

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

TNPG TRB ENGLISH**New Syllabus Study Material****WITH MCQA UNIT TEST****UNIT-9-****LANGUAGE, LINGUISTICS AND PEDAGOGY**

CONTENTS	TOPICS
<i>History of English Language and its Growth</i>	<i>Indo- European Family and the Place of English language Old, Middle and Modern English Growth of Vocabulary from various Foreign Languages, Change in Meaning, Influence of The Bible, Shakespeare, Milton and Dr. Johnson Characteristics of Modern English, Spelling Reform and the English Lexicon</i>
<i>Linguistics</i>	<i>English Phonetics and Phonology (Vowels, Consonants and Diphthongs) Morphology, Word formation and its different types, Semantics, Dialect & Idiolect Grammar – Traditional, Transformational Generative Grammar and Deep Structure, Applied Linguistics.</i>
<i>English Language Teaching (ELT)</i>	<ul style="list-style-type: none"> ❖ <i>History of ELT</i> ❖ <i>Second Language Acquisition</i> ❖ <i>Designing Syllabus</i> ❖ <i>Materials Production</i> ❖ <i>Language Testing and Evaluation</i>
UNIT -IX	*TEST FREE FREE*()MCQA

THE ORIGIN OF LANGUAGE

Introduction

There is a popular saying that it is difficult to pinpoint the origin of a river; So is the origin of language. The origin of language remains a mystery till today. Only guess work is available about the birth of language. However it is good to know noteworthy postulations about language from an academic point of view. Some of them are as follows:

Bow-Wow Theory

This theory traces the connection between the sound and the word. A child learns a language first by imitating the sound made by an animal or bird. For eg., the child refers to the dog as 'bow-wow', the cat as 'mew-mew' and a cow as 'maw-maw'. Although the onomatopoeic or echoic element exists in language, such words echoing sense are very few in number. Hence this theory can be dismissed as an incomplete and imperfect explanation of the origin of language.

Ding-dong theory

This theory is associated with the German scholar *Max Muller*. It traces the origin of language to man's innate sense of rhythm. According to this theory, language was born of man's instinctive response to the rhythmic movements in nature. This theory too fails

to account for the infinite number of words which are not rhythmic in character.

Pooh-Pooh theory

This theory was propounded by the French philosopher *Jean Jacques Rousseau* in the middle of the eighteenth century. This theory asserts that man constructed words out of natural cries produced by strong emotions like anger, pain, fear, love, joy, etc.. This theory is limited in view and it fails to explain the development of the explanatory sounds into meaningful vocal symbols.

Gesture theory

This theory is associated with *Sir Richard Paget* and *Prof. Alexander Johansson*. These scholars believed that primitive man first communicated through gestures. Their theory is based on the acceptance that gesture preceded speech. Surprisingly in ancient art forms of India such as Bharathanatyam and Kathakali, gestures and facial expressions are effectively used for communication. Further, it has been scientifically proved that the centers in the brain controlling hand movements and vocal expression are interlinked. Yet this theory is not fully convincing.

Musical theory

This theory was propounded by the Danish linguist *Otto Jespersen*. According to this theory language derived from song. It

should be noted that the ancient Vedas were mainly in verse form. However this theory cannot be accepted due to lack of historical evidence.

Contact theory

This theory is related to *Prof. G. Revesz*. He proposed that language originated from man's inborn desire to establish contact with his fellowmen. He opined that language must have started with noise, and gradually passed through various stages of calls and demands and finally evolved into words.

Yo-he-ho theory

This theory was propounded by the nineteenth century scholar *Noire*. He suggested that language was born out of the rhythmic grunts of men working together. When man is engaged in strenuous physical labour, such as lifting a log of wood, or turning a rock, he makes involuntary sounds. Such vocal noises could have developed into words.

This theory seems significant; still it presupposes co-operative activity of man even before language had its origin. In other words, this theory puts cart before the horse.

Conclusion

Among the seven theories discussed above, none provides a comprehensive, all-inclusive and satisfactory explanation of the origin of language. The debate about the origin of language still goes on.

A. Introduction

This chapter is concerned with the growth of vocabulary in English language. Of all the languages in the world today, English remains the richest language in her vocabulary. The reason for this breath-taking collection of words is that the English people widely welcome words from other languages. This ready borrowing of words has resulted in the enrichment of English. Today English enjoys the supreme status of an international language.

The principle ways by which English has enriched her vocabulary are given below:-

B. Root Creation

A large portion of the English language has no etymology at all. Such English words which have no etymology are included in *Root-creation*. One of the principle ways of root-creation is *Onomatopoeia*. Onomatopoeic words are those whose sounds convey sense.

Eg:- bang, buzz, giggle, hiss, etc.

Onomtopoeia is one of the principal ways of word building.

C. Extended meaning

It is one of the frequently used methods of word building, in English. An example of this method is the word *manufacture*. This word literally means *to make by hand*, but today it is employed with the opposite meaning. A *manufactured* article is quite different from a *hand-made* article.

A typical example for the extended meaning of a word is the word *board*. Besides the various meanings of the word '*board*', the word stands for (i) *a plank of wood* (ii) *a table* (iii) *a member of people who sit around a table as in a board of directors* (iv) *a plane surface made of wood as a notice board, and* (v) *the deck of a ship*.

D. Functional shift

Functional Shift or *category change* is perhaps the most outstanding method of expansion of vocabulary. In English the same word is used as noun, verb, adjective and many other parts of speech.

Eg:- (1) Nouns used as verbs.

Tattoo, radio, market.

(2) Verbs used as nouns

Run, hit, side

Another interesting class comprises words which exist as both nouns and verbs with a distinct difference in stress. Such words are stressed in the first syllable when used as noun; the same word, when used as verb receive stress in the second syllable.

Eg:-

'Noun	Verb
'Content	Con'tent
'Object	Ob'ject
'Conduct	Con'duct

E. Affixation

The Vocabulary of a language can be enlarged using *Affixation*, i.e. by attaching prefixes and suffixes, to words.

Eg:- Prefixes

kind	-	unkind
honest	-	dishonest
patient	-	impatient

Eg:- Suffixes

Friend	-	Friendship
King	-	Kingdom
Care	-	Careless

The extent to which words can be multiplied by affixation is almost unlimited.

F. Abbreviation

New words have been acquired by abbreviation or shortening lengthy words.

Eg:- Abbreviated word**Full word**

Photo

Photograph

Lab

Laboratory

Plane

Aeroplane

Exam

Examination

Memo

Memorandum

Shortening of lengthy words is a natural and a universal method of increasing the vocabulary of a language.

G. Syncopation

In this process, a vowel in the given word is omitted and the consonants on either side of the vowel run together.

Eg:- 'Perambulator' is syncopated to *prambulator*.

H. Telescoping

In this process, two words are combined into one.

