at the beginning of the programme and depends on his or her interests and previous educational history.

In preparation for the examinations, which are normally held in the second half of May, students are required to attend the following core lectures:

- Syntax I and II for MA linguistics students

This course provides an introduction to the syntax of natural languages with special reference to issues of current theoretical interest.

- Phonology I and II for MA linguistics students

These courses provide an introduction to the study of the design properties of the sound systems of human language.

- Phonetics for MA students

This course provides an introduction to articulation, transcription and basic phonological concepts.

- Pragmatics I and II for MA linguistics students

The course covers the nature of communication, the relation between language and communication, and some recent approaches to the study of communication.

- Logic and Meaning A

This course provides an introduction to the study of meaning in natural language and to some basic logical concepts and their application in semantics and pragmatics. Two

logical languages, the propositional calculus and the predicate calculus, are introduced and their relevance to the understanding of natural languages is explored.

If they have the prerequisite background, students may also wish to attend other, more advanced, courses.

As well as lectures and tutorials that take place within each component, the MA in Linguistics provides additional tutorial time at which integrational issues are discussed. The aim is to form links between the different disciplines, which are inevitably taught separately, and to lead the students to a broader understanding of the subject.

Students also attend lectures in their optional subject, which must be approved by the course convenor. This is evaluated on the basis of a portfolio of coursework, which must be submitted no later than 1 May. Depending on the course a student has opted for, there may be an earlier submission date stipulated by the lecturer in charge of the course.

Possible option topics include: Language Acquisition, Philosophy of Language, Computational Linguistics, and Language and Cognition, among many others.

Recent dissertation titles for the MA in Linguistics include:

- Arabic loanwords in Turkish
- Semantic and syntactic facts concerning extraction from NPs
- An Optimality theoretic account of particle verbs in English and Scandinavian
- Discourse connectives and cognitive effects: the case of *but*
- What's in a name? A Prosodic Morphological Analysis of English Hypocoristics
- Concepts: Where Fodor went wrong
- Ostensive-inferential communication in normal and 'theory of mind'-impaired individuals: A study of Relevance Theory
- Language modularity
- What does the [Russian] Reflexive *-sja* Really Reflect?
- Relevance Theory and Simultaneous Interpreting
- Discourse Connectives: Linking devices, conventional implicatures or constraints on relevance?
- Why are there no nominative anaphors in Germanic languages?

Reading Suggestions

The following references are intended to give an insight into the areas that will be studied as part of the taught graduate degree in linguistics. Some of them are also used as course books.

General, Smith N. V., 1999. Chomsky: Ideas and Ideals.

Phonetics, Ladefoged P., 2001. A Course in Phonetics.

Phonology, Harris J., 1994. English Sound Structure.

Pragmatics, Sperber and Wilson, 1995 (2nd ed.). Relevance.

Syntax, Haegeman L., and Guéron J., 1999. English Grammar. Radford A., 1997. Syntax – A Minimalist Introduction.

Duration

The degree programme leading to the MA in Linguistics lasts one calendar year (12 months) beginning in September each year. The last three months are devoted to writing a dissertation. The programme may alternatively be pursued part-time over two academic years.

Evaluation

The evaluation for the MA in Linguistics consists of five components:

- three, three-hour examinations in each of Syntax, Phonetics and Phonology, and Semantics and Pragmatics
- one portfolio of coursework in an optional subject
- one dissertation.

The subject of the dissertation must be approved by the course convenor and submitted by 1 May. The completed dissertation (two copies) must be submitted by 15 September. The length limit for the dissertation is 10,000 words.

Candidates following the part-time programme will be examined in two parts: two examinations in the first year; one examination, the optional subject and the dissertation in the second year.

In exceptional circumstances, candidates may read for a Graduate Diploma in Linguistics, which is similar to the MA except that there is no dissertation.

Opportunities for Employment

Many graduates go on to enrol on PhD programmes or go into teaching, especially teaching English as a foreign language, both in the UK and overseas. Others continue with clinical applications of linguistics or go into management or publishing, journalism and advertising.

MA in Phonetics

The programme convenor for the MA in Phonetics is Professor J. C. Wells. Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT. Further information is available at www.phon.ucl.ac.uk/educ/pg/phonetics.htm

Aims of the MA in Phonetics

The MA in Phonetics aims to give students a thorough grounding in phonetics. It is suitable both for those with some prior knowledge of the subject and for appropriately motivated beginners. The first category includes students whose first degree included some phonetics, for example within a programme in linguistics, speech sciences, English or a modern language. The second category includes good graduates in any subject, for example psychology, classics, or those who have experience of teaching English as a foreign language.

The programme is designed to give students:

- a good up-to-date knowledge of the concepts and theories of phonetics and phonology
- a sound knowledge of the whole range of speech sounds and prosodic features used in languages in any part of the world
- a deeper understanding of the nature of pronunciation as the spoken medium of language
- problem-solving abilities involving quantitative as well as qualitative evidence
- the ability to draw linguistic inferences from data, and in particular to infer the complex relationships between phonological entities and their articulatory, auditory and acoustic correlates
- the abilities needed in collecting and analysing different types of data in the field of pronunciation
- powers of auditory discrimination and sound production
- and the ability to use laboratory techniques for the experimental analysis of speech.

The programme concentrates on three core areas: (1) general phonetics and phonology, including practical phonetics; (2) experimental phonetics; (3) phonetics and phonology of English, including intonation. In addition, students can tailor the programme to meet their personal interests by selecting one further area as an option (e.g. the phonetics and phonology of some other language or intonation and pragmatics) and by writing a dissertation on an area related to any of these or to yet another area.

