

# ESOL

in Higher Ed

## Preparing the Way

Teaching ELs in the Pre-K-12 Classroom



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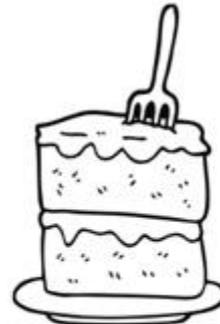
## The Fundamentals of Applied Linguistics: Communication Through Language





Name: \_\_\_\_\_

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).





**PHONOLOGY:**

## 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:*

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

- *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.*

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
<b>Stop</b> Voiceless Voiced	/p/ - <i>top</i> /b/ - <i>bee</i>			/t/ - <i>two</i> /d/ - <i>do</i>		/k/ - <i>car</i> /g/ - <i>go</i>	
<b>Nasal</b> Voiced only	/m/ - <i>me</i>			/n/ - <i>no</i>		/ŋ/ - <i>ring</i>	
<b>Fricative</b> Voiceless Voiced		/f/ - <i>fun</i> /v/ - <i>vote</i>	/θ/ - <i>thick</i> /ð/ - <i>the</i>	/s/ - <i>so</i> /z/ - <i>zoo</i>	/ʃ/ - <i>shoe</i> /ʒ/ - <i>vision</i>		/h/ - <i>have</i>
<b>Affricate</b> Voiceless Voiced				/tʃ/ - <i>watch</i> /dʒ/ - <i>joy</i>			
<b>Glide</b> Voiced only	/w/ - <i>way</i>				/j/ - <i>yes</i>	/w₂/	
<b>Liquid</b> Voiced only				/l/ - <i>love</i> /r/ - <i>rot</i>			

	<b>Word-Initial</b>	<b>Word-Medial</b>	<b>Word-Final</b>
Voiced	z <u>ap</u>	ph <u>as</u> ing	b <u>uz</u> z
Voiceless	s <u>ap</u>	fac <u>ing</u>	bu <u>s</u>

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.

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

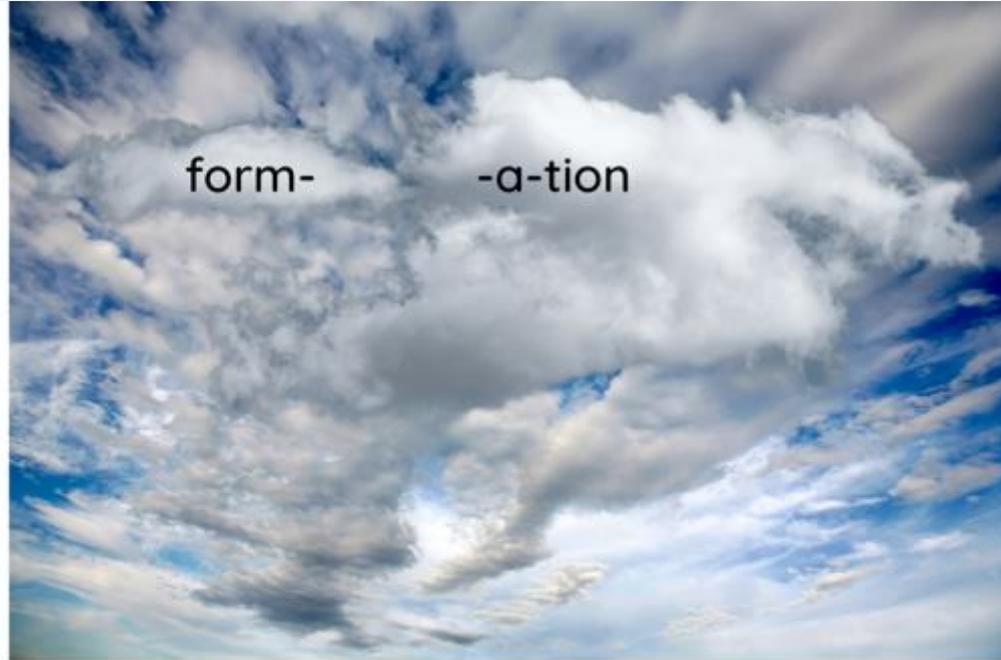
Vowels are produced with no airflow obstruction, but always involve the tongue and vocal folds in their production. (The simplest vowel system is found in some dialects of Arabic, with only three vowels.) Tense vowels are long and lax vowels are often called short vowels.

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

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.