Eg:- *don* is the telescoped form of 'do on'.

atone is the telescoped form of 'at one'.

I. Meta analysis

In this method, the consonant at the end of one word is attached to the vowel at the beginning of the next word resulting in a new combination.

Eg:- *an umpire* from 'a numpire'

An orange from a 'norange'.

J. Portmanteau words

Portmanteau words are word blends. A portmanteau word is formed by combining part of one word with part of another word.

Eg:- *Brunch* - *breakfast* and *lunch*

Smog - *smoke* and *fog*

Motel - *motor* and *hotel*

Electrocute - *electric* and *execute*.

K. Words formed from initials

In this method, initials become more popular than the actual words they stand for.

Eg:- B.A., - Bachelor of Arts

M.B.A., - Master of Business Administration

U K - United Kingdom

NRI - Non Resident Indian

L. Back -formation

Back-formation is quite common in the present age.

Eg:- BackformationOriginal word

<i>Baby-Sit</i>	Baby-Sitter
<i>To audit</i>	Auditor
<i>To donate</i>	Donation
<i>Greed</i>	Greedy

M. Corruption

By way of corruption, a number of words have become a part of English thus adding to its vocabulary. For eg., the Englishmen who had been in India picked up the native word '*cha*' (tea) and corrupted it to '*chas*'. The '*goodbye*' is a gorbled form of '*God be with ye*'.

N. Slang

This is a very potential source of word-building in any living language. Slang words have enlarged and enriched English language to a great extent. A large number of slang expressions have been accepted and absorbed as '*good*' vocabulary in due course.

For eg., the expression '*what on earth*' is quite accepted today as good English. But this expression was condemned by De Quincey as '*slang*'. Similarly the word '*row*' which means a disturbance or commotion was '*a very low expression*' in the nineteenth century. Words like '*boom*' '*slump*', '*crank*' and '*fad*' were

slangs earlier. But now they have become popular is the present day English.

O. Words formed from Proper Nouns

English has gained many words from the names of persons and places.

Eg:- *Sandwich* - from the *Earl of Sandwich*.

Limousine - from *Limousine*, a province in France.

Teddy bear - from *Theodore Roosevelt*.

P. Compounding

This is one of the oldest methods of word-formation. In this method, a new word is formed by joining together two or more existing words. In this way, we have many words in English.

Eg:-

Goldfish

Teen-age

Fingerprint

Aircrew

Q. Conscious coinage

When a new invention or discovery is made, there arises a necessity of finding new words to designate them. Necessity is the mother of invention. When there is a need, there is a deliberate coinage of new words. Words like *computer*, *xerox* are examples for conscious coinage.

R. Loan words

Down the ages English has shown a tremendous capacity to increase its word-hoard through borrowings from foreign languages. In fact, it has borrowed from practically every language under the sun.

Eg:- **Word** **Language**

<i>Lilac, pyjama</i>	Persia
<i>Alcohol</i>	Arabic
<i>Loot, thug</i>	India
<i>Bamboo</i>	Malaya
<i>Tomato</i>	Mexico

Besides a flood of words from Greek, Latin and French have entered English language.

S. Freak formations

A majority of freak formations supply the need of the given occasion and are forgotten later. Some freak formations that have become a part of English vocabulary are given below:

Teetotal

Tandem

The former originated from '*t-total*' the result of total abstainer; the latter is a temporal adverb in Latin and meant '*at length*'.

T. The impact of journalism

Newspapers and popular magazines, besides popularizing new words are fertile producers of new words. In their effort to be interesting and racy, the reporters adopt an informal and colloquial style in their writing. Many of their colloquialisms have found their way into writing in course of time. In this way, we have *pacifist*, *socialize*, *to boost*, *oust*, *to comb*, and *go-between*.

U. Multiple Processes

In the previous sections, we have discussed word-formation process in isolation. However, it is possible to trace the operation of more than one process at work in the creation of a particular word. For eg., the verb *to snowball* in *His problems have been snowballed* we have 'snow' and 'ball' being combined to form the noun 'snowball', which has then undergone 'conversion' to be used as a verb. Similarly forms which begin as 'acronyms' can also undergo other processes, as in the use of 'lose', as a verb, the result of 'back formation' from 'loses'.

V. Conclusion

The process of word-building discussed above are not the only ones by which language expands its vocabulary. No living language is static; new words are being constantly added. For instance, since the outbreak of World War II, a large number of words have come into English. They include *automation*, *bottleneck*, *coldwar*, *the iron curtain*, *radar*, *welfare state* and several others. There is also a growing practice of prefixing *mini ordinary font miniature* to an already existent noun to signify a small version, of the thing or article in question. Eg. *minibus*, *minicab*, *minikirt*, *minimeal* etc.

A. Introduction (CHANG OF MEANING)

In this lesson, we are concerned with the way in which words gradually change their meanings. *Etymology* is the study of the history of words. It throws light on the rise and fall in the meaning of words.

Language has life. As ages pass living languages undergo change like any other living being. The change of meaning in words is a universal feature of human languages. The branch of linguistics that studies the meaning of words is called 'semantics' or 'semasiology'.

Word meanings change in various ways. Some of the semantic changes are discussed as follows:

B. Generalization

'Generalization' refers to a process in which a word acquires a wider meaning. For example, let us take the word, *virtue*. Originally *virtue* meant *manliness*. Now the word has a wider and more general meaning. It describes certain good qualities not only in men but also women. Similarly, the word *bird* referred to a specific type of bird long ago. Now *bird* has become a general term for all animals which are capable of flying.

C. Specialization

'Specialization' denotes 'narrowing of meaning'. For example the word 'meat' refers only to a particular kind of food now but earlier it referred to food in general. Similarly, 'deer' refers only to a particular animal now but earlier, it meant animals in general.

Generalization and Specialization in a nutshell

Examples

Generalization

Original meaning

Governor

steersman

Butcher

slaughterer of goats

Box container made of boxwood

Pipe a musical instrument.

Specialization

Wife any woman

Girl young boy or young girl

Liquor any liquid

Undertaker anyone undertaking a job

D. Elevation

'Elevation' is also called 'Amelioration'. It refers to the process in which words acquire a better meaning or positive meaning. For example, the word *nice* originally meant *foolish* or *stupid*, but now it has a better meaning compared to the original meaning. Likewise the words '*lord*' and '*lady*' meant '*bread keeper*' and '*bread kneader*' respectively. Now '*lord*' and '*lady*' have an elevated status.

E. Degradation

Degradation is opposite to *Elevation*. *Degradation* is also called '*Peroration*'. It refers to the process in which words have acquired a negative meaning. The words '*villain*' and '*silly*' are good examples of degradation. '*Villain*' originally meant a *farmhand* and '*silly*' meant *happy*. But now both these words have a degraded meaning.