Admission Requirements

The MA in Phonetics is a conversion programme, i.e. it is open to students who have not specialised in phonetics before.

A student who wishes to read for the MA in Phonetics is expected to have a first degree awarded with a first or upper second-class Honours or to have an equivalent qualification. An applicant whose qualifications, although otherwise acceptable, are of a lower standard, may be admitted if he or she can show evidence of adequate background and experience in the field. Motivation will also be taken into consideration.

Course Components

The introductory components, all of which fall in the first term, aim to bring students up to a common standard in the relevant disciplines. The choice of components for a particular student is made on the basis of personal counselling with the student at the beginning of the programme and depends on his or her interests and previous educational history. In preparation for the examinations, which are normally held in the second half of May, students are required to attend the following core lectures:

Introduction to Phonetics and Phonology

This course provides a comprehensive introduction to phonetics and phonology. Among other topics, it covers articulation, transcription, and basic phonological concepts, illustrated from English and other languages.

Practical Phonetics, Phonological Analysis and Advanced Ear Training

These courses give practice in the recognition and performance of sound-types from the whole range of human language. They include work on the transcription, from dictation, of English (with intonation) and of nonsense-words; and also on the analysis and reproduction of the pronunciation of words from ten or so different languages, with native-speaker informants.

Acoustics of Speech and Hearing

Students are introduced to acoustics as applied to the study of speech and hearing – a subject which forms an important part of the armoury of a modern phonetician. The course covers the physical description of the speech signal: how it is transmitted, how it can be measured, how it can be synthesised and analysed.

Phonology of English

This course examines some of the patterns that underlie the surface details of English pronunciation. What are the ‘sounds’ that make up English words? How does the pronunciation of a word vary according to the context in which it is spoken? How can stress patterns be analysed?

If they have the prerequisite background, students may also wish to attend other courses.

As well as lectures and tutorials that take place within each component, the MA in Phonetics provides additional tutorial time at which integrational issues are discussed. The aim is to form links between the different disciplines, which are inevitably taught separately, and to lead the students to a broader understanding of the subject.

Students also attend lectures in their optional subject, which must be approved by the course convenor. It is evaluated on the basis of a portfolio of coursework, which must be submitted no later than 1 May. Depending on the course a student has opted for, there may be an earlier submission date stipulated by the lecturer in charge of the

course. Possible topics include Phonetics of French, Phonetics of Spanish, Phonetics of Japanese, Intonation and English Accents, among others.

Recent dissertation topics for the MA in Phonetics include:

- Intonation in Hong Kong English
- The phonetics of Cypriot Greek
- Vowel quality in Caribbean and British English
- [l] and [r] in Korean
- Voice quality and the laryngograph
- The intonation of English and Modern Greek
- The phonology of anglicised Japanese words.

Reading Suggestions

The following references are intended to give an insight into the areas that will be studied as part of the MA in Phonetics. Some of them may also be used as course books. For a further list, see www.phon.ucl.ac.uk/home/wells/maphon-readinglist.htm

General:

Clark J., and Yallop C., An Introduction to Phonetics and Phonology, 1990.
Ladefoged P., A Course in Phonetics (3rd ed.), 1993.

English:

Giegerich H. J., English Phonology: an Introduction, 1992.
Gimson A. C., Pronunciation of English (6th ed. revised by Cruttenden A), 2001.
Wells J. C., Longman Pronunciation Dictionary, 2000.

Duration

The degree programme leading to the MA in Phonetics lasts one calendar year (12 months), beginning in September each year. The last three months are devoted to writing a dissertation. The programme may alternatively be pursued part-time over two calendar years.

Evaluation

- The evaluation for the MA in Phonetics consists of five components:
- general phonetics and phonology (including practical phonetics)
- experimental phonetics
- phonetics and phonology of English
- one portfolio of work in an optional subject
- one dissertation.

The subject of the dissertation must be approved by the course convenor and submitted by 1 May. The completed dissertation (two copies) must be submitted by 15 September. The length limit for the dissertation is 10,000 words.

Candidates following the part-time programme will be examined in two parts: one examination and the optional subject in the first year; two examinations and the

dissertation in the second year. In exceptional circumstances candidates may read for a Graduate Diploma in Phonetics which is similar to the MA except that there is no dissertation.

Opportunities for Employment

While UCL's MA in Phonetics is not intended explicitly as a qualification in TEFL, holders of the MA have for many years been very highly regarded in the world of teaching English as a foreign language. Many former students now hold academic posts in overseas university departments of English.

MA in Phonology

The convenor for the MA in Phonology is Professor Moira Yip. Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT, UK. Alternatively, you may e-mail secretary@ling.ucl.ac.uk. Further information may also be found at www.phon.ucl.ac.uk/educ/pg/phonology.htm

Aims of the MA in Phonology

The MA in Phonology is a one-year taught programme designed for students with a background in linguistics and phonetics who wish to pursue an interest in phonology. Although the degree can be an end in itself, this specialised degree programme is an excellent preparation for doctoral research in phonology. Applicants with little background in linguistics should apply for the MA in Linguistics degree programme (see page 6).

Both the teaching and assessment of the MA in Phonology are strongly research oriented. The teaching reflects cutting-edge developments, with students receiving extensive training in both research methods and the scholarly presentation of ideas. The most important component of the assessment is a dissertation, with the remaining assessments divided between coursework, essays and examinations.