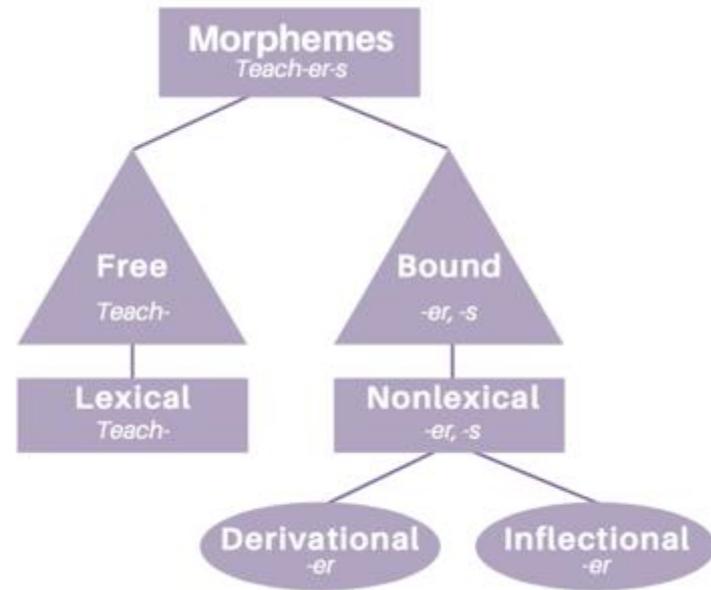


**MORHPOLOGY:**

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:

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

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

<b>Prefix</b>	<b>Change of meaning</b>	<b>Examples</b>
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

<b>Suffix</b>	<b>Change of Grammatical Category</b>	<b>Examples</b>
-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 from 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



<b>Stems/Roots (language of origin, meaning)</b>	<b>Examples</b>
-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



**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:

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



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

<i>Affirmative</i>	<i>Negative</i>	<i>Yes/No question</i>	<i>Wh- question</i>	<i>Emphasis</i>	<i>Tag question</i>	<i>Passive</i>
Ari <u>buys</u> groceries in Tampa.	Ari <u>doesn't buy</u> groceries in Tampa.	Does 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 bought</u> in Tampa.



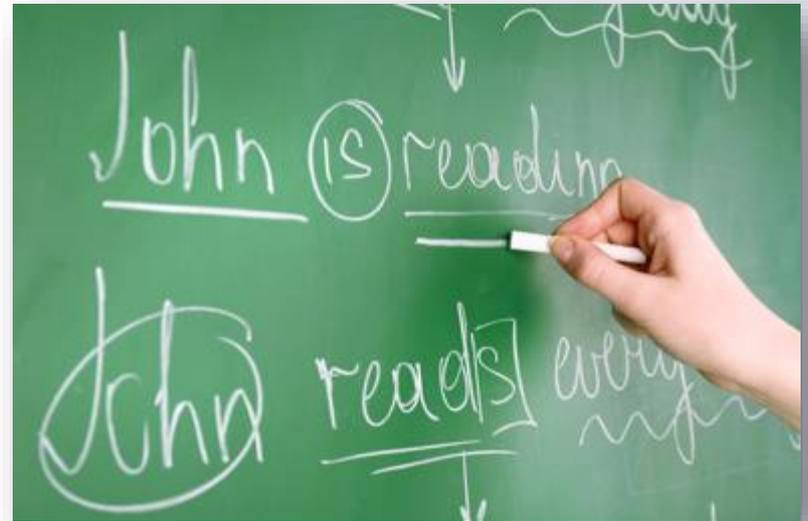


**SYNTAX:**

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

<b>Lexical categories</b>	<b>Examples</b>
Noun	book, city, girl, idea
Verb	write, sing, become, be
Adjective	lazy, slow, interesting, young
Preposition	on, under, of, at
<p><i>Adverb</i> (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: <i>always, never</i> (frequency) <i>slowly, angrily</i> (manner) <i>yesterday, tomorrow</i> (temporal).</p>	
<b>Functional category</b>	<b>Examples</b>
Determiners (Det)	
Article	a, the
Possessive	her, our
Demonstrative	this, those
Auxiliaries (Aux)	
Modal	will, can, may, might, must, could, etc.
Non-modal	be, have, do
Conjunctions (Con)	and, or, but
Degree word (Deg)	too, quite, only, etc.

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.



philosophical  
that deals especially with  
both artificially constructed and  
languages and comprises syntactics  
semantics, and pragmatics  
**se·man·tics** /si-'man-tiks/ n. the  
meanings. the historical and psycho-  
study and the classification of  
the signification of words or for  
as factors in linguistic develop-  
meaning or relationship of  
of signs; especially  
philosophical

## SEMANTICS:

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

<b>Types of Word Knowledge</b>	<b>Examples - deep</b>
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)

- **Denotation**

Presented in dictionary definitions

**rat** noun

Save Word

\ˈrɑt\

**Definition of *rat* (Entry 1 of 2)**

- 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



- **Connotation**

The emotional or imaginative association surrounding a word



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

<i>Agent</i>	doer, actor	The <u>woman</u> came here.
<i>Patient</i>	entity affected by what agent or causal agent does	The police punished <u>the teenagers</u> .
<i>Recipient</i>	receiver of deed of agent	I bought the gift for <u>my mother</u> .
<i>Experiencer</i>	preceiver of a stimulus	Rain pleased <u>the farmers</u> .

