# ESOL
in Higher Ed

# PREPARING THE WAY

## Teaching English Learners in the P - 12 Classroom

5th Edition

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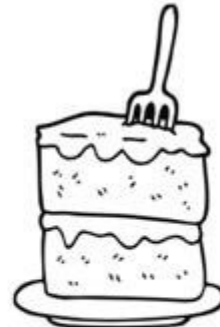
Kendall Hunt Publishing

## Applying the Fundamentals Linguistics: Communication Through Language

**4D**

*Activity!*

LINGUISTICS

Idioms can be confusing for ELs. Look at the images below, and write the corresponding idiom for each. Discuss with a classmate what each idiom really means. Just in case you get stumped, the answers are below (upside-down).

Name: _____

PHONOLOGY:

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# The study of the sound system of languages

- *Rule-governed*
- *Systematic with predictable patterns*
- ***Phoneme** is the smallest segment of sound to distinguish two words.*
- *International Phonemic Alphabet (IPA) is a set of symbols that linguists use to describe the sounds of languages. For example:*

| /θ/ | Voiceless 'th' sound as in: thick, thank, wealthy, tenth, path |
| /ð/ | Voiced 'th' sound as in: the, that, weather, teethe, bathe |

- *The sound of /p/ in English has three different variants, the aspirated [p] in 'pit', the unaspirated in 'shopping' and the unreleased in 'stop'.*
- *These variants are called **allophones**.*
- *The same symbol is used to represent all the variants of /p/ for English.*

# English Consonants

The *place of articulation* for each sound from front to back in the mouth, the pairing of sounds via their *voicing* properties, and whether air passing through the vocal tract *stops* or *continues:*

| Manner\Place → | Bilabial | Labio-dental | Inter-dental | Alveolar | Palatal | Velar | Glottal |
|---|---|---|---|---|---|---|---|
| **Stop** Voiceless Voiced | /p/ - top /b/ - bee | | | /t/ - two /d/ - do | | /k/ - car /g/ - go | |
| **Nasal** Voiced only | /m/ - me | | | /n/- no | | /ŋ/- ring | |
| **Fricative** Voiceless Voiced | | /f/ - fun /v/ - vote | /θ/ – thick /ð/ – the | /s/ - so /z/ - zoo | /ʃ/ –shoe /ʒ/ vision | | /h/ have |
| **Affricate** Voiceless Voiced | | | | /tʃ/ - watch /dʒ/ – joy | | | |
| **Glide** Voiced only | /w/ way | | | | /j/- yes | /w₂/ | |
| **Liquid** Voiced only | | | | /l/ love /r/ rot | | | |

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| | Word-Initial | Word-Medial | Word-Final |
|---|---|---|---|
| Voiced | zap | pha_s_ing | bu_zz_ |
| Voiceless | sap | fa_c_ing | bu_s_ |

Some languages, such as Spanish and German, devoice consonants word-finally.

The process of devoicing in L2 learning is one kind of **transfer** or **interference** from a first language (L1).

Other examples of pronunciation challenges:

The two affricate sounds, /tʃ/ and /dʒ/, can be challenging for ELs, for example, 'batch' and 'badge'. Also, the distinction between the affricate, /tʃ/ and the fricative, /ʃ/, as in 'cherry' and 'sherry' can be difficult to pronounce for Spanish speakers.

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A minimal pair consists of two words having **two minimally contrastive sounds** in the **same position** in a word.

Examples:

