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 a 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 days workshop.

This packet you receive should include the following study material of 5658 course:

1. Phonology 5658
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
Ph No. 051-9057611-12

We hope you will enjoy and benefit from the course.

Good luck.

Course Coordinator
Phonology (5658)
ASSIGNMENT No. 1

Q.1 Explain the following terms with examples. (10)
i. Phonemes
   ii. Allomorphs

Q.2 We describe consonants in terms of their manner and place of articulation. Explain the statements with special reference to Affricate, Plato-alveolar and Nasal Velar consonants of English. (10)

Q.3 Transcribe the following words: Kettle, photograph, phenomenon, barometer, thermometer, questionable, viva-voce, butter, standardization, distinguish. (10)

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)

   Flower, mover, mobile, software, engineer, designer, washer man, doctor, professor, teacher.

Q.5 How much is vowel trapezium helpful in teaching vowels and diphthongs with reference to position and height of tongue? (10)

Q.6 a) Keeping in view the respective grammatical class of each word below, place stress on appropriate syllable. First transcribe the words and then mark the stressed syllables. (10)

   Speech, photography, desire, design, snapshots, comment, current, question, conduct, speed.
b) Indicate syllable boundaries in the following words as shown in the example.(10)
Example: Sen / ten / ces

a) ungrammatical  b) malicious  c) inspect
d) lieutenant  e) unknown  f) temperament
g) unfathomable  h) impersonate  i) dislocate

Q.7 Why is Urdu Language called syllable timed? Give examples to illustrate your answer. (10)

Q.8 Which words are mostly stressed; structural words or content words? Give examples. (10)

Q.9 Describe the role of audio visual aids in teaching English vowels and consonants. (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. Variety in the pronunciation of a word may prove difficult to the listener in comprehending the message conveyed by the speaker(s) and hence may lead to
confusion. Select at least ten words that have more than one pronunciations in Pakistan (For example: 'today' is pronounced as /tadel/ as well as /tidal/ which creates confusion on the part of the listener). Now select certain people from different walks of life and ask them to speak out these words.

Find out:

i. What are the various pronunciations?
ii. The reasons of different pronunciations
iii. What should be the ultimate solution in your view? Give reasons for your solution. Prepare a comprehensive report and submit it to your tutor.

2. Most of the people tend to agree that assimilation and elision may create problems for anon-native listener in understanding the speech of a native speaker. They also face these problems while listening to BBC or CNN. Keeping this point in view try to find out:

i. Do we have assimilation and elision in Urdu language?
ii. Why do the Pakistani learners/listeners face problems in understanding fluent speech of the native English speaker?

Select any audio/video cassette available in the market in which BBC text is recorded (however, you may record it by yourself). Make the experiment on any five Pakistani graduates and highlight the comprehension errors made by them while listening to the text due to assimilation and elision. Also give recommendations how these problems can be overcome. Prepare a comprehensive report and submit it to your tutor.

3. How would you teach the difference in the stress patterns between the noun and verb forms of convict, record, rebel, produce and similar other words. Prepare a detailed lesson plan comprising all necessary stages i.e. preparation, presentation, practice and production; demonstrate the plan during your tutorials.

4. How does intonation affect meaning of a sentence? Make a lesson plan based on teaching of intonation to the students. Select any five sentences and present them to the class varying the intonation in such a way that changes their meanings. Follow the format of your Ps (preparation, presentation, practice and production). Demonstrate your lesson in presentation workshop and discuss how your lesson plan has been a success in teaching intonation to the students.

Prepare a report and submit to the tutor well before the presentation.

5. Under the influence of L1 (in Pakistani context Urdu, Punjabi, Pushto, Sindhi or Balochi etc.) the learners tend to confuse the consonants of English with the nearest ones in their own language. Select a text that includes such consonants. Ask different students to read it. Record their reading of the passage and analyse the difference of production of these sounds in the two languages with reference to difference in their place of articulation. Submit your findings in your written report.