Elevation and Degradation in a nutshell.

Example

Elevation ***Original meaning***

Nice foolish

Steward keeper of pigs

Town village

B2. ARCHAIC FEATURE

The second important quality of American English is archaism. American English has presented the old features of English, which have become out of use in British English. The Americans pronounce 'r' in all positions and the flat 'a' / / in words such as 'fast' 'pass' 'path' etc. stand as proof for archaic use. The Americans still pronounce 'either' and 'neither' with the vowel /i/ whereas in British English, it is pronounced as /ai/. The Americans still use 'gotten' as the past participle of 'get'. They use 'mad' in the sense of 'angry' as Shakespeare and his contemporaries did. The 17th century use of the word 'fall' for autumn season is out of use in England but still in vogue in America.

B3. RICH VOCABULARY

American English shows great flexibility, inventiveness, resourcefulness and adaptability. The Americans have coined new words and also borrowed infinite number of words from Spanish, Dutch, French and German Languages. In American English verbs are formed by the simple process of prefixing the preposition. Eg- 'To style' 'to author' and 'to engineer'

B4. ABSENCE OF SOCIAL AND CLASS BARRIERS

Unlike British English, class distinction, have not played any large role in the speech habits of the Americans. This is because social or class distinctions have never been very sharp in America.

sound it is called centum group

“Satem” Group ‘Satem’ is the old “Indo-“Iranian word for the Indo European ‘Km tom”

“Satimlang” include Balto Slavic Indo Iranian, Armenian and Albanian

Eastern Group

Western group

Satem Group

Centum Group

Balto Slavic, Indo Iranian Greek, (or Hellenic) Latin (or Italic)

Armenian and Albanian Celtic and Teutonic or Germanic

4

4

In the 19th the discovery of Sanskrit was one of the languages of the Indo- European family.

Indian – Persian

Hindi

Indo Iranian Indic - Sanskrit and Prakrit - Bengali

Romani Baltic Slavic - Bulgarian

Serbian

Czech

Russian

Polish

Armenian

Albanian

Greek - Classical Greek - Modern Greek

Latin- French

Italian

Spanish

Portuguese

Rumanian

Celtic

Germanic -

East Germanic -

Gothi

North Germanic -

Swedish

(Scandinavian)

Danish and

Norwegian

Icelandic

West Germanic -

Old High -

Modern

German

High German

Old Low

Dutch and

German

Flemish Anglo

Old Middle

and Frisian

1942 the U.S. war department had published "A short guide to great Britain" including a list of American and British variants of particular expressions. "A Dictionary of modern American usage and the Anglo- American Interpreter have also helped British English and American English to be easily understood by speakers of either tongue.

History of the Language and Linguistics

Origin of Language

About 200 languages in the world formation of new languages → many sources **Indo - European and Dravidian**

Formerly known as Indo Germanic

Earlier Aryan

Old English dictionary is about 20.000 words In 2000 BC→8 recognised languages

Eastern	Western
Indo Iranian	Hellenic
Armenian	Italic
Albanian	Primitive Germanic
Balto-Slavic	Celtic

First sound shifting – The great consonant shift (or) Grimm's law

Period

English

AD **1000 to 1100** Old English (Anglo-Saxon) – a period full of inflexions

AD 1100 to 1500 Middle English- a period leveled of inflexions

Ad 1500 to present Modern English- a period lost of inflexions

Dialects of old English → Northumbrian, Mercian, West Saxon and Kentish

Characteristic of old English → Spelling and pronunciation, phonetic symbols

Sound changes in old English → Mutation and gradation

Old English – like modern German – a synthetic language

(change in the form of a word **esp** at the ending)

Inflexion – nouns, adjective, definite article, personal pronoun and verb

and political elites, offering significant economic, political, and social advantage to fluent speakers.

Though English is one of the two official languages of the Union Government of India, only a few hundred thousand Indians have English as their first language. According to the 2005 India Human Development Survey, of the 41,554 surveyed households reported that 72 percent of men (29,918) did not speak any English, 28 percent (11,635) spoke at least some English, and 5 percent (2,077, roughly 17.9% of those who spoke at least some English) spoke fluent English. Among women, the corresponding percentages were 83 percent (34,489) speaking no English, 17 percent (7,064) speaking at least some English, and 3 percent (1,246, roughly 17.6% of those who spoke at least some English) speaking English fluently. According to statistics of District Information System for Education (DISE) of National University of Educational Planning and Administration under Ministry of Human Resource Development, Government of India, enrollment in English-medium schools increased by 50% between 2008–09 and 2013–14. The number of English-medium school students in India increased from over 1.5 crore (15 million) in 2008–09 to 2.9 crore (29 million) by 2013–14. In December 2015, the Supreme Court of India ruled that English is the only court language.

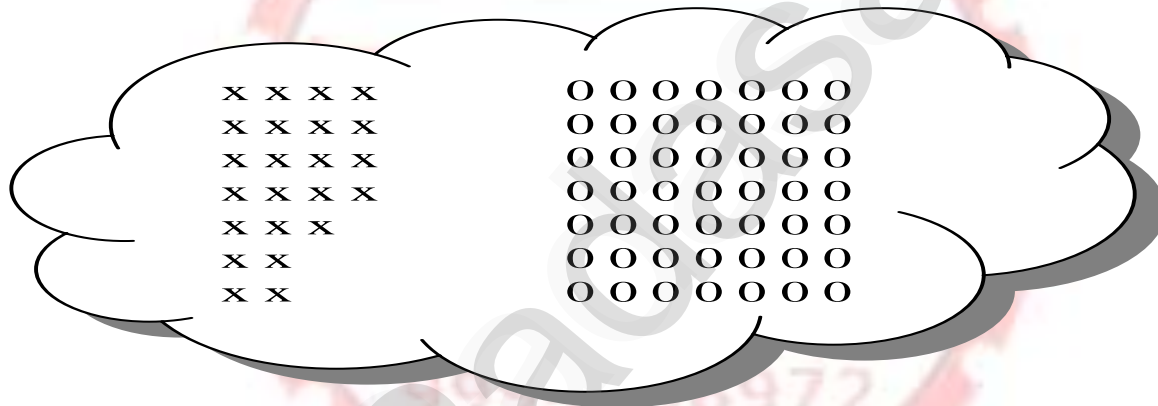
Indian English generally uses the Indian numbering system. Idiomatic forms derived from Indian literary languages and vernaculars have been absorbed into Indian English. Nevertheless, there remains general homogeneity in phonetics, vocabulary, and phraseology between variants of the Indian English

English language public instruction began in India in the 1830s during the rule of the East India Company (India was then, and is today, one of the most linguistically diverse regions of the world. In 1837, English replaced Persian as the official language of the Company. Lord Macaulay played a major role in introducing English and western concepts to education in India. He supported the replacement of Persian by English as the official language, the use of English as the medium of instruction in all schools, and the training of English-speaking Indians as teachers.^[16] Throughout the 1840s and 1850s, primary-, middle-, and high-schools were opened in many districts of British India, with most high schools offering English language instruction in some subjects. In 1857, just before

