ASSIGNMENT No. 1

Q. 1 Give a detailed note on Role of Phonetics in English Teaching.

During the nineteenth century, the social aspects of language were first studied under the guise of "linguistic anthropology." In the 1930s, it was a popular field amongst Indian and Japanese linguists, as well as by the Swiss Louis Gauchat in the early 1900s. It wasn't until the 1960s that William Labov in the US and Basil Bernstein in the UK pioneered the way for Western sociolinguists to make their appearance on the scene.

Historically, much like in the field of anthropology, the more "exotic" cultures and languages were of primary interest to sociolinguists while "home" or Western languages remained largely unexplored and ignored. Thankfully, this practice is changing and materials on and studies of Western languages are becoming more commonplace.

Sociolinguistics focus on the social spaces that languages occupy – a topic that the field of linguistics typically kept in the background. It is the effort to understand the way that social dynamics are affected by individual and/or group language use, variations in language and varying attitudes towards language. A few examples would be:

- Studying the differences between the ways men and women speak
- How teens or children speak
- How different social classes communicate
- Dialects and how they influence one another

Theoretically, there are two different approaches to the study of language and how it relates to society. The first is known as the sociology of language. This is the study of the effect that society has on language. The second is sociology or the study of the effect that language has on society.

Although the two are considered fundamentally different, various field work and studies have demonstrated they are inseparable. Culture and language constantly influence one another. In result, it is nearly impossible to study one without learning about the other.

In fact, linguist Dell Hymes, even goes so far as to argue that the two are not different. They are only one field of study.

Let's look at an example of just who intertwined these two fields are. The development of computer vocabulary by the Académie Française illustrates this beautifully. And yes, you read that right – development.

With the technology boom, English words for computer-related items began to infiltrate the French language. The Académie Française, in an attempt to prevent the Anglicization of the French language, sought to create French equivalents.

So, in this one simple case, you see how the relationship works on both ends of the spectrum – language affecting society and society affecting language. When one pushes the other, it gets pushed back in an almost endless tug-of-war type fashion.

In this particular case, the Académie's efforts have seen mixed success and many English words are still prevalent in conversation: Walkman, mastering, and email are still used despite the existence of baladeur, masterisation, and courriel (or even courier électronique). In music especially, English words are popular even when French terms exist. An example is that le beatbox is used when la boîte à voix humaine exists.

Sociolinguistics is all about context. What goes on beyond the language when it is used. Being unaware of social courtesies (which are aspects of sociolinguistics) can lead to embarrassing situations as a language learner.

For example, did you know that pointing (even at an object and not at a person) is considered extremely rude in Italy? In the US, pointing is considered acceptable unless we are pointing at a person – we point at items on menus, at objects in display windows and in directions. If an American learning Italian were to point during communication with an Italian, it might be considered rude and aggressive. And it might not be a very good way to make friends.

Mistakes of this sort, according to David Broersma, can lead to people not only thinking you are ignorant of their culture but even "ill-mannered, dishonest, insincere, rude, pushy, etc." The most intimidating part is, the better you are at speaking, the more severely you are judged in total communication. All the more reason you should improve and develop your sociolinguistic skills. They can be an important facet of your language learning experience.

There are several ways to develop your own sociolinguistic skill set. The first is through observation. Although I wrote a post on how I didn't think television was a good way to learn to speak a language, I do think it is a good way to learn about how to communicate (as long as you take away the realistic scenarios in film and not the unrealistic ones). As you watch films and television or read books, make mental notes on body language, gestures, and tone. Keep a notebook with your questions and discoveries and aim to incorporate a few of them into the way you speak and interact with your target language.

While you continue to grow as a language learner, establish relationships with native speakers. Be aware of the ways in which they communicate and don't be afraid to ask questions! It is important to inquire about things such as, "Can I say this to a man (as a man or woman)? Can I say this to a friend? An elder?" Be aware of the fact that in many cultures, there is a distinction between the way one would speak to a man or a woman and this is not only influenced by the gender of the audience but that of the speaker too. Listen to their feedback and try to adapt it to your communication style at the next opportunity.