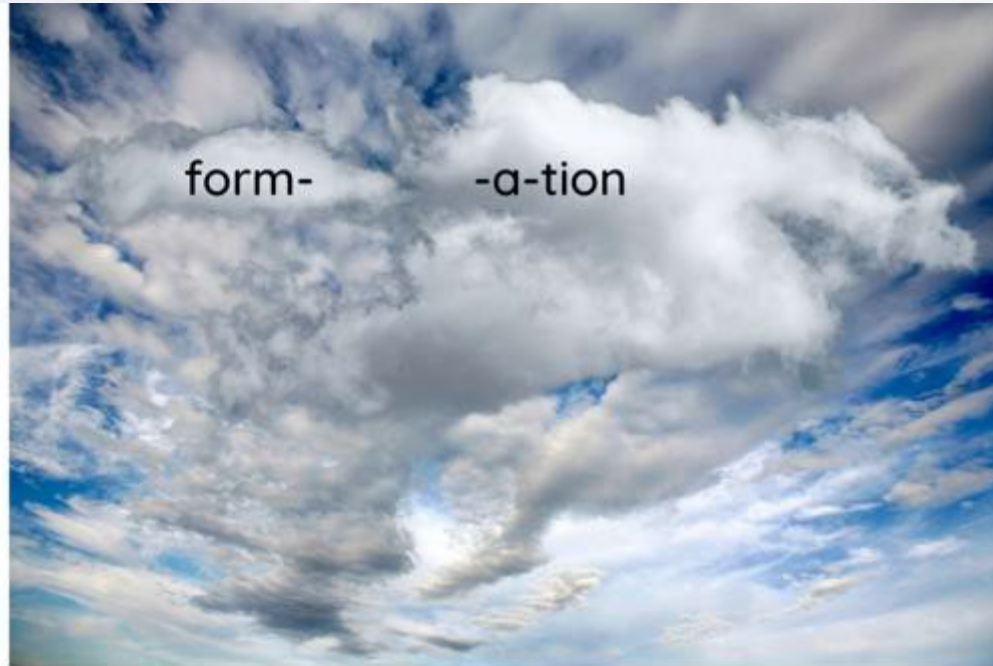1. Sue/zoo
2. tan/Dan
3. fuss/fuzz
4. cheap/Jeep

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Vowels are produced with no airflow obstruction, but always involve the tongue and vocal folds in their production. (The simplest vowel system is found in some dialects of Arabic, with only three vowels.) Tense vowels are long and lax vowels are often called short vowels.

| Tongue Position | Front | | | Central | | Back | | |
|---|---|---|---|---|---|---|---|---|
| Tongue Height | | | | | | | | Tongue Height |
| | Tense | Lax | | | | Lax | Tense | |
| High | /i/ 'neat' | /ɪ/ 'knit'/ | | | | /ʊ/ 'nook' | /u/ 'newt' | High |
| Mid | /ey/ 'Nate' | /e/ 'net | | /ʌ/ 'nut' /ɔ/ 'about' | | /ɔ/ 'naught' | /ow/ 'note' | Mid |
| | | /ɛ/ 'gnat' | | | | | | |
| Low | | | | /a/ 'not' | | | | Low |

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Suprasegmental is a feature of speech that can include *length*, *stress*, *pitch*, *intonation*, and *tone*.

- **Length** can be a natural occurrence.
- **Stress**, or the intensity or loudness of the airstream, occurs at the syllable level.
- **Pitch** is the frequency of vibration of the vocal cords.
- Patterns of frequencies are called **intonation**.
- **Tonal** languages are those where a difference in pitch of a vowel in a syllable represents a different phoneme.
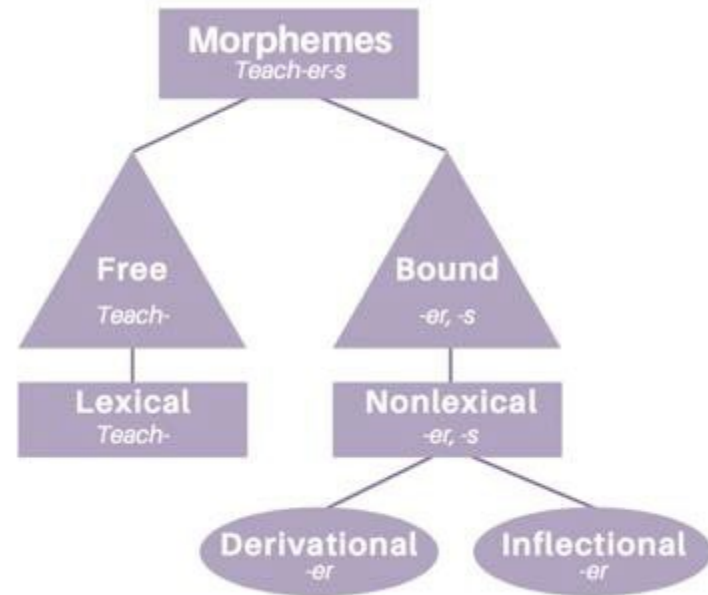
form-        -a-tion

MORHPOLOGY:

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## The processes by which words are created and modified

**Morphemes** are the smallest units of meaning in a language. There are six types:

- Free
- Bound
- Lexical
- Nonlexical
- Derivational
- Inflectional



**English Morphemes:**

| Free (a morpheme [word element] that can stand on its own, i.e., run, the, book) | | | | Bound (morphemes that cannot stand alone to form a word, i.e., a compound word) | |
|---|---|---|---|---|---|
| **Lexical** (content words) | **Non-lexical** (grammatical or functional words) | | **Lexical** Stems/roots | **Non-lexical** Derivational | **Non-lexical** Inflectional |
| book, family, pleasantness | and, only, of, now, our | | -vis- (invisible) -volv-, volu- (revolution) | -ish (bookish) -ness (bookishness) | -s (books) -ed (booked) |

# Derivational Morphemes

- Derivational morphemes are affixes (e.g., prefix/suffix)

| Prefix | Change of meaning | Examples |
|---|---|---|
| ex- | former | ex-wife, ex-boyfriend |
| de- | not, or opposite | deactivate, deconstruct |
| dis- | opposite | disappear, dislike |
| mis- | wrong | misunderstand, misrepresent |
| re- | again | reconsider, redo |
| un- | reverse action, or not | uncover, unreliable |
| -in/-im | not | inconvenient, impossible |
| -con | with | convene, conduct |
| -sub | under | submarine, subterranean |

| Suffix | Change of Grammatical Category | Examples |
|---|---|---|
| -able | Adjective from Verb | movable, readable |
| -ing | Adjective or Noun from Verb | reading (class), moving (target) |
| -ive | Adjective from Verb | impressive, subjective, adaptive |
| -al | Noun form Verb | refusal, arrival |
| -ant | Noun from Verb | defendant, informant |
| -dom | Noun from Noun or Adjective | kingdom, freedom |
| -ful | Adjective from Noun | fearful, blissful |
| -ous | Adjective from Noun | poisonous, ruinous |
| -ize | Verb from Noun or Adjective | capitalize, hospitalize |
| -en | Verb from Adjective | blacken, harden |
| -ly | Adverb from Adjective | slowly, lightly |
| -ity | Noun from Adjective | superiority, ability |

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| Stems/Roots (language of origin, meaning) | Examples |
|---|---|
| -port- (from L. portare, carry) | transport, export, portable |
| -duc- or -duct- (from L. ducere, lead) | conduct, deduct, inductive |
| -vis- (from L. videre, see) | visage, invisible, revise |
| -volve-, -volu- (from L. volvere, roll) | involve, revolution, voluble |
| -cred- (from L. credere, believe) | incredible, credulous, credential |
| -fin- (from L. finir, end, conclusion) | finish, infinite, refined |
| acro- (from G. akros, topmost, extreme) | acrophobia, acrobat, acronym |
| logo/o (from G.  word, doctrine, discourse) | logic, anthology, dialogue |

Latin- (L) and Greek- (G) Based Stems/Roots

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**Inflectional morphemes** change what a word does in terms of grammar, but do not create a new word. English has few inflectional morphemes, which is actually a problem for many ELs.

Inflectional Morphemes of English:

| Part of Speech | Morphemes | Examples |
|---|---|---|
| Nouns | Plural -*s* <br> Possessive -*s* | cars <br> Mary's car |
| Verbs | 3rd Person Singular -*s* <br> Present Participle -*ing* <br> Past –*ed* <br> Past Participle -*ed/-en* | Mary likes you. <br> Mary is reading. <br> Mary liked the book. <br> Mary has cooked. <br> The eggs were broken. |
| Adjectives | Comparative -*er* big – <br> Superlative -*est* big – | bigger <br> biggest |
| Adverbs | -*ly* | slowly, quickly |

- ELs experience **developmental errors** just as native English speakers do. The **learnability rule** is a two-part explanation of why Spanish and Italian inflectional systems are easier to learn than those of English.
  - **Part A:** One form to one meaning is learned earlier than one form to many meanings.
  - **Part B:** One meaning to one form is learned earlier than one meaning to many forms.
- Language learners create rules to apply to new situations.