At the word level:

<i>Semantic Relation</i>	<i>Examples</i>
Synonymy, 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
Hyponymy, meaning of one word included in meaning of another; pertains to subordinate & superordinate categories	dog/animal, carrot/vegetable, rose/flower

**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).

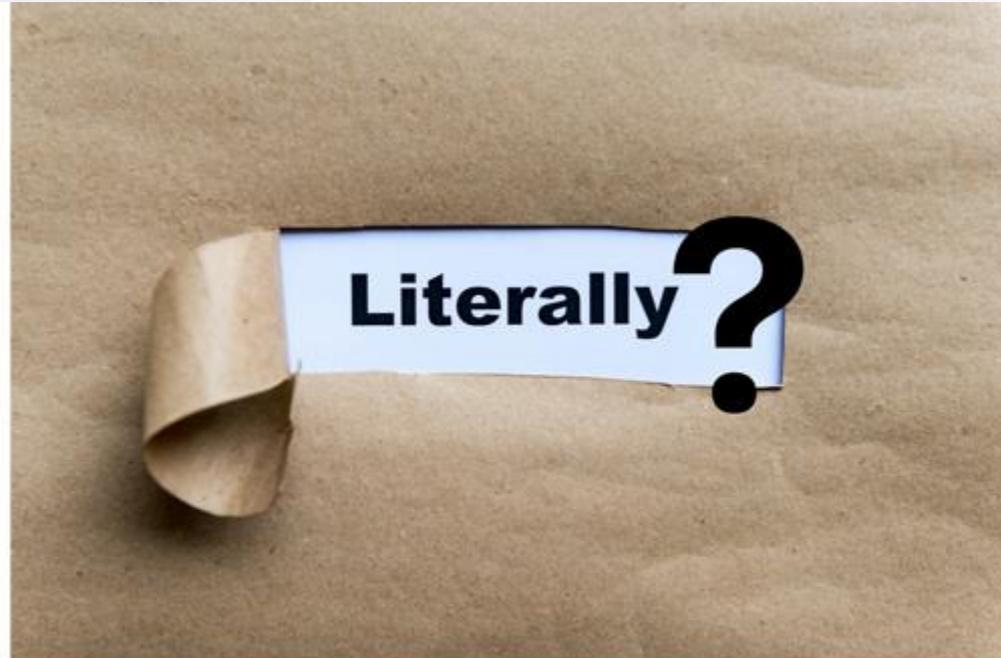
**MEANING BEYOND  
WORD LEVEL**

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**.

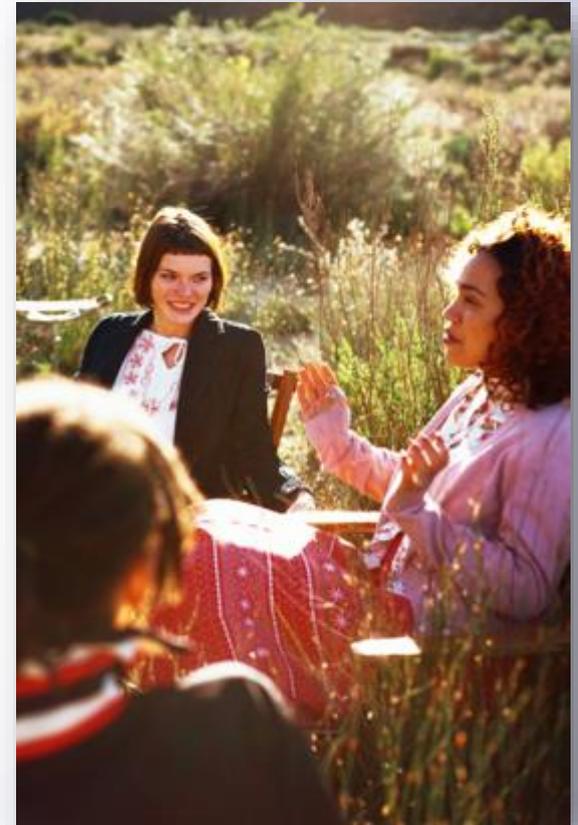
The **context** of pragmatics can include setting, roles, and relationships of people, and shared history and assumptions.



**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](#)

The logo consists of a dark blue rectangular box. Inside the box, the word "ESOL" is written in large, white, bold, sans-serif capital letters. Below "ESOL", the words "in Higher Ed" are written in a smaller, white, sans-serif font.

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