As a language learner, it is your job to play "detective". To be determined to learn how interaction takes place in each and every communication situation so that you will be prepared when you find yourself in those very situations.

Q. 2 Write a detailed essay on Intralingua Errors.

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Q. 3 Differentiate "Semantics and Syntax".

Semantic is a method in which letters are associated with sounds. It is regarded as a very important part of teaching as the skill of reading. Syntax refers to a branch of linguistics and it deals with the proper scientific study of sounds associated with human speech. Therefore, Semantic can be regarded as a simplified form of Syntax. Phoneme refers to the smallest phonetic unit of sound in a language. It is capable of distinguishing meanings of words. The understanding of phonemes covers one aspect of phonological awareness. Semantic help in developing learners' phonemic awareness. On the other hand, Syntax focuses more on the attributes related to making, transmitting and perceiving of physical phenomenon which are used for creating speech sounds or signs.

Semantic is a method in which letters are associated with sounds. It is regarded as a very important part of teaching the skill of reading. It helps young children to learn how to read. Children start recognizing the sound of each individual letter, and thus are able to develop their reading skills. Individual sounds are taught which are used for making words. For example, when the sounds associated with letters t, p and a are taught, the children can easily build up the word tap.

Apart from teaching the sounds of individual letters, it also includes identification of sounds produced by combination of letters like 'sh' or 'oo'. Semantic when taught in an organised and structured way, it leads to a very effective way of teaching young children to read.

Syntax refers to a branch of linguistics and it deals with the proper study of sounds associated with human speech. Swiss linguist Ferdinand de Saussure can be credited for recognizing the prime importance of sound in human language, during the early 20th century. The International Phonetic Alphabet (IPA) is used as the basis for the phonetic transcription of speech. It is mainly divided into three branches –

- Acoustic Syntax – it deals with examining the physical properties of sounds like frequency of vibrations, etc.
- Auditory Syntax – it deals with studying that how human ear perceives sound or how they get recognized by the brain.
- Articulatory Syntax – It deals with studying that how sounds get produced by various vocal apparatus.

Phoneme refers to the smallest phonetic unit of sound in a language. It is capable to distinguish meanings of words. Phonemes are of great importance as if a phoneme is changed that there are chances of the word getting changed too.

Semantic is basically described as an instructional approach defining a relationship or association between letters and sounds; regarding which letter produces which type of sound. Phonetic is the scientific study of speech words. Thus, it is more broad and scientific than in comparison to Semantic. Phoneme is a contrastive unit in the sound system of a particular language, and is generally a part of both Semantic and Syntax.

	Semantic	Syntax

Definition	Semantic is a method in which letters are associated with sounds. It is regarded as important for teaching the skill of reading especially to young children.	Syntax refers to a branch of linguistics and it deals with the proper scientific study of sounds associated with human speech. Therefore, Semantic can be regarded as a simplified form of Syntax.
Example	Semantic can be learned by using sound letter cards.	Syntax is used in speech recognition where the analysis and transcription of recorded speech by a computer system.
Importance	Phonic instructions help in leaning a systematic and predictable association between letters and their spoken sounds.	Helps in getting insight of the outward aspect of language as opposed to the inner or psychological side of language,
Characteristics	• Focuses on the relationship between letters and sounds • Synthetic Semantic deals with reading out and blending in reading. • Analytic Semantic deals with inferring sound symbol relationships from words which have a similar letter-sound combination • Systematic Semantic deals with reaching in an organized and sequenced manner	• Study the production of speech sounds by means of lips, tongue, palate and vocal chords. • It also deals with studying the acoustic qualities • It is a part of linguistic science • Various phonetic alphabets have been developed to represent the speech sounds in writing through the use of symbols

Q. 4 Give your views on using Realia while teaching of vocabulary in Pakistani classroom.

Five hundred years ago, Latin was widely used in religion, government and trade. However, in the 16th century, French, Italian and English became dominant in spoken and written communication.