ISOGLOSSES AND DIALECT BOUNDARIES

An isogloss is, ' a line indicating the degree of linguistic change' (Gloason 1963:398) On linguistic maps, a line separating the areas called isogloss area) in which the language differs with respect to a give feature of features, i.e., a. line marking the boundaries within which a given linguistic feature or phenomenon can be observed. (*A Dictionary of Linguistics*)

On the basis of differences in phonology, morphology, syntax, etc., it is possible to draw imaginary boundaries separating the geographical areas using divergent linguistic items. Let us imagine that in a country called, '*Pagan bran den*', some people use the word '*pooca*' for '*cat*' and others use the word '*peeca*'. We can mark the '*pooca*' area with the symbol 'X' and the use of '*peeca*' with the symbol 'O'. Such a map would look like the following.



The boundary line which divides the '*pooca*' area from the '*peeca*' area would be called an '*isogloss*'. Thus an isogloss is an imaginary line dividing two areas which differ in the use of a linguistic item.

A map with a number of crisscrossing isoglosses is possible and in that map a number of isoglosses tend to come together. In such a case the group of isoglosses is referred to as a *bundle of isoglosses*. The phenomenon of a number of isoglosses coming together is called '*bundling*', Maps representing such items as discussed above are called '*Dialect maps*'.

language. The word syntax is derived from Latin 'syntaxis', and from Greek 'suntaxes', which means *to put in order*.

B. THE SENTENCE

A sentence can be defined as *a meaningful arrangement of words*. Traditional grammar defines a sentence as *'the complete expression of a single thought'*. Every sentence has a 'subject' and 'predicate'. In English, a sentence begins with a capital letter and ends with a full stop.

C. WORD ORDER

Many linguists and grammarians believe that word order is at the heart of the syntax. Word order is very important because every order conveys a distinct meaning. Where the word order changes, the meaning also changes. Note carefully the following parts of the sentences for difference in meaning:

The tiger chased *the man*

The man chased the tiger

They are all writing exam

Are they all writing exam?

She loves *only roses*

Only she loves roses.

The above cited sentences reveal to us that there is an underlying pattern or rule which governs the word order in a sentence. Disorderly arrangement of words destroys the meaning of a sentence.

Look at the sentence given below:

1) I walked to the temple (Gives sense)

C. CLASSIFICATION OF SUBORDINATE CLAUSES

Subordinate clauses may be classified by

1. Structural type or 2. 'function'.

C.1. Structural types

Structurally, there are three classes of subordinate clauses.

(i) Finite clause

In this type, the V element is a finite verb phrase.

Examples.

Because he is late.....

If you are late.....

Though he is late.....

(ii) Non-finite clause

In this type, The V element is a Non-finite verb phrase.

Example:

Having finished the homework.....

(iii) Verb less Clause

This type contains no V elements

Examples:

Though a rich man.....

When ripe, (the mangoes will be delicious)

Formal indicators of subordination

Given below is a list of words that indicate subordinate status of a clause. *After, [a1] though, as, because, before, if, once, since, that, until, when, where, while, so, that, except, that, so far as, as long as, as soon as, etc.,*

A1. REWRITE RULES

PS Grammar makes, use of rewrite rules. These 'rewrite rules can be arranged in a sequence so that each rule a past from the initial one) is used to replace, expand, or recur rite the output of the previous rules.

E.g. (1) S NP + VP

(2) VP à V +NP+PREP.PH

(3) NP à D + N

(4) PREP. PH à PREP + NP

By applying rule 2, to the output of rule 1, we get

Sà NP + V +NP + PREP.PH

By applying rule 3, we get

Sà D + N + V + D + N + PREP.PH

By applying rule 4, and rule 3 again, we get

Sà D+N+V+D+N+PREP.+D+N

A2. LIMITATIONS OF PS GRAMMAR

- (1)PS rules cannot account for all types of sentences in a language.
- (2)PS Grammar fails to reveal the relationships between sentence types and the relationships within parts of sentences.
- (3)PS grammar cannot show the relationship between declarative and interrogative, active and passive, affirmative and negative, imperative and non-imperative sentences.
- (4)PS grammar cannot account for certain types of 'ambiguity' found in all natural languages.

e) Close rounded e.g. the vowel in *do*

The manner of articulation of various sounds depends upon the position of the movable speech organs-tongue, soft palate, and lips.

CLASSIFICATION AND DESCRIPTION OF SOUNDS

Generally sounds can be divided into 'vowels' and 'consonants'. Traditionally, 'a, e, i, o, u' are cited as vowels and the others as consonants. This statement is based on spelling rather than on the fundamental nature of sounds. In English phonology, there are *twenty vowel sounds* and *twenty four consonants*. Thus there are *forty four speech sounds in English*.

VOWELS

Vowels are sounds formed without any obstruction in the oral cavity. Vowels may be long or short. They are the *nucleus* in a syllable. They can stand alone. They may also occur with a consonant preceding or following. All vowels are soft, voiced and musical in effect. The vowels can be classified on the basis of the answer to the following questions:

- a) How high is the tongue? (the tongue height)
- b) Which part of the tongue is raised? (the part of the tongue raised)
- c) What is the position of lips? (lip position)

The Tongue Height

The quality of the vowel is altered according to the height to which the tongue is raised. Those Vowels in the production of which the tongue is as high as possible are called *Close Vowels* or *High Vowels*.

e.g. /i: / in feet

/u: / in food

Those Vowels in the production of which the tongue is as low as possible are called *Low Vowels* or *Open Vowels*.

- (v) *Laterals* are produced when the air-stream passes over one or both sides of the tongue but not over the center of the tongue. E.g. / l /
- (vi) *Rolled or Trill* sounds are produced when the uvula, the fleshy appending at the back of the tongue, is trilled i.e. there is a rapid succession of taps. These taps result when the tip of the tongue vibrates against the roof of the mouth. e.g. the rolled /r/ in *drill, shrill* etc. Rolled sounds are common in Spanish.
- (vii) *Flaps* are formed like the rolled consonants but consist of only a single flap. e.g. /r/ in *very*. Here, the tongue flaps against the alveolar ridge once.
- (viii) *Semi-Vowels* are special consonants which share certain characteristics of vowels and hence called semi-vowels. E.g. /w, j/

THE CLASSIFICATION OF CONSONANTS

Place of Articulation

Manner of articulation	Bilabial	Labiodental	Dental	Alveolar	Palatoalveolar	Palatal	Velar	Glottal
Plosives	/p/		/t/				/k/	
V/less	/b/		/d/				/g/	
V/d								
Fricatives								
V/less		/f/	/θ/	/s/	/ʃ/			/h/
V/d		/v/	/ð/	/z/	/ʒ/			
Affricates								
V/less					/tʃ/			

‘one sound’. And each sound has only ‘one symbol’. Knowledge of ‘phonemes’ and ‘allophones’ would be of use to the learners in order to understand transcription.