Admission Requirements

Applicants are expected to have a first degree in Linguistics awarded with first or upper-second class Honours or to have an equivalent qualification. An applicant whose qualifications, although otherwise acceptable, are of a lower standard, may be admitted if he or she can show evidence of adequate background and experience in the field. Motivation will also be taken into consideration.

Course Components

The core of the programme is four courses in phonological theory, plus the phonology reading group, and an additional course chosen by the student in consultation with his/her advisor. In addition, students must take one course each in syntax and in

pragmatics, since phonological phenomena can often only be understood in the larger linguistic context.

These courses also build bridges between the MA Phonology, its sister MA in Syntax and the MA in Linguistics. In all courses students are exposed to the primary literature and trained to write short research papers in phonology. Students wishing to combine their phonology specialism with an interest in phonetics can take the Introduction to Speech and Hearing course in Term 1 and a phonetics option in Term 2. The phonology courses are also available as options to students studying for the MA in Phonetics or the MSc in Speech and Hearing Science.

Duration

The degree programme leading to the MA in Phonology begins in late September and lasts one calendar year (12 months) full-time or two years part-time.

Evaluation

The course is assessed through four examinations (30%) and three essays (30%), plus the dissertation (40%). Three short examinations (worth 10% jointly) take place at the end of Term 1 (December). The fourth examination and other assessments take place in the Summer Term (May). The dissertation is written over the summer and submitted by 15 September.

MA in Pragmatics

The convenor for the MA in Pragmatics is Dr Robyn Carston. Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT, UK. Alternatively, you may e-mail: secretary@ling.ucl.ac.uk. Further information may also be found at www.phon.ucl.ac.uk/educ/pg/pragmatics.htm

Aims of the MA in Pragmatics

The MA in Pragmatics is a one-year taught programme designed for students with an appropriate background in linguistics, philosophy of language or cognitive science who would like to pursue an interest in pragmatics. Although the degree can be an end in itself, this specialised programme is an excellent preparation for doctoral research in pragmatics.

Both the teaching and the assessment of the MA in Pragmatics are strongly research-oriented. The teaching reflects cutting-edge developments, with students receiving extensive training in both research methods and the scholarly presentation of ideas. The most important component of the assessment is a dissertation, with the remaining assessments divided between coursework, essays and exams.

Admission Requirements

Applicants are expected to have a degree in Linguistics or another appropriate discipline awarded with first or upper-second class Honours or to have an equivalent qualification. An applicant whose qualifications are of a lower standard may be admitted if he or she can show evidence of adequate background and experience in the field. Motivation will also be taken into consideration.

Course Components

The core of the programme is four courses in pragmatic theory, a pragmatics research seminar and a further course chosen by the student in consultation with their advisor. In addition, students must take a foundation course in each of syntax and phonology, since tackling issues in pragmatics often requires an understanding of linguistic structure. In all the pragmatics components, students are exposed to the primary literature and trained to write short research papers in pragmatics.

Duration

The degree programme leading to the MA in Pragmatics begins in late September and lasts one calendar year (12 months) full-time or two years part-time.

Evaluation

The course is assessed through four examinations (30%) and three essays (30%), plus the dissertation (40%). Three short examinations (worth 10% jointly) take place at the end of Term 1 (December). The fourth examination and other assessments take place in the Summer Term (May). The dissertation is written over the summer and submitted by 15 September.

MA in Syntax

The convenor for the MA in Syntax is Dr Ad Neeleman. Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT, UK. Alternatively, you may e-mail secretary@ling.ucl.ac.uk. Further information may also be found at www.phon.ucl.ac.uk/educ/pg/syntax.htm

Aims of the MA Syntax

The MA Syntax is a one-year taught programme designed for students with a background in linguistics who wish to pursue an interest in syntax. Although the degree can be an end in itself, this specialised degree programme is an excellent preparation for independent doctoral research in syntax. Applicants with little background in linguistics should apply for the MA in Linguistics degree programme.

Both the teaching and assessment of the MA in Syntax are strongly research oriented. The teaching reflects cutting-edge developments, with students receiving extensive training in both research methods and the scholarly presentation of ideas. The most

important component of the assessment is a dissertation, with the remaining assessments divided between coursework, essays and examinations.

Admission Requirements

Applicants are expected to have a first degree in Linguistics awarded with first or upper-second class Honours or to have an equivalent qualification. An applicant whose qualifications, although otherwise acceptable, are of a lower standard, may be admitted if he or she can show evidence of adequate background and experience in the field. Motivation will also be taken into consideration.

Course Components

The core of the programme is four courses in syntactic theory, plus a syntax research seminar, and an additional course chosen by the student in consultation with their advisor. In addition students must take one course each in phonology and in pragmatics. In all courses students are exposed to the primary literature and trained to write short research papers in syntax.

Duration

The degree programme leading to the MA in Syntax begins in late September and lasts one calendar year (12 months) full-time or two years part-time.

Evaluation

The course is assessed through four examinations (30%) and three essays (30%), plus the dissertation (40%). Three short examinations (worth 10% jointly) take place at the end of Term 1 (December). The fourth examination and other assessments take place in the Summer Term (May). The dissertation is written over the summer and submitted by 15 September.

MSc in Speech and Hearing Sciences

The MSc in Speech and Hearing Sciences is a taught graduate programme that provides research training in the science of normal human spoken communication. The degree programme consists of 12 months of full-time study beginning in September each year.