As Latin transitioned from being a language heard on the streets into a language subject, studying it took on a different reasoning. Whereas before, it was learned for purposes of communication, studying Latin became an intellectual pursuit instead. Investing time in it developed mental prowess, it was believed. And knowing Latin, quoting Virgil or Cicero, was proof of great learnedness.

The grammar-translation method became the system used to teach dead languages like Latin (and Greek) for an academic and intellectual function. Because nobody spoke it in daily affairs, proper pronunciation, diction, etc. were not the marching orders of the day. You wouldn't be using it to buy apples at the market, in any case. Only what was written by those who used it previously mattered. So the method was focused on developing students' reading and writing abilities. Language learning mattered little outside the walls of academia.

Over time, though, people were beginning to see the utility of learning different languages—not just dead ones, but those existing and actively used on Main Street. This was a more practical type of language learning. Rather than studying language for its own sake, one could use it for a variety of reasons—in conducting business, in travels, even in romance.

So when this more practical type of language learning began to be tackled in schools, guess which methodology they borrowed to develop curriculums.

Right. The grammar-translation method, also called the classical method.

And everybody is familiar with its bread-and-butter: the lovable language **textbook**.

I'm certain that sometime in your past, as a student yourself, you held a language textbook, opened it and saw a chapter-by-chapter elucidation of the different grammatical rules of the target language. (What do the plural forms of nouns look like? How does one conjugate such and such verb?) You saw several examples to illustrate a particular grammatical point and some exceptions to be wary of. Sound familiar?

Grammar is at the forefront of this language learning method. Grammatical analysis, morphology and syntax are closely studied and students are drilled over and over. Classes are, of course, conducted in the students' native tongue.

Another go-to material of the grammar-translation method is the notorious **vocabulary word list**. We all know what it looks like: one column of words is written in the target language and the second column is in English, with a "=" between them.

Students would be taught vocabulary, often rote, because they would need vocabulary going into the "translation" part of the method. In this step, students are asked to translate words, phrases and paragraphs from the target language to their native language and vice versa.

Over the decades, the inherent weaknesses of the grammar-translation method began to make themselves obvious. Since it was initially conceived to prioritize reading and writing skills, the spoken and communicative aspects of language skills were often left untouched. Students became good at memorizing rules and translating text, but their skills were often found wanting when actually tasked to engage in even the most rudimentary conversation with a native speaker.

So different methods were devised in order to hone **speaking, listening** and **communication** skills.

Instead of being taught **about** the language, students were encouraged to **actually use it** in various contexts and tasks. Grammar began to sometimes take a back seat to comprehension. Instead of being taught explicitly, it's now often learned inductively through repeated exposure to the target language.

The **direct approach**, **audio lingual approach** and **communicative approach** were purposely made strong where the grammar-translation method was weakest.

But in the haste to correct the shortcomings of grammar-translation, many swung too far to the other side, leaving the old way wholesale, even its wonderful virtues. And so we have a throwing the baby out with the bathwater situation.

1. It's a good starter kit for language learning

For all its admitted limitations, the grammar-translation method is still a good way to start the journey of any language learner. Because of its central casting of the **learning of vocabulary**. It would really be very difficult for students to make serious headway with **any** language, using **any** technique/method, if they did not first, at the very least, have a basic vocabulary on which to build.

Granted, the presentation of vocabulary can do with some major overhauls from the olden days: Instead of a dry word list, vocabulary can be presented with pictures of the actual objects in full color. FluentU lets your students start learning words with video and multimedia flashcards from the very beginning of their language journey.

There is something to be said about occasionally learning vocabulary rote, though. This method is often criticized as lacking experiential and contextual depth. While I personally do share this sentiment, I also make a little room for the practice of simply memorizing vocabulary, especially the first sets of words learned by language learners.

As kids, we were never given a piece of paper to memorize, true. We had to figure out meaning through context. And that's why it took us a while to know the difference between words like "water" and "drink."