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Seven main sentence types using the 3rd person verb 'buy' in the present tense. Note how the verb is altered across the sentence types.

| Affirmative | Negative | Yes/No question | Wh- question | Emphasis | Tag question | Passive |
|---|---|---|---|---|---|---|
| Ari <u>buys</u> groceries in Tampa. | Ari <u>doesn't</u> <u>buy</u> groceries in Tampa. | <u>Does</u> Ari <u>buy</u> groceries in Tampa? | Where <u>does</u> Ari <u>buy</u> groceries? | Ari <u>does buy</u> groceries in Tampa. | Ari <u>buys</u> groceries in Tampa, <u>doesn't</u> he? | A lot of groceries <u>are</u> <u>bought</u> in Tampa. |

SYNTAX:

Syntax is the **structure**, or grammar, of language, consisting of rules, principles, and processes. To understand structure, review the categories: **lexical** and **functional**.

| Lexical categories | Examples |
|---|---|
| Noun | book, city, girl, idea |
| Verb | write, sing, become, be |
| Adjective | lazy, slow, interesting, young |
| Preposition | on, under, of, at |

*Adverb* (Adv) – a lexical category that does not conform to the same phrase structure rules as the other categories; Single word adverbs, as well as some prepositional phrases, function adverbially in sentences; for example, single-word adverbs and their functions: *always, never* (frequency) *slowly, angrily* (manner) *yesterday, tomorrow* (temporal).

| Functional category | Examples |
|---|---|
| Determiners (Det)<br>Article<br>Possessive<br>Demonstrative | <br>a, the<br>her, our<br>this, those |
| Auxiliaries (Aux)<br>Modal<br>Non-modal | <br>will, can, may, might, must, could, etc.<br>be, have, do |
| Conjunctions (Con) | and, or, but |
| Degree word (Deg) | too, quite, only, etc. |

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1. **Universals in Word Ordering** - The order subject/verb/ (object) (SVO) is the canonical, or typical, order.

2. **Case Marking** - A manner of categorizing nouns, pronouns, adjectives, participles, and numbers according to their traditionally corresponding grammatical functions within a given phrase, clause, or sentence.

3. **Order of Elements in Phrases** – Typically, the noun, verb, adjective, and prepositional phrases usually follow the same pattern.

4. **Prescriptive Grammar Rules** - the grammatical rules taught in school are prescriptive in that portray how the language actually works.

SEMANTICS:

# SEMANTICS

The branch of linguistics that studies changes in **meaning** and the principles that govern the relationship between words and their **meanings**

| Types of Word Knowledge | Examples – deep |
| --- | --- |
| Spoken form of a word | /dip/ |
| Written form of a word | d-e-e-p |
| Co-occurrence with bound morphemes | deep (adjective); also depth (noun), deepen (verb), deep -er, -er -est (comparative, superlative forms) deeply (adverb) |
| Grammatical behavior of a word | The pool is deep (predicate adjective). He's going into deep water (adjective before noun). It's too deep for wading (adjective with specifier & complement). |
| Collocational behavior of a word | (as) deep (as the ocean), often used with words pertaining to bodies of water or places below ground |
| Frequency of a word | how often it occurs in speech or writing |
| Stylistic register constraints; when a word is inappropriate to use | It would be inappropriate to use slang or swear words when speaking with a person who is interviewing you for a job. Referring to a potential supervisor as 'really deep' would be such an inappropriate thing to say. |
| Conceptual meaning of a word | Representation of a small figure at the bottom of a large tank of water |
| Associations with related words | Deep: shallow (antonym), profound (synonym), far down in water or underground place (paraphrase) |

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- **Denotation**

Presented in dictionary definitions

- **Connotation**

The emotional or imaginative association surrounding a word



rat noun

Save Word

\ ˈrat \

Definition of *rat* (Entry 1 of 2)

1   **a**   : any of numerous rodents (*Rattus* and related genera) differing from the related mice especially by considerably larger size

    **b**   : any of various similar rodents

2   : a contemptible person: such as

    **a**   : one who betrays or deserts friends or associates

Merriam-Webster

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Recognizing the semantic role of noun phrases can help readers, including ELs, better understand the connections among various parts of a sentence.

| Agent | doer, actor | The woman came here. |
|---|---|---|
| Patient | entity affected by what agent or causal agent does | The police punished the teen-agers. |
| Recipient | receiver of deed of agent | I bought the gift for my mother. |
| Experiencer | preceiver of a stimulus | Rain pleased the farmers. |