The Programme Director for the MSc in Speech and Hearing Sciences is Dr Mark Huckvale. Enquiries about the programme may be addressed to him at the following address: Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT, or through e-mail at M.Huckvale@ucl.ac.uk

Aims of the Degree Programme

The programme is the only one of its kind in the UK offering graduate students research training in the combined specialities of speech and hearing. It is designed to provide a thorough introduction to modern knowledge and current research in the

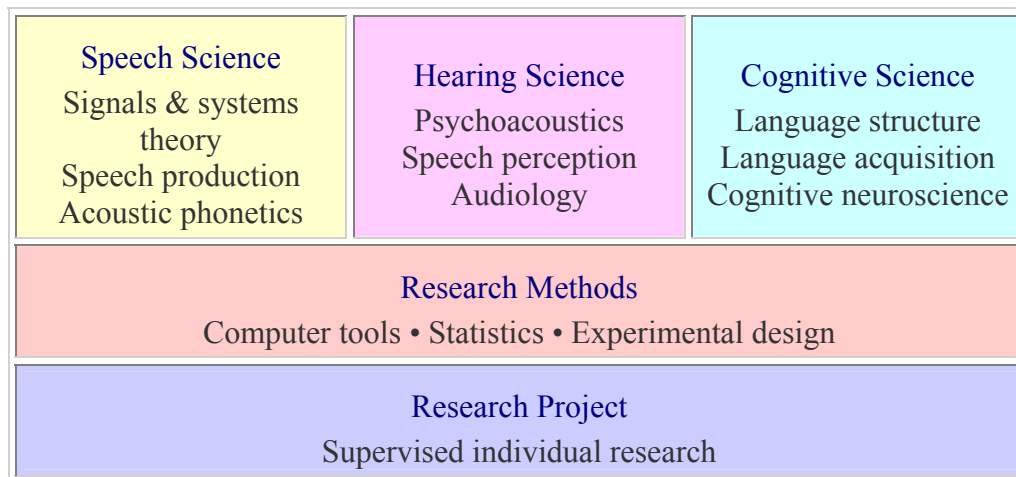
multidisciplinary field of human spoken communication. It aims to prepare students from different backgrounds for graduate research and employment in the rapidly developing sciences of speech and hearing, and in their technological applications.

The programme would enable students, for example, to engage in investigations of the relations between computational, auditory and cognitive processing of speech; to contribute to the development and applications of speech synthesis and recognition; to contribute to technological advances in speech pathology – particularly to analysis, assessment and to training aids; and to contribute to audiology, particularly with electro-cochlear and speech-processing hearing aids as well as receptive evaluation. The programme has an excellent record for placing its graduates into research positions.

The programme is run within the new UCL Centre for Human Communication, with the Department of Phonetics and Linguistics as the admitting department. The other members of the centre cooperate in the design and teaching of the programme: these include the Department of Human Communication Science, the Department of Psychology, the Institute of Cognitive Neuroscience, the Institute of Laryngology and Otology, and the Department of Audiology at the Royal National Throat, Nose and Ear Hospital. The combination of expertise in speech and hearing within the centre is probably unmatched in the UK. The members of the centre are at the forefront of research in hearing, audiology, auditory rehabilitation, speech pathology, phonetics and linguistics, speech technology, speech perception and cognitive processing.

Programme Syllabus

The programme has five main components as shown below:



These main components are taught through a mixture of lectures, laboratory classes, tutorials and seminars. There are also many opportunities to learn about active research in the field and to make use of the department's excellent research facilities.

Speech Science

In this component you will learn about the quantitative description of signals and systems, speech signal analysis, the acoustic modelling of the vocal tract, and the articulation and sound patterning of speech. Assessment is by coursework and written examination.

Hearing Science

In this component you will learn about the psychoacoustics of hearing, the processes and models of speech perception, the forms and rehabilitation of hearing impairment, and the effect of hearing impairment on speech communication. Assessment is by coursework and written examination.

Cognitive Science

In this component you will learn about current cognitive models of language structure and processing, the acquisition of language by children, and current knowledge and research in the neuroscience of language. Assessment is by coursework and written examination.

Research Methods

In this component you will learn about experimental methods in speech and hearing science, including the use of computer tools, statistical analysis of data and experimental design. Assessment is by coursework only.

Research Project

In this component you will undertake an individual research project under supervision from staff. Projects provide an opportunity for students to demonstrate an understanding of the current scientific status of the chosen subject and to produce either an experimental study or a theoretical review relating to an aspect of speech and hearing science. Projects are assessed by a dissertation of not more than 10,000 words. Projects undertaken in recent years have included:

- A spreading activation model of word selection
- Speech synthesis by word concatenation
- Testing central auditory processing disorders in children
- Auditory training of English contrasts for Cantonese speakers
- Speech and non-speech auditory processing in children with dyslexia
- Laryngographic assessment of voice changes with hydration status
- Types of dysfluencies exhibited by stutterers
- Judgements of rhyme in lip reading
- Speechreading in simulations of hearing loss
- Subjective and objective assessment of speech of deafened adults

Teaching and Learning

Tutorials and Seminars

As well as lectures, tutorials and laboratory work that takes place within each component, the MSc provides additional tutorial time at which integrational issues are discussed. The aim is to form links between the different disciplines, which are inevitably taught separately, and to lead the students to a broader understanding of the influence of a linguistic model of communication throughout speech and hearing research.