But your students don't have to start like this. They can be given an advantage by memorizing a few starter vocabulary words, just to get the ball rolling.

This way, when you throw out a sentence like "The man is fat," they won't be so clueless that you have to explain every single word in that statement, missing out on a lot of other, more important teaching opportunities in the meantime.

Here's a good way to go: Before every chapter or lesson, **provide a vocabulary handout**. A piece of paper with six measly words on it will do. Ten should be the max. Make the list interesting. Add some colors or pictures to go with the words. You can even just draw funny stick figures to illustrate meaning—for "sad," you could draw the classic face with the upside-down smile.

This initial vocabulary, while learned rote, will pave the way for other methods, like the natural and audio lingual methods, to effectively make their own contributions to the learning process. Your students can later greatly expand their vocabulary from those few words they memorized initially.

And you can cement that rote learning and go on to make it more memorable by bringing in the necessary context and tasks that are so important to their long-term learning.

2. It takes out the guessing game

The good thing about **grammar rules** is that they can be applied to a whole array of contexts and situations. Sure, there are exceptions, but the rules allow you to see the bigger picture.

The grammar-translation method, because of its focus on the rules, takes much of the trial-and-error out of learning. Instead of needing to be divined from numerous and varied contexts, the regulations are placed on a silver platter, where they await application.

They stare your students in the face and let them know if an error has been committed, allowing them to immediately self-correct. Knowing the rules provides a certain rationale for your students of why this word form and not the other one is used. Without the rules, they'd be in an endless loop or wild goose chase trying to figure out why a Spanish verb is conjugated this way and not that way.

With English plurals, for example, there is a rule that says, "If a word ends with Y, change the Y to I and add ES." So for the word "competency," its plural form would be "competencies."

That's it! Isn't that quick and painless?

Let your students know that if they know the rules, they can trust that they'll end up with a grammatically sound statement. And you can lock in that learning with activities from creative lesson plans and save everyone huge amounts of time.

Just like with vocab memorization, though, the presentation of grammar rules could do with a whole lot of revision. So one thing you can do, for example, is to **give your students a "cheat sheet" for grammar rules** (one cheat sheet per grammar topic). Textbooks are not only heavy, they are psychologically heavy. They look formal and daunting. A single sheet is much more approachable.

Let the size be as small as half of a 3×5 index card. This should force you to weed out rules that are rarely observed even by native speakers. Don't cram students' brains with the minutiae that only rarely come up in the language. Let these cheat sheets be about the "greatest hits," the most common rules that do the most good for your students.

3. It supports that all-important reading skill

The slide of the grammar-translation method has to a certain extent had a negative effect on the view educators and students hold of reading and writing in the target language. Speaking and conversation skills have more often received the attention they deserve, but sometimes this has been to the detriment of **engaging with a language's written form**.

To be able to converse in a language is definitely important, no question about that. But the ability to **read and comprehend** its written form is just as imperative—especially in today's world. Having that ability just makes everything easier. Imagine a tourist pushing to no avail a door that clearly says, "Pull." But written language isn't just for tourists who need to look at road signs or scan a menu, it's for every language learner.

Much of the useful information on the World Wide Web is in written form. And it's often not in English. Today's technology offers so much information and knowledge, but much of that information and knowledge is in other languages.

I'm not just talking about foreign language websites, either. There are **rich social media discussions** that your students can participate in if they can engage meaningfully with native speakers. One cannot understand and appreciate, much less participate, in those affairs if not decently versed in a language's written form.

So while speaking and conversing are vital, there is also a need to be fluent in the written form—especially when we're talking about living languages, unlike Latin. There are native speakers who are writing in modern languages every day.

To give your students the benefit of studying the written language through the grammar-translation method in a modern classroom exercise, ask them to **translate online material in the target language**.