At the word level:

| Semantic Relation | Examples |
|---|---|
| Synonomy, same meaning | big/large, fat/thin, wrong/mistaken |
| Polysemy, refers to words having multiple meanings | bank, chair, foot |
| Homophony, same sound | bear/bare, hear/here, two/too |
| Antonymy | Opposites: wide/narrow; gradable: long stick/long car; complementary: single/ married; relational: fold/ unfold |
| Hyponomy, meaning of one word included in meaning of another; pertains to subordinate & superordinate categories | dog/animal, carrot/vegetable, rose/flower |

# Semantic Roles and Relations, cont.

## CONCEPTS

One way of thinking about concepts is that **necessary** and **sufficient** conditions exist for an object to be called a certain thing (e.g., bird = ability to fly).

## METAPHORS

**Commodity** metaphor to talk about time (waste, save, spend), **conduit** metaphor (get points across, put thoughts into words), **gun** metaphor (shoot for, no silver bullet, sweating bullets).
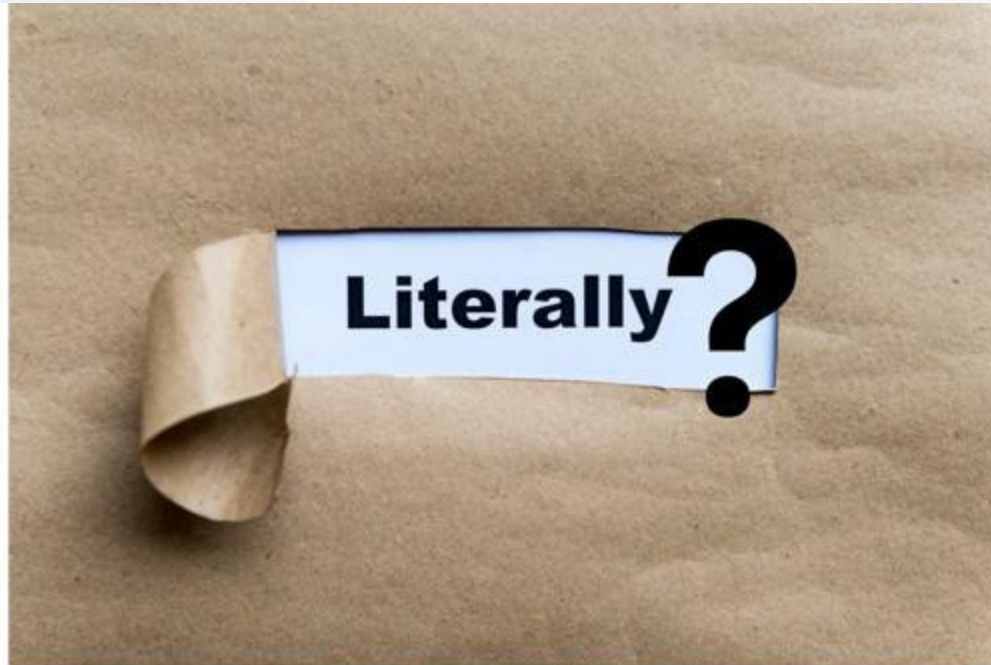
## MEANING BEYOND WORD LEVEL

Paraphrasing
Entailment
Contradiction
Presupposition
Deixis
Speech Acts

## AMBIGUITY

Structural:
'large hat box'

Lexical:
'put the money in the bank'

PRAGMATICS:

**Pragmatics** is the branch of linguistics that studies how people use language by **looking beyond the literal meaning** of an utterance and considering language as an instrument of **interaction**.

The **context** of pragmatics can include setting, roles, and relationships of people, and shared history and assumptions.

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**Dialects and bilingualism** – Many people speak more than one language or dialect. This means they have multiple grammar structures in their heads. Different dialects/languages operate according to different rules.

**Child language socialization** is a process of helping children participate in various linguistic discourses of home and neighborhood. These can be part of the often-hidden aspects of culture.

**Language functions (speech acts)** include such acts as greeting, promising, requesting, negotiating, asking and answering questions, talking back, teasing, and lying, to name a small subset of those used in a North American context.

# Review these resources:

Interactive IPA Chart

Center for Applied Linguistics

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www.esolinhighered.org