B. Phoneme

A phoneme is ‘a minimal distinctive unit of sound’. Each language has a large number of sound segments, but the number of distinctive items in the vowel and the consonant systems is always much smaller. In English, there are 44 speech sounds. These distinctive sound units are called phonemes.

C. Allophone

Allophones are the members of a phoneme. For example, (k) and (k) are the all phones of the phoneme /k/; (p) and (p) are the allophones of the phoneme /p/; similarly (t) and (t) are the allophones of the phoneme /t/.

D. Transcription

Transcription is the written representation of the sounds of a language. There are two types of Transcription – (1) *phonemic transcription* and (2) *phonetic transcription*.

D1. Phonemic Transcription

Phonemic transcription is the most common and the least cumbersome method of clear indication of the spoken language. Also called ‘*linguistically broad*’, it is based on the principle of ‘*one symbol per phoneme*’. In phonemic transcription, the symbol for each phoneme is placed within slanting lines or slashes. The phonemic transcription indicates only the phonemes. The allophonic variations in the pronunciation of the phonemes are not indicated in this transcription. Hence in this transcription the symbol /p/ is used in both ‘*pin*’ and ‘*spin*’.

D2. Phonetic transcription

A Phonetic or allophonic transcription indicates the allophonic variants of the given phoneme. In words like ‘*pin*’ and ‘*spin*’ the /p/ sounds heard are phonetically different from each other. Word-initially, consonants like /p, t, k/ are accompanied by a puff of air

foreign languages. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning. Kelly (1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new. Today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching.

It has been estimated that some 60 percent of today's world population is multilingual. From both a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.

Second Language Acquisition

Content

- Learning outcome
- What is language acquisition?
- Meaning of Second language acquisition
- second language acquisition theory,
- classroom implications of the theory
- Oral communication development through acquisition activities,
- Additional sources of input for acquisition
- Language acquisition vs. language learning
- The five stages of second language acquisition
- Language Acquisition Device
- Second Language Acquisition/Learning Theories
- The factors that influence the acquisition of a second language
- Second language acquisition (SLA) research findings
- The Bad Language Learner
- The Role of the First Language in Second Language Acquisition
- Child Second Language Acquisition vs Adult second language acquisition

Learning out come

The module is devoted to a brief statement of the theory and its implications for different aspects of second language acquisitions theory and practice. Acquisition and learning are defined and compared.

Module presents the Monitor Model for adult second language performance.

What is language acquisition?

Acquiring language is considered as an involuntary process. It's the act of adopting native language, without the methodical memorization of a word and its definition. With acquisition, there is no need to be aware of the learning process, because it takes place in its normal course. Therefore, learners need to be able to analyze speech to hear the beginning and ending of a word and to decipher the alphabet to see words on a page. 'Language 'input' can then be turned into language 'intake' which is acquired and transferred from short to long-term memory. Without these decoding and parsing abilities, language acquisition may not take place for language learners in an immersion setting.'

ORIGIN: It is difficult to identify a precise date when the field of second language acquisition research began, but it does appear to have developed a great deal since the mid 1960s. Stephen Krashen, who made a sharp distinction between acquisition and learning in his 1982 theory of second language acquisition, popularized the term acquisition. He used learning to refer to the conscious aspects of the language learning process and acquisition to refer to the subconscious aspects.

'Natural communication—in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition.

(Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process. (Snow and Ferguson, 1977).”

Meaning of Second language acquisition

“A language is ‘first’-and so is its acquisition-if no other language was acquired before; otherwise it is second. Thus, the mother tongue, which is acquired primarily by a child when his language cells are empty, is first language (L1), and the language, which is acquired / learnt in addition to the L1 is second language (L2).” (Klein, 1986:3).

Mostly the second language is the official language of the speaker’s country or state.

In this perspective, ‘second’ language is acquired following to the native language. It is also the case with the learning of third (L3) or fourth Language (L4).

Second language acquisition, or SLA, has two meanings. In a general sense it depicts learning a second language. More precisely, it is the name of the theory of the process by which we acquire – or pick up – a second language. This is mainly a subconscious process, which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. Second language empowers the speakers for larger involvement in society.

Foreign Vs Second Language

The phrase 'foreign language' is used to denote a language that is learnt through instruction where it is not used. 'Second language', on the other hand, is one that becomes another tool of communication along with the first language. It is typically acquired / learnt in a social environment in which it is actually spoken or in coached settings.

Second Language Acquisition Theory

Theories of SLA talk about the acquisition/learning process of L2 in different ways. Some of the important theories are short listed as follows.

Acculturation Theory

According to the acculturation theory, SLA is fixed by the degree of social and psychological distance between the learner and the target language culture. Motivation, and ego boundaries play major role in the process of acquiring/learning of L2.

Contrastive Theory

The contrastive theory claims that the acquisition of a Second language is largely determined by the structure of an earlier acquired language. Those structures, of the Second language that coincide with corresponding structure of the first language are assimilated with great ease as a result of 'positive transfer'. Contrasting structures on the other hand give rise to errors as a result of 'negative transfer' or 'interference'.

Identity theory is contrasted with the contrastive theory, which asserts that the acquisition or availability of language has little or no influence on the acquisition of another language. Thus, in other words, first and

second language learning are basically one and the same process governed by the same law.

Monitor Theory

Monitor Theory assumes that adults have two independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning, and that these systems are interrelated in a definite way. Subconscious acquisition appears to be far more important. The vital point of the theory is that 'learning' in this sense is always caused through a 'monitor', or an effort on the part of the learner to control his language output and to self-correct it whenever necessary. We can enumerate three conditions that decide the effective use of monitor.

Classroom implications of the theory

Implications for the language classroom include the ideas that the teacher can create contexts for communication which facilitate acquisition, that there is a natural order of acquisition of language, that there are affective filters which obstruct acquisition, especially for adults, and that coherent input is very important.

Oral communication development through acquisition activities

'Acquirers need not have a conscious awareness of the "rules" they possess, and may self correct only on the basis of a "feel" for grammaticality conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Seliger,1975).'

Chesterfield & Chesterfield (1985) identified a natural order of strategies in the development of a second language.