Q. 5 How can the listening skills of English learners be developed?

1: Teaching English pronunciation with phonics exercises:

Perhaps the most obvious and conventional method for teaching English pronunciation is through phonics. Phonics focuses on learning the individual sound of a letter or set of letters, vowels, and consonants when learning to read. One website has developed a useful diagram for understanding the process of phonics in learning pronunciation: "letters form sounds, sounds form words, words form sentences, sentences form stories, stories form meaning, meaning forms reading." A new frontier for learning to pronounce words is through "visual phonics," which teaches English pronunciation with animated texts, videos, and songs. Visual phonics physically animates sounds and words to help ESL learners internalize what they see and hear, distinguishing between different sounds, words, and meanings. According to one source, "visual phonics shows various reading skills, such as isolating sounds and syllables, segmentation, rhyming, and substitution, to help children visualize relationships between letters and sounds, sounds and words, and words and syllables." Visual phonics lends a fun and creative atmosphere for learning English pronunciation.

For older students, however, focusing on the pronunciation of keywords (content vs. function words) in a sentence is of greater importance because distinguishing between the two is critical for understanding the meaning of a sentence. Teach your older students to stress content words (nouns, verbs, adjectives, and adverbs) in a sentence as function words (auxiliary verbs, prepositions, articles, conjunctions, and pronouns) are not stressed. According to one source, "knowing the difference between content and function words can help you in understanding, and, most importantly, in pronunciation skills."[4] There are various pronunciation exercises you can do with your students that distinguish between content vs. function words in a sentence. For my older

students, I usually have them read a sentence or ask them to make their own sentence stressing the appropriate words. For example, I had one group of students practice saying this sentence: She's going to fly to England next week. I then encourage my students to act out the sentence by pretending to fly, or I ask them where they want to fly.

Teaching phonics to younger students should include pronunciation games (such as clapping the hands when a student hears a specific sound or acting out a word or letter sound), videos, and songs (perhaps singing a word or drawing out the sound of a letter) that incorporate animations, graphics, and total physical response to sounds. FluentU has an extensive list of ESL pronunciation games that involve movement, repetition, interaction, and creativity. Another useful phonics game is having the students create their own words from individual letters or groups of letters. For example, I use the annotate feature of Zoom to write the sentence Mary sat on the fat rat. I may even draw a picture or have a ready illustration to show the students. Then I may take the word "rat" and ask the students what other words rhyme with rat or end or begin with "at" such as bat or cat. For the younger students, I may take a single letter, such as "r" from rat, and ask them what other words begin with, end with or contain the letter "r" such as rope, rain, or rabbit. Another curriculum, Jolly Phonics, draws heavily on TPR by using actions (with the hands) that are associated with the 42 letter sounds. These actions help younger students remember how to produce the appropriate sound and then associate specific words with sounds. There are numerous pronunciation exercises and teaching methods for phonics, but I have outlined the simpler techniques.

2: Use the different mouth positions to master English pronunciation:

Voicing should be an active process in your student's learning to pronounce words correctly. It is important for non-native speakers to master the different vowel phonemes in English as they may not be present in your student's primary language. One teacher notes, "1.) Show them what they need to do with their mouth to make the sound, 2.) Create/give drills for them to build muscle memory, and 3.) Give feedback throughout the process."[7] For your older students, it may be helpful to show illustrations or to demonstrate with your mouth where to properly place the tongue and lips to create a specific sound. One source suggests, "have students use a mirror to see their mouth, lips, and tongue while they imitate you." You need to ensure that your students know the difference between voiced and voiceless consonants. The voiced sounds (which include vowels and diphthongs) should produce a vibration in the throat whereas the voiceless sounds will not. You should encourage them to touch their throats to ensure that vibration occurs only with the voiced sounds. A potential game to help master this skill is to have students compare voiced and voiceless consonants such as 'z' and 's' by repeating both and then creating sentences or words with the letters. You can even encourage them to act out the sentence, or you can provide illustrations or props modeling the sentence or sounds: ex. I went to the zoo and saw a zebra and a snake. You may find it helpful to teach the phonemic chart to your older students or those students who can understand it. One website advises, "instead of spelling new vocabulary out on the white board, try using phonetic symbols (ex. seat would be written /si:t/) to represent the sounds (rather than the