Seminar series with visiting speakers covering many different scientific research areas are run within the contributing departments of the Centre for Human Communication. These provide an opportunity for MSc students to learn about current research, technology and debates in the field.

Transferable Skills

In addition to the knowledge and skills you will acquire in speech and hearing, you will also gain skills in:

- The design of experiments
- Conducting a research project
- Using computers for analysis
- Scientific writing
- Group work

Evaluation

Assessment is by coursework, three written examinations and the dissertation. To obtain a degree it is necessary to obtain a pass mark of 50% in each of the five main components. To obtain a distinction it is necessary to obtain a weighted average of 70%.

Reading Suggestions

An elementary introduction to the subject area can be found in the excellent book: Denes and Pinson, 1993, *The Speech Chain*. For an introductory textbook in signals, look at: Rosen and Howell, 1991, *Signals and Systems for Speech and Hearing*. Further introductory information can be found on the web at www.speechandhearing.net

Facilities and Opportunities

The extensive computer and laboratory facilities of the department are available for student use. Students may choose to do their research project at one of the 22 European universities which are part of the SOCRATES programme for Phonetics and Speech Communication.

Opportunities for Employment

The programme has been very successful in placing graduates into research positions. The majority of graduates go on to do research in the field, either as graduate research students studying for a PhD or as research assistants in universities or research institutes.

There is extensive and growing industrial support for research and development of speech and language technology both in the UK and internationally. Academic research in the area is well supported in the UK by the Engineering and Physical Sciences Research Council and the Economic and Social Sciences Research Council, and throughout Europe by the Framework programmes of the European Union.

Hearing aid technology is undergoing a period of rapid change, with the development of new digital speech processing hearing aids and of new generations of cochlear implants. Speech pathology, similarly, is going through a rapid phase of development with new computational methods being developed and applied at clinical and research levels. Computers are also becoming more widely used in instruction, diagnosis and rehabilitation. Speech science itself is being transformed through the use of corpus methods and also neuro-imaging techniques.

Professional Qualifications

This is a non-clinical programme and **cannot** be used towards a professional qualification as a speech therapist or as an audiological scientist.

MRes in Speech, Language and Cognition

The convenors for the MRes in Speech, Language and Cognition, which is based in the UCL Centre for Human Communication, are Prof Peter Howell and Prof Moira Yip. Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT, UK.

Alternatively, you may email secretary@ling.ucl.ac.uk. Further information may also be found at <http://www.chc.ucl.ac.uk/places/mres.html>.

Aims of the MRes in Speech, Language and Cognition

The MRes in Speech, Language and Cognition is aimed at applicants who hold an undergraduate degree in a language-related area such as linguistics, speech sciences, psychology, cognitive science, or a cognate discipline, and whose interests span more than one discipline. Students may take courses in a number of different UCL departments. Both the teaching and assessment of the MRes are strongly research oriented. The teaching reflects cutting-edge developments, with students receiving extensive training in both research methods and the scholarly presentation of ideas. The degree is a stand-alone 12-month Masters, but is also excellent preparation for PhD research in a language-related field of study. The programme cannot be pursued on a part-time basis.

Admission Requirements

Applicants are normally expected to have a first or upper-second class Honours, or equivalent, BA or BSc in a language-related area such as linguistics, speech sciences, psychology, cognitive science, or a cognate discipline.

The Programme

The 12-month broad-based MRes allows individually-tailored choices from a wide range of UCL's graduate courses in language and communication, including speech processing, phonology, language processing, cognition and communication, language development, conversation analysis, syntax, pragmatics, signals and systems, neurobiology of language, mathematics and language, theory construction and modelling, research methods and statistics. All students will take obligatory courses in

personal and professional research practice. Completion of the MRes may prepare students to undertake a PhD in a language-related area.

The programme aims:

- To introduce students to academic and key skills essential for all fields of research in Speech, Language and Cognition
- To provide research training, with relevant supervisors from the Centre for Human Communication.
- To enable students to assess and critically appraise theoretical and applied research relevant to speech, language and cognition

For suitable students, this MRes may also form the basis of a 1+3 or 4 year PhD programme in one of the contributing departments.

The degree is designed to be highly flexible, and the student will plan a programme that suits their individual needs under the supervision of an advisor. All students will be matched with a suitable advisor at the start of the degree.

Programme Syllabus

The degree has four main components:

M.F Foundation Course

A range of courses in personal and professional research skills. For details, see <http://www.chc.ucl.ac.uk/places/mf.html>.

M.1 Research methods

Seminars and workshops to develop critical analysis skills appropriate to this research area; recognize and to select appropriate methodologies for specific purposes, including computational techniques; select and use specific software; master appropriate statistical methods. For details, see <http://www.chc.ucl.ac.uk/places/m1.html>.

M.2 Theoretical frameworks in Speech, Language and Cognition

Candidates choose four topic areas from the following fields of study. Not all options will necessarily be available every year.

- Auditory processing
- Speech processing (perception and production)
- Phonetics and phonology
- Syntax and morphology
- Semantics and pragmatics
- Language development
- Language processing and pathology
- Cognition and communication
- Neurobiology of language
- Theory construction and Modelling

A listing of suitable UCL graduate courses may be downloaded from <http://www.chc.ucl.ac.uk/> by clicking on 'Graduate Courses'.

M.3 Research Project

A dissertation of not more than 10,000 words. May be (i) Lab-based, (ii) fieldwork-based, (iii) library-based, or (iv) computational modeling

M. 4 Research Plan

Students will write a 6,000 word Literature Review, Protocol and PhD Plan.