1. Repetition (imitating a word or structure);
2. Memorization (recalling songs, rhymes or sequences by rote);
3. Formulaic expressions (words or phrases that function as units i.e. greetings);
4. Verbal attention getters (language that initiates interaction);
5. Answering in unison (responding with others);
6. Talking to self (engaging in internal monologue);
7. Elaboration (information beyond what is necessary);
8. Anticipatory answers (completing another's phrase or statement);
9. Monitoring (self-correcting errors);
10. Appeal for assistance (asking someone for help);
11. Request for clarification (asking the speaker to explain or repeat); and
12. Role-playing (interacting with another by taking on roles).

Language acquisition vs. language learning

Acquisition vs. learning

Ellis says that 'second language acquisition is the subconscious or conscious process by which a language, other than the mother tongue, is learnt in a natural or a tutored setting. It covers the development of phonology, lexis, grammar and pragmatic knowledge.' Some language acquisition will happen as a by-product (posters on the classroom walls,

the teacher's repeated use of a certain phrase) but most language will be learned through memorization and direct study. There are different opinions about the acquisition of language and learning of language. Krashen's (1981) opinion is one among them. He distinguishes between 'acquisition' and 'learning'. Acquisition refers to the subconscious process of picking up a language through exposure and the learning refers to the conscious process of studying it. According to this view, if a language is internalized subconsciously through exposure in a natural environment the process becomes acquisition. In contrast, if a language is internalized consciously through instruction in classroom settings the process becomes learning. When a learner internalizes a language subconsciously, he may not have grammatical competence but he may have communicative competence in a particular context.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Understanding the language acquisition vs. language learning distinction can help to understand tools and language programs clearly. The best approach is a balanced one. A good language teacher knows this and always ensures the material you work with is logical input, which makes language acquisition more possible. In this way one can acquire new words and grammar from the logical input.

‘Second language acquisition’ (SLA) is used in the applied linguistic studies to refer to the internalization process of an L2 through exposure in a social environment where the real communication takes place; where the learner focuses on only meaning not the structure of L2.

The Five Stages of Second Language Acquisition

The term ‘process’ which is common in acquisition studies is used in two related meanings. It refers both to the sequence of development and to the factors that determine how acquisition takes place.

First language acquisition occurs when the learner-usually a child-has been without a language so far and now acquires one (Klein, 1986:4). Hence, the acquiring process of language takes place, subconsciously in a social environment, in several stages.

Every child learns to talk and this learning process happens in stages—first understanding, then one-word expressions, then two-word phrases, and so on. Students learning a second language move through five probable stages: (Krashen & Terrell, 1983).

- 1.Preproduction
- 2.Early Production

3.Speech Emergence

4.Intermediate Fluency and Advanced Fluency

Level of formal education, family background, and length of time spent in learning are the factors that affect the second language acquisition. Proper instructions should be given at every stage of language acquisition.

Teachers should ask repeated questions throughout their lessons, as doing so lets English Language Learners practice their new language and teachers could evaluate the understanding level of ELLs. Of course, questions should be tailored to each ELL's level of second language acquisition. By knowing the stages of language acquisition and stage-appropriate questions, Teachers can involve students at the appropriate level of discussion. Asking the tiered questions that accompany the stages of acquisition is one way to help students move to the next stage. To ensure that the student is being challenged and pushed to the next level, it is important to once in a while ask questions from the next level as well. Although there may be an approximate time frame for each stage of language acquisition, the length of time students spend at each level will be as varied as the students themselves.

The Role of the First Language in Second Language Acquisition

Often this question appears whether first language “interference” is a tool for SLA or it is “getting in the way” of second language skills. In terms of the Monitor performance model, interference is the result of the use of the first language as a speech originator: first language

competence may replace acquired second language competence in the performance model. For many years, it had been presumed that the only major source of syntactic errors in adult second language performance was the performer's first language (Lado, 1957). Studies also show that the first-language- influenced errors are there in second language performance as well.

First language influence may thus be an indicator of low acquisition, or the result of the performer attempting to produce before having acquired enough of the target language. It is, not surprisingly, found most often in foreign language, as opposed to second language situations, where opportunities for real communication are fewer, and is only rarely seen in "natural" child second language acquisition.

'Children are usually allowed to go through a "silent period", during which they build up acquired competence through active listening. Several scholars have suggested that providing such a silent period for all performers in second language acquisition would be beneficial.

First language influence can thus be considered as unnatural. One could theoretically produce sentences in a second language without any acquisition: the first language surface structure can be used with second language content lexicon incorporated.

The Factors That Influence The Acquisition Of A Second Language

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their

Language Acquisition Device(LAD)

Chomsky's (1959, 1965, 1975) scheme is that the acquisition of the structure of language hangs upon a distinctive identification method. He calls it as language acquisition device (LAD). That is, in effect programmed 'to accept its surface structure of any natural language as input and to recognize its deep structures by virtue of the kinship of all natural language to a universal deep structure that human beings know innately.'

Child Second Language Acquisition vs Adult second language acquisition

The impression one gets from the literature on child second language acquisition is that the second language performer relies far more on routines and patterns than does the first language acquirer. In discussing why the child second language acquirer may use routines and patterns more than the first language acquirer, Hakuta emphasizes the older child's greater need to communicate: "... in the case of the second language learner, we would expect that, with advanced semantic development and yet no form with which to express such thoughts, the need to learn the various linguistic structures of the target language is especially acute."

Until the structure of the language is acquired, it is conceivable, Hakuta suggests, that "the learner will employ a strategy which 'tunes in' on regular, patterned segments of speech, and employs them without knowledge of their underlying structure, but with the knowledge as to which particular situations call for what patterns. They may be thought

In other words, there is no clear evidence for a “reading” factor, a “speaking” factor, etc. Also, there is no evidence for an oral modality factor, as opposed to a written modality factor. Our research on “Monitor Theory” is also consistent with the idea that the four skills are not the primary division: Oller (1976a) has noted that error analysis “reveals a high degree of correspondence between the structures generated in widely different tasks, e.g. translation, oral imitation, and spontaneous speech”.

Designing Syllabus

Introduction

Any syllabus is a plan of what is to be achieved through teaching and learning. It is part of an overall language curriculum or course which is made up of four elements: **aims, content, methodology** and **evaluation**. The syllabus identifies *what* will be worked upon by the teacher and students in terms of content selected to be appropriate to overall aims. Methodology refers to how teachers and learners work upon the content, whilst evaluation is the process of assessing outcomes from the learning and judging the appropriateness of other elements of the curriculum.

A syllabus may be formally documented, as in the aims and content of a national or institutional syllabus for particular groups of learners or (less explicitly perhaps) in the content material of published textbooks. Every teacher follows a syllabus, but it may vary from being

The above approaches belong to the product-oriented category of syllabuses. An alternative path to curriculum design would be to adopt process oriented principles, which assume that language can be learnt experientially as opposed to the step-by-step procedure of the synthetic approach.

Process-Oriented Syllabuses

Process-Oriented Syllabuses, or the analytical approach, developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. It is a process rather than a product. That is, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.

