

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of English Language & Applied Linguistics)

Dear Students,

We welcome you to our Diploma in TEFL programme. This is basically a programme for teaching you how to teach English language to others. However, you might notice that great deal of the course material is intended to improve your own English language skills and at the same time to acquaint you with the latest trends and strategies for handling these skills in the classroom. The programme consists of eight courses and a mandatory component of twelve day workshop.

This packet your receive should contain the following study material of 5658 course

1. Phonology 5658 Textbook
2. Supplementary Reading material (Grammar and Phonology)
3. Two audio cassettes
4. Two assignments
5. Six assignment forms.

In case any item is missing, please contact.

***The Mailing Section,
Allama Iqbal Open University
Sector H-8, Islamabad
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We hope you will enjoy and benefit from the course.

Good Luck.

Course Coordinator
Phonology (5658)

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WARNING

1. **PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Phonology (5658)
Total Marks: 100

Semester: Spring, 2014
Pass Marks: 40

ASSIGNMENT No. 1
(Units 1-9)

- Q.1 Consider the rules of assimilation and elision, write the phonetic transcription of the following phrases: (10)
- a) Kith and kin
 - b) Pakistan and India
 - c) Harp on the same string
 - d) Good point
 - e) Good boy
- Q.2 How "Manner of Articulation" is different from "Place of Articulation"? Describe their role in explaining the positions of consonants. (10)
- Q.3 Transcribe the following words: (10)
- abacus, advertisement, similarities, acquaintance, proposition, thrust, questionnaire, evaluation, linguistics, prejudice.
- Q.4 Follow the example and identify which phonemes in the list given below are consonants and which ones are vowels? (10)
- Example: Straight? CCCVC (C = Consonant, V = Vowel)
- Transportation, sequence, reinforcement, casual, laugh, punctuation, literate, functional, philanthropic, dramatic.
- Q.5 "All vowels are voiced while consonants can be voiced or voiceless". Prove the statement with examples. (10)

Q.6 a) What is the difference between “lenis” and “fortis”? Why do we use term instead of voiceless and voiced terms respectively? (10)

b) Indicate syllable boundaries in the following words as shown in the sample: (10)

Example: Sen / ten / ces

Logical, basketball, shampoo, consequence, betterment, cognisable, offence, repatriation, patriotism, chauvinism.

Q.7 Compare the following terms and identify the difference: (10)

- i) Allophones and Diphthongs
- ii) Open Syllables and Close Syllables

Q.8 Describe the role of audio visual aids in teaching English vowels and consonants.(10)

Q.9 Identify the speech organs & places of articulation in the following diagrams: (10)

ASSIGNMENT No. 2

Project

Marks: 40 + 60 = 100

This assignment is based on a research-oriented activity. You are required to carry out a research and prepare a brief report on their findings in one of the areas given below. You will submit the report to the tutor within the scheduled period. Then you will have to present the same in the course/assignment presentation workshop (the schedule of the course/assignment presentation workshop will be intimated by the tutor concerned or the Regional Office). The assignment carries 40 marks for the written report/assignment and 60 for the presentation.

A few guidelines for writing and presenting the report:

- a) *The written report should have an introduction, body and conclusion. It should be written in clear, concise and correct English.*
- b) *It should be 5-8 double-spaced typed/handwritten pages.*
- c) *The presentation will be assessed and evaluated mainly in:*
 - i. *Contents of the assignment/report*
 - ii. *Communication skills*
 - iii. *Language accuracy*
 - iv. *Language fluency*
 - v. *Presentation style*
- f) *You may use transparencies, charts or any other material for good presentation with the permission of the tutor (if possible).*

You will prepare your project on one of the following topics. Your tutor will assign different topic to different students during your classes. For example, if the number of students in your class is twenty, one topic may not be assigned to more than five students.

1. Request five English Language teachers of the nearest school(s) to read the following passage. Record their voice and transcribe it in British English. Identify the stress patterns among these five transcriptions with the help of the audio, you already have recorded. Compare these five transcriptions with each other and highlight the difference indicating how stress patterns change the meaning of verbs and nouns.

<p>It's the first successful legal challenge to NSA surveillance since June, when Edward Snowden began a cascade of NSA disclosures. It might just set up the most important legal debate about surveillance and personal privacy in decades. And it threatens to undermine one of the major legal foundations of the NSA's vast surveillance network.</p>
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<p>Judge Richard Leon of the District of Columbia, George W Bush appointee,</p>

ordered the government to stop collecting the phone records of two plaintiffs who brought a lawsuit against the NSA's so-called metadata programme and to destroy the information it has on them now. He stayed his injunction, pending an almost certain appeal by the Obama administration. But if the case is eventually heard by an appeals court – and there are reasons to think it will be – it would be the highest-stakes and high-profile battle to date over the NSA's programme and a proxy argument for the broader ethical dimensions about massive government surveillance.

The judge ruled that the government's collection of phone records relied on an outdated Supreme Court ruling, from 1979, that metadata isn't protected by the Fourth Amendment. "The ubiquity of phones has dramatically altered the quantity of information that is now available and, more importantly, what that information can tell the government about people's lives," the judge wrote. "I cannot possibly navigate these uncharted Fourth Amendment waters using as my North Star a case that predates the rise of cell phones."

But that case, *Smith v. Maryland*, is part of the foundation of NSA's global surveillance system, which relies on the collection of all kinds of metadata – from phone records, to email header information, to Internet addresses. Leon's ruling may be the first step towards bringing that issue before the America's highest court, and potentially altering the way the global surveillance system is run.

In some respects, momentum has been building towards this moment. The metadata programme was nearly defanged over the summer, in a rare show of bipartisan support in the House of Representatives. Since then, there have been further revelations of government spying, including on US allies, and a presidential review panel has reportedly recommended a sweeping set of reforms at the NSA, including prohibiting the agency from storing Americans' phone records. Since June, the Obama administration has mounted a public relations offensive in support of the NSA programme and has told lawmakers that it is legal and necessary to protect Americans from terrorist attacks – an argument that Judge Leon found unpersuasive.

Source: Dawn

2. Request five English Language teachers of the nearest school(s) to read the passage mentioned in previous question. Record their voice and transcribe it in British English. Identify the Intonation patterns among the five transcriptions with the help of the audio, you already have recorded. Compare these five transcriptions with each other and highlight the difference indicating how intonation patterns change the meaning of a sentence.
3. Prepare a lesson plan to teach Assimilation, Elision and Linking 'r' along with an assessment sheet. Implement this lesson plan in a secondary or higher secondary

school class. At the end of the lesson, ask the students to identify at least twenty (20) examples of Assimilation, Elision and Linking 'r' through the assessment sheets provide to them. Mark the assessment sheets and compile the results knowing how much students learned about these features of connected speech.

4. Research reports depict that Diphthong and Long Vowels have been always confusing for Pakistani students. What methodology would you adopt to teach the difference between Diphthongs and Long Vowels in your class? Prepare and implement a lesson plan in an English language class and record your observation in the form of a report. Share your results with your tutor and classmates in a presentation.
5. Conduct a survey in your town to know the opinion of the English language teachers regarding the importance of teaching intonation patterns at secondary level. Analyse the collected data and prepare a consummate report based on findings discussing the effective way(s) to teach intonation patterns to our teachers.