Students will participate in Research Related Activities which will include i) internal presentation of their project, ii) report on internal/external seminars attended (3000 words maximum) iii) research placement where possible(1-2 months in another UCL Lab if placement is found).

Evaluation:

Assessment is by:

M.F: Assessment by portfolio, (10%)

M.1: 1 exam on research methodology and statistics (10%)

M.2: 2 essays (chosen from 4 options), each of 4000 words (20%)

M.3: research project of 10,000 words (40%) and an oral examination (not separately assessed)

M.4: preliminary literature survey and work-plan of 6,000 words for PhD (20%)

Graduate Degrees by Research

The Department of Phonetics and Linguistics offers excellent possibilities for research leading to the degrees of MPhil and PhD. Good graduates of the taught graduate degree programmes would be eminently suitable for admission to these research degrees. Potential applicants are strongly advised to contact the department prior to submitting an application to discuss their research project.

According to University of London Regulations, 'A thesis for the MPhil degree shall be either a record of original work or an ordered and critical exposition of existing knowledge in any field. There should be evidence that the field has been surveyed thoroughly...'

'A thesis for the PhD degree must form a distinct contribution to the knowledge of the subject and afford evidence of originality shown by the discovery of new facts and/or by the evidence of independent critical power ...'

Organisation

All research students are normally registered for the MPhil in the first instance and, assuming that their work is satisfactory, will usually expect to transfer to PhD registration a year to 18 months after their arrival, and to complete the programme within three or at most four years.

On entering the department, every research student is assigned to a supervisor, who is responsible for giving guidance and advice on all aspects of the student's academic work throughout his or her period of registration. To ensure that students benefit from

as much intellectual stimulus as possible, students are standardly assigned a second supervisor, with whom they can discuss any aspect of their activities.

It is expected that students meet their primary supervisor on a regular basis. Initially, this will probably mean every week, but once a pattern of work and co-operation has been developed, meetings may be less or more frequent. In addition, research students attend courses in the department at least in their first year of study.

A full list of PhD theses produced by students of the department since 1976 can be found on the internet at www.phon.ucl.ac.uk/phd/phdlist.htm

Equipment

Apart from the facilities mentioned earlier (see page 2), a computer terminal room is available for the use of research students.

Publications

Research students are encouraged to submit papers for publication in one of the departmental working papers, the UCL Working Papers in Linguistics and Speech, Hearing and Language, which are produced annually and have a worldwide distribution. Both are available on-line via the departmental website (www.phon.ucl.ac.uk).

Recently published articles by research students include:

Allott, N., "Game theory and communication"

Vega-Moreno, R., "Relevance Theory and the construction of idiom meaning"

Ackema, P. and A. Čamdžić, "LF Complex Predicate Formation: The case of participle fronting in Serbo-Croatian"

Bury, D. "Selection and head chains"

Janke, V., "A PRO-less theory of control"

Law, A., "Right Dislocation in Cantonese as a focus-marking device"

Topintzi, N., "Issues of locality and morphologically induced non-identity in the N. Karanga assertive and non-assertive patterns"

Opportunities for Presentations

There will be an opportunity for all research students to present their work in departmental seminars and at the annual PhD day. These include talks by members of staff, scholars from other British universities and from abroad. Students are also encouraged to present their work at conferences.

Teaching Experience

From time-to-time there may be opportunities to gain teaching experience within the department for outstanding research students who have completed at least one year of study.

Opportunities for Employment

Most graduates go on to become university lecturers or to work on research projects at universities or in industry, both in the UK and abroad.

MPhil/PhD in Linguistics

The department is pre-eminent in the fields of pragmatics (specifically Relevance Theory), syntactic and phonological theory and first language acquisition. Research may be carried out in these areas as well as in cognitive science, semantics, philosophy of language, psycholinguistics, sociolinguistics, second language acquisition and aspects of the syntax or phonology of particular languages.

Special language interests among the staff include languages of West Africa and East Africa, French, Hungarian, and Romance and Germanic languages. Research proposals in the field of applied linguistics (e.g. language teaching, translation) can not normally be supervised.

Admission Requirements for the MPhil/PhD in Linguistics

The normal minimum entrance requirement for registration for the MPhil/PhD degree is a Master's degree in Linguistics from a UK university or an overseas qualification of an equivalent standard. In exceptional circumstances students with a minimum of an upper second-class Honours degree of a UK university or an overseas qualification of an equivalent standard in Linguistics may proceed to research without taking an MA.

Applicants should have a well-thought-out project or area of research within the interest and expertise of members of the department.

Some recently completed dissertations for the PhD in Linguistics include:

Bury D., 2003. Phrase Structure and Derived Heads.

Čamdžić, A. 2004. On the Syntax of Long Verb Movement.

Davies L., 2001. The Nature of Specific Language Impairment: Optionality and Principle Conflict.

Froud, K., 2000. Linguistic Theory and Language Pathology: Evidence for the Morphology Interface from a Case of Acquired Language Disorder.

Hiranuma S., 2001. The syntactic difficulty of Japanese sentences.

Iten, C., 2000. 'Non-Truth-Conditional' Meaning Relevance and Concessives.

Kang H.-K., 2000. Aspects of the acquisition of quantification: Experimental studies of English and Korean children.

Law, A. 2004. Sentence-final focus particles in Cantonese

Mathieu E., 2002. The Syntax of Non-Canonical Quantification: A Comparative Study.