alphabet to represent the spelling)." Aspiration is another pronunciation technique which involves a puff of air occurring with such sounds as /p/, /t/, /k/, and /ch/ (which are most commonly aspirated at the beginning of a word). Encourage your students to hold a tissue in front of their mouth to see it move when the puff of air is produced from a word containing an aspirated sound. Tongue twisters or alliterations are excellent for mimicking and memorizing the pronunciation of aspirated sounds: ex. Petey the peacock baked a pepper pie, or Two tigers are taking the train. An excellent book that includes engaging and colorful alliterations and tongue twisters is Animalia by Graeme Base, a book I was positively fascinated with during my childhood. Tongue twisters help non-native speakers distinguish between similar sounds such as "pen" and "pin" or "pan" and help them understand how to use the muscles in their mouth to create specific sounds and pronunciations.

3: Teaching methods for intonation, syllable stress, and vowel length:

I have already touched on which words to stress in the discussion of content vs. function words (ex. Leon has lived in Spain for six months). Intonation indicates the way in which our voices rise or fall when speaking certain phrases or sentences to evoke a certain emotion or meaning. For example, when you ask the question "Did you eat breakfast this morning?" your voice should rise when you ask a yes or no question or when you are showing disbelief (He didn't go to school today? Really?) Your voice should fall with regular statements or questions that expect more than a one-word answer.

Syllable stress requires special attention. Specific activities and pronunciation exercises should be developed for mastering syllable stress. You should begin by teaching your students how to count the number of syllables in a word by clapping them out or singing along as each syllable is counted out. Another method is placing your hand under your chin, repeating the word, and taking note of how many times your chin touches your hand. This indicates the number of syllables in a word. There is a website called "How Many Syllables" that allows you to type in a word and see how many syllables there are if you struggle with counting syllables yourself. For your younger students, if you want to incorporate TPR, you can have your students act out the syllables with hand actions, call on them to hold up the correct amount of syllables on their fingers or ask them to represent the number of syllables with toys, pencils, stickers or other objects. You can teach vowel length with the same methods such as clapping hands to count out the length of a vowel or singing out the full length of a vowel. Teaching your students vowel songs are an excellent tool for learning to pronounce a vowel with the correct length. You can even try creating your own vowel songs and syllable songs using pictures, videos, props, and dance movements that the students can associate with the sound. The important thing to remember is to teach with creativity, engagement, and repetition so that your students exercise their mouth muscles and memorize the sounds.

4: Teach students to pronounce words by cross-referencing minimal pairs:

Minimal pairs are useful for distinguishing between the sounds of two similar words that have different spellings. One source notes, "words such as 'bit/bat' that differ by only one sound…can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray')." Once again, tongue twisters or alliterations

are excellent and fun activities for distinguishing between similar sounds. For your Chinese students, it will be most helpful to find tongue twisters with the minimal pairs "w" and "v" or "l" and "r" such as "Red lorry, yellow lorry" and "wild vines make fine vintage wines." Another complicated activity would be to try and have your students sing a tongue twister or try and repeat the tongue twister together without falling out of sync. There are numerous websites with a comprehensive list of minimal pairs.

5: Use pronunciation exercises and teaching methods that address connected speech:

I will make this topic quite brief. Connected speech refers to how words run together in conversational English that often confuses non-native speakers. For example: 'wanna' instead of 'want to' or 'gonna' instead of 'going to.' For a non-native speaker, this can sound quite confusing because there are no pauses, and the words run together, which confuses the meaning. If you are able to do so, you should teach your students how to hear and recognize connected speech. For example, linking is a common form of connected speech where the end of one word melds into another such as "cats or dogs" which becomes "Catserdogs?" Other forms of connection speech include intrusion, elision, assimilation, and geminates. Being able to recognize the way connected speech sounds and being able to reproduce connected speech will help your students speak more fluently and feel more confident about their English speaking skills. Hold up flash cards with the different forms of connected speech and have students form sentences, answer questions, or talk using connected speech.