Procedural/Task-Based Approaches

Prabhu's (1979) 'Bangalore Project' is a classic example of a procedural syllabus. Here, the question concerning 'what' becomes subordinate to the question concerning 'how'. The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner. Within such a framework the selection, ordering and grading of content is no longer wholly significant for the syllabus designer.

Arranging the program around tasks such as information- and opinion-gap activities, it was hoped that the learner would perceive the language subconsciously whilst consciously concentrating on solving the meaning behind the tasks. There appears to be an indistinct boundary

the classroom, a task based strategy with a blend of approaches and emphasis on communicative learning, may well be one of the most suitable types of syllabus design on offer for language learners in Japan.

Conclusion

Clearly, there is a vast amount of material to disseminate when considering syllabus design. The numerous approaches touched on here all offer valuable insights into creating a language program. The synthetic approaches of structuralism, situational and functional-notional, all have objectives to be attained, a content to be processed and learnt. The foundations of the product syllabuses remain fundamentally similar, whereas the underlying assumptions about language and language learning from the analytic approaches differ greatly: process type syllabuses assert that learning a language is transient and cannot be itemized ; pedagogical procedure takes precedence over content.

If our assumptions about the nature of linguistics and language learning is one of "language as communication" (Richards and Rodgers 1986:69) then a syllabus based around activities and tasks which promote real and meaningful communication will seem advantageous. We have shown that the false beginner in Japan will have learned structural rules to a surprisingly complex degree, yet may find it difficult to use, or indeed, may never have had an opportunity to use the language learned. Consequently, the belief that learning is facilitated by activities that include real communication, may be the most suitable belief to adopt in the Japanese classroom.

Further points to consider when critically reviewing a syllabus are the objectives of the course as well as the needs of the learners. Ultimately, and perhaps ideally, a hybrid syllabus will result purely due to pragmatic reasons. As Hutchinson and Waters (1987:51) suggest:

It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher.

Thus, to what extent has an integration of the various approaches taken place? Does the syllabus specification include all aspects? If yes, how is priority established? These questions must also form part of the criteria when designing or assessing your own syllabus.

Designing a syllabus in English language refers to the process of creating a structured plan or outline for teaching and learning English language skills, literature, or linguistics.

Components of a Syllabus

1. Course objectives: Clearly stated goals and outcomes for the course.
2. Course content: Topics, themes, and skills to be covered.
3. Course structure: Organization of the course, including lesson plans, assignments, and assessments.
4. Assessment methods: Evaluations, tests, quizzes, and projects used to measure student progress.
5. Resources: Textbooks, materials, and technology required for the course.

Importance of Syllabus Design

1. Clarifies expectations: Provides students with a clear understanding of the course requirements and objectives.
2. Organizes instruction: Helps instructors plan and deliver lessons effectively.
3. Promotes student learning: Aligns course content and assessments with learning objectives, enhancing student engagement and outcomes.
4. Facilitates communication: Serves as a reference point for instructors, students, and administrators.

Effective Syllabus Design Principles

1. Alignment: Ensure course objectives, content, and assessments are aligned.
2. Coherence: Organize course content logically and chronologically.
3. Flexibility: Allow for adjustments and adaptations throughout the course.
4. Transparency: Clearly communicate course expectations, policies, and procedures.
5. Inclusivity: Consider diverse student needs, abilities, and backgrounds.

By designing a well-structured syllabus, instructors can create an effective learning environment, promote student success, and enhance the overall teaching and learning experience.

Materials Production

Materials production in English language refers to the process of creating and developing educational resources, tools, and materials to

support teaching and learning English as a first or second language.

These materials can be:

Types of Materials:

1. Print materials:

- Textbooks
- Workbooks
- Readers
- Grammar guides
- Vocabulary books

2. Digital materials:

- E-books
- Online courses
- Educational software
- Audio and video recordings
- Interactive multimedia

3. Visual aids:

- Posters
- Charts
- Flashcards
- Pictures
- Videos

4. Audio materials:

- Audiobooks
- Podcasts
- Audio recordings

Purpose of Materials Production:

1. Support language learning objectives
2. Enhance student engagement and motivation
3. Provide authentic language practice
4. Develop language skills (reading, writing, listening, speaking)
5. Facilitate teacher instruction and assessment

Materials Production Process:

1. Needs analysis
2. Design and planning
3. Content creation
4. Review and editing
5. Testing and piloting
6. Revision and refinement
7. Publication and dissemination

Benefits:

1. Effective language learning
2. Improved teacher confidence
3. Enhanced student motivation
4. Increased accessibility
5. Better learning outcomes

Language Testing and Evaluation

Testing and Evaluation: A test is an assessment for measuring the learner's knowledge, skill, aptitude, or classification in certain topics. It can be administered verbally, on paper, on a computer, or in a predetermined area that requires a test taker to demonstrate or perform a set of skills. Tests may vary in style, rigor and requirements. There are closed book tests and open book tests, formal and informal tests, interpretative and analytical tests, standardized and non-standardized tests.

Types of Tests ' The commonly used types of assessment or testing are the following: ' **Diagnostic:** Diagnostic tests determine proficiency levels of learners in specific areas. They help the teacher and the learner to identify areas of weakness which require more attention. ' **Formative:** Formative tests evaluate the process of learning in its process and is a part of the teaching process. It is also used to identify the lacunae, if any, in the teaching-learning process, and modifications are made accordingly. The current needs of the learner are identified and learning activities are altered to meet them. ' **Summative:** Summative tests evaluates the learning that has happened, at the end of a year or a semester, or sometimes even at the end of a unit. The progress, performance and knowledge of the learner are assessed. ' **Alternative:** Alternative tests use activities that reveal what the learners can do with language, emphasizing their strengths, rather than weaknesses. These are designed and structured differently from traditional tests and are scored

and graded differently. It gives the learners an opportunity to reflect on their linguistic development and their learning processes.

Types of Questions: The commonly used types of questions in evaluation are multiple choice, true or false, Fill-in-the-blank, Matching, one-word/ one-sentence, short answers and essays. They might be comprehension-checking, analytical or descriptive. They can be used to evaluate the existing level of knowledge or the practical application of the knowledge they have acquired. → **Objectivity in Evaluation:** Objectivity, Reliability and Validity are the three major aspects that are crucial in evaluation. Reliability refers to the consistency of a test. A test that has been administered one day should yield the same result when administered on another day.

Objectivity is sometimes called as the "Rater's Reliability". The differences in valuation/ score/ assessment of the evaluators should be minimal. Very often validity is the most valued aspect of a test or an evaluation procedure. There should be content validity and construct validity. → **Internal and External Evaluation:** Internal evaluation is evaluation of learners done by the internal faculty itself. External evaluation will be conducted by external faculty or board, which is largely meant to assure objectivity and anonymity of evaluation, especially in written examinations.