Nasukawa K., 2000. A Unified Approach to Nasality and Voicing.

Nuti M., 2003. Ethnoscience: Examining Common Sense.

Osawa F., 2000. The Rise of Functional Categories: Syntactic Parallels between First and Second Language Acquisition and Historical Change.

Perovic, A., 2003. Knowledge of Binding in Down Syndrome: Evidence from English and Serbo-Croatian.

Powell G., 2003. Language, Thought and Reference

Szendroi K., 2001. Focus and the Syntax-Phonology Interface.

Wharton T., 2003. Pragmatics and the Showing-Saying Distinction.

MPhil/PhD in Phonetics

The department is known worldwide in the fields of phonetics and phonology, both of English (particularly in relation to regional variation, EFL applications and pathological speech) and of other languages. Staff expertise is principally in European languages, though we also deal with languages of East Asia and Southern Africa.

Admission Requirements for the MPhil/PhD in Phonetics

The normal minimum entrance requirement for registration for the MPhil/PhD degree is a Master's degree in Phonetics from a UK university or an overseas qualification of an equivalent standard. In exceptional circumstances, students with an upper second-class Honours degree from a UK university or an overseas qualification of an equivalent standard in phonetics may proceed to research without taking an MA.

Applicants should have a well-thought-out project or area of research within the interest and expertise of members of the department.

Some recently completed dissertations for the PhD in Phonetics include:

Ashby P., 2003. Practical phonetics training and the nature of phonetic judgements.

- Deeks J., 2001. The perception of pitch and timbre of vowel-like stimuli by the profoundly hearing-impaired.
- Guimaraes I., 2003. An electrolaryngographic study of dysphonic Portuguese speakers.
- Harrison P., 1998. The acquisition of phonology in the first year of life.
- Koga, I. 2003. Psychological Status of Sequential Voicing (Rendaku) in Modern Standard Japanese - its acquisition and development
- Nakamura M., 2001. Articulatory organisation in Japanese: An EPG study.
- Monaka, K., 2001. Shekgalagari stop consonants: a phonetic and phonological study.
- Takahashi, T. 2004. Syllable theory without syllables
- Umezawa K., 2001. Japanese pitch accent and the English-speaking Learner: A study of production, perception and teaching.

MPhil/PhD in Human Communication and MPhil/PhD in Experimental Phonetics

Research is multidisciplinary and our graduate students – like our staff members – may have backgrounds in the arts, physical sciences, computer science, psychology, and speech and language pathology or audiology. It is based on the essential idea that a fuller understanding of the fundamental processes of human communication is of direct practical value as well as being of theoretical interest. Work in Spoken Language Engineering is in progress in the areas of speech synthesis, recognition and dialogue and this relates to parallel phonetically based research in audiology and speech pathology.

The department has close relations with laboratories working in these areas in North America, China and Japan and it is the co-ordinator of, and a partner in, European Union research projects in both speech technology and work for people with speech and hearing disabilities. Within the UK its work is in close collaboration with the health service and industry and with schools concerned with the education of deaf children. Its research has wide practical application – in interactive speech pattern assessment systems and displays for speech and language therapy, or in work with foreign language learners; in the design of new approaches to the provision of hearing aids for speech for very profoundly and totally deaf users, and in phonetic support for system assessment in spoken language engineering.

The department welcomes applications from students to work on individual projects or as members of an already established departmental team.

Admission Requirements for the MPhil/PhD in Human Communication and the MPhil/PhD in Experimental Phonetics

The normal minimum entrance requirement for registration for the MPhil/PhD degree is a Master's degree in any relevant subject from a UK university or an overseas qualification of an equivalent standard (current research students hold degrees in Computer Science, Linguistics, Phonetics, Psychology and Speech Science). In exceptional circumstances students with a minimum of an upper second-class Honours degree from a UK university or an overseas qualification of an equivalent standard in a relevant subject may proceed to research without taking an MA.

Applicants should have a well-thought-out project or area of research within the interest and expertise of members of the department.

Some recently completed dissertations for the PhD in Human Communication and the PhD in Experimental Phonetics include:

Adlard, A., 2001. Speech Perceptual Acuity in Children with Reading Difficulty.

Chung, H., 2001. Analysis of the Timing of Spoken Korean with Application to Speech Synthesis

Haydari A., 2002. Wave interaction in rotary vibro-tactile displays for human communication.

Hunter, G. 2003. Statistical Language Modelling of Dialogue Material in the British National Corpus.

Scholarships

Important: Please note that before applying for a UCL Scholarship you should apply for a place for graduate study at UCL. If you have not already applied to UCL, please complete a Graduate Application Form and return it to the College Admissions Office at least two weeks in advance of the scholarship application deadline of 15 May 2004.

A.C. Gimson Scholarships in Phonetics and Linguistics

Two scholarships of £1,000 are available for MPhil/PhD research in the Department of Phonetics and Linguistics.

Departmental Awards for Graduate Students

Three awards of £500 are available for Master's and MPhil/PhD programmes in the Department of Phonetics and Linguistics
Deadline 15 May 2005 .

Application Procedure

Applicants should write indicating their intention to compete for the bursaries to:

Ms Stefanie Anyadi
Department of Phonetics and Linguistics
University College London
Gower Street
London WC1E 6BT

E-mail: s.anyadi@ling.ucl.ac.uk
Telephone: +44 (0)20 7679 7172
Fax: +44 (0)20 7383 4108

Part-time Students

All graduate degrees in the Department of Phonetics and Linguistics, except the MSc in Speech and Hearing Science, can be pursued part-time. The department welcomes applications from students who wish to attend on a part-time basis.

Affiliate Studies and Postdoctoral Visitors

Affiliate Graduate Students

Graduate students studying for a degree abroad or at other universities in the UK can attend courses in the department as affiliate graduate students.

Further information and an application form can be obtained from the International Office, University College London, Gower Street, London WC1E 6BT. The deadline for receipt of affiliate applications for September entry is 31 August, for January entry the deadline is 15 December.

Enquiries should be addressed to the Graduate Secretary, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT.

Postdoctoral Visitors

The department welcomes enquiries from postdoctoral visitors who wish to spend some time working in London on topics related to current staff interests. A charge is levied by the College on postdoctoral researchers and other academic visitors (to cover library costs and other expenses) except for those who are appointed as Honorary Research Associates.

Enquiries should be addressed to Dr V. Hazan, Head of Department, Department of Phonetics and Linguistics, UCL, Gower Street, London WC1E 6BT.

Academic Staff and their Research Interests

(an up-to-date list of academic staff is available at
<http://www.phon.ucl.ac.uk/people/acadres.htm>)

Michael Ashby

EFL: treatment of vowels in weak syllables, stress in phrasal verbs and idioms; general phonetic theory (especially the nature of phonetic categorisation by trained observers); English intonation (again from EFL/pedagogical angle).

Michael Brody

Syntactic theory (in the principles and parameters and the minimalist frameworks); the development of elegant syntax in which apart from a near trivial core that specifies possible representations, standard functions of syntax are reassigned to interpretive components.

Robyn Carston

Pragmatics, semantics, cognitive processing, cognitive architecture, philosophy of language, communication and interpretation, theory of mind, figurative meaning, linguistic creativity.

Volker Dellwo

Speech prosody: the study of speech rhythm and timing on an acoustic and perceptual level as well as the perception of syllable prominences.
Forensic phonetics: speaker variability and influences on speaker recognition.

Andrew Faulkner

Speech perception in normally-hearing and hearing-impaired listeners, audio-visual speech perception, psychoacoustics of normal and impaired hearing, speech signal processing in hearing-aids and cochlear implants, assessment of speech perceptual ability.

Adrian Fourcin

Speech perception and production; Spoken Language Engineering.

Tim Green

Speech processing for cochlear implants; pitch perception in cochlear implant users; auditory attention, especially in relation to frequency selectivity.

John Harris

Phonological theory; phonetics-phonology interface; phonological disorder; variation and change in English

Valerie Hazan

Development of phoneme categorisation in normally-hearing and hearing-impaired children and in second-language learners; effects of listener- and speaker-related factors on speech intelligibility; effects of auditory and auditory-visual training for second-language learners.

Jill House

Phonology and phonetics of prosody (stress, intonation); discourse prosody; intonation and pragmatic interpretation; modelling prosody for text-to-speech synthesis; phonetics of present-day English and French

Mark Huckvale

Speech and language technology as a means to model human language processing and to build a conversational interface to computers.

Richard Hudson

Word Grammar theory; applications of Word Grammar to the description of various languages, to the psycholinguistics of language processing, and to the sociolinguistics of variability and code-mixing.

Paul Iverson

Plasticity for speech perception, particularly as related to changes in phonetic categorization and sensitivity during infancy, second-language learning, and the use of cochlear implants; audiovisual speech perception; music perception, especially timbre; auditory scene analysis.

John Maidment

The history of /r/ in English phonology; how speech differs with rate of speaking; laryngeal characteristics of adults' speech directed toward children; phonology of (English) intonation; phonetics and phonology of Irish; ejectives: their occurrence and phonological patterning in the languages of the world.

Ad Neeleman

Syntactic theory; the interaction between syntax and other linguistic modules; the flexibility of syntactic structures.

Stuart Rosen

Role of the hearing mechanism in coding speech, and the relative importance of time and place coding; nonlinear properties of peripheral auditory filtering in both normal and hearing-impaired listeners; auditory processing for speech and nonspeech sounds in various speech and language disorders, including specific language impairment, dyslexia and Landau-Kleffner syndrome; auditory and speech-perceptual capabilities of users of cochlear implants; speech processing for cochlear implants; developing a new flexible multichannel cochlear implant.

Anke Sennema

Second language acquisition; pronunciation training methods; audiovisual speech perception; language teaching.

Catherine Siciliano

Automatic speech recognition; audio-visual speech perception and applications for the hearing impaired; natural language processing; neuropsychology.

Neil Smith

Language acquisition and psycholinguistics more generally; the Savant Syndrome; general Linguistic theory and its philosophical implications; pragmatics; Chomsky's linguistic and political thought

Hans van de Koot

Generative syntax, in particular the syntactic encoding of dependencies and the interface conditions that license them; scope-related phenomena; language and computation, especially the computational complexity of language recognition problems.

John Wells

EFL-oriented English phonetics; phonetics in lexicography, including the investigation of speakers' pronunciation preferences; multilingual comparative phonetics: symbolization, notation; English accents.

Geoff Williams

Speech recognition and processing, especially phonologically based; computational phonology; speech perception, especially audio-visual, and its applications for hearing enhancement.

Deirdre Wilson

Pragmatics, semantics, style, poetics, philosophy of language.

Maira Yip

Phonology, morphophonology, tone, Chinese languages, Optimality theory.