*****All the best *****

TNPG TRB ENGLISH

New Syllabus Study Material

WITH MCQA UNIT TEST

UNIT-9-

LANGUAGE, LINGUISTICS AND PEDAGOGY

1) The history of the English language begins with the setting of Germanic tribes in British.

A)Angles Saxons, Jutes

B)ban Sans Deuri

C) Antarian Byllines Cavit

D) Anime. Datoral. Deur

2) Mutation is called as.....

A) Ablau B) Gradation C) Apophany **D) Umlaut**

3) The term 'Great Vowel Shift' was coined by.....

A) Otta Jespersen

B) Kenneth Jackson

C) Roman Jakobson

D) Gunnar Jarring

4) Modern period is known as.....

A) period of full inflexions

B) period of leveled inflexions

C)period of loss of inflexions

D) period of West Saxon Dialect

5) Who says, "The standard English is that which was a spoken within certain social boundaries with an extraordinary degree of uniformity all over the country"?

A) Daniel Jones

B) H.C.Wyld

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

C) Rask

D) Verner

6) Who said, "Standard English is that most usually heard in everyday speech in the families of southern England whose menfolk have been educated at the great public schools"?

A) Daniel Jones-

B) HC Wyld

C) Rask

D) Werner

7) Which period is called as period of full inflexions?

A) Ancient Period

B) Old English Period

C) Middle English Period

D) Modern Period

8) What is the time span of Middle English period?

A) 0 to 450

B) 450 to 1100

C) 1066 to 1500

D) 1500 to present

9) What is an important dialect in Middle English period?

A) Wessex Dialect

B) East Midland Dialect

C) West Midland Dialect

D) North East Dialect

10) The Great Vowel Shift was a major change in the pronunciation of the English language in

A) Old English Period

B) Middle English Period

C) Modern Period

D) Post Modern Period

11) Grimm's Law is the consonant sound change which was originally discovered by Great Consonant Shift

A) Rask

B) Verner

C) Harald

D) Hallutday

12) Grimm's Law is also known as.....

A) Great consonant Shift

B) Great Vowel Shift

C) Great Diphthong Shift

D) Verner's Law

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

13. According to.....Law is that voiceless fricatives in Germanic became voiced, if the proceeding syllable was unstressed.

A) Verner's B) Grimm's C) Saussure's D) Jakribson's

14) The change which took place in old English is called as

A) gradation

B) mutation

C) Both 'd' and B

D) Standard English

15) Which of the languages is not under group of Satem in Indo-European Family?

A) Armenian

B) Albanian

C) Indian

D) Celtic

16) The family of indo-European languages has..... major groups.

A) 2

B) 4

C) 7

D) 9

17) Who is 4th century BCE Indian grammarian, wrote a formal description of the Sanskrit language?

A) Bharthari

B) Panini

C) Pingala

D) Vararchi

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

18) What is the principal language of East Teutonic?

A) Gothic

B) Scandinavian

C) Danish

D) Old Norse

19) English belongs to the.....

A) East Teutonic

B) West Teutonic

C) North Teutonic

D) South Teutonic

20) Which of the languages is not under group of Centum in Indo-European Family?

A) Greek

B) Latin

C) Indian

D) Primitive Teutonic

21) Dr. Johnson's Dictionary fixes English spelling and pronunciation and brought out Standard English which was published in

A) 1745

B) 1755

C) 1766

D) 1756

22) BBC was set up in in London.

A) 1920

B) 1921

C) 1922

D) 1923

23) The Authorised Version of the Bible was published in

A) 1611

B) 1612

C) 1613

D) 1614

24) English of the southern upper class people of England became the.....

A) Local Dialect

B) Standard English

C) American English

D) Indian English

25) Who used the term Strong Verbs and Weak Verbs?

A) Grime

B) H.C .Wyld

C) Rask

D) Werner

Morphology

26. Morphology is the scientific study of the.....

A) arrangement of words in a sentence

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

B) meaning of words

C) history of words

(D) formation of words

27) Who said, "Language is associated with the phoneme as the unit of phonology and morpheme as the unit of grammar"?

A) Bloomfield

B) Saussure

C) Daniel Jones

D) Khudiram Das

28).....is the minimal meaningful units.

A) Phoneme

B) Morpheme

C) Vowel

D) Consonants

29).....is a combination of grammatical units.

A) Syntagm

B) Semantics

C) Pragmatics

D) Phonetics

30) "Morpheme is a short segment of language that meets three criteria". Which is not a criteria of morpheme?

A) It is minimal sound unit of a language

B) It is a word or part of a word that has a meaning.

C) It cannot be divided into smaller meaningful units.

D) It recurs in differing verbal environments with a relatively stable meaning

31) The morphs which belong to same morpheme are called.....

A) Phoneme

B) Syntax

C) Allomorphs

D) Lexicon

32).....is an act of dividing words into morphemes.

A) Displacement

B) Synchronic

C) Diachronic

D Segmentation

33) A morpheme that consists of four syllables is called as.....

morpheme.

A) Monosyllabic Morpheme

B) Trisyllabic Morpheme

C) Disyllabic Morpheme

D)Tetrasyllabic Morpheme

34) The word 'happy' is a an example ofmorpheme.

A) Non-syllabic morpheme

B) Zero Morpheme

C)Free Morpheme

D) Round morpheme

35) Plural morpheme is presented as....., when a word has same singular and plural form.

A) Non-syllabic morpheme

B)Zero Morpheme

C)Free Morpheme

D)Bound morpheme

36) A morpheme which cannot add another affix is called as.....

A) Inflexional Morpheme

B) Derivational Morpheme

C) Non-syllabic morpheme

D) Zero Morpheme

37) A morpheme which can add another affix is called as

A) Inflexional Morpheme

B) Derivational Morpheme

C) Non-syllabic morpheme

D) Zero Morpheme

38) If the original word and new word are same parts of speech, it is called as.....

A) class maintaining

B) class changing

C) Circumfix

D) Simulfix

39) If the original word and new word are different parts of speech, it is called as.....

A) class maintaining

B) Circumfix

C) class changing

D) Simulfix

40).....is a morpheme that is attached to a word stem to form a new word or word form.

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

A) An affix B) A prefix C) A suffix D) An infix

41).....is a morpheme that is attached to a word at the beginning of a root.

A) An affix **B)A prefix** C) A suffix D) An infix

42)is a morpheme that is attached to a word at the end of a root.

A) An affix B) A prefix **C) A suffix** D) An infix

Linguistics

43).....is a group of people speaking a common dialect.

A) Speech community B) Literal community

C) Linguistic society D) Language Association

44).....is the study of regional dialects or dialects defined by geographical regions.

A)Morphology **B)Dialectology**

C)Geographical Linguistics D) Regional Linguistics

45).....is the variety of language according to the use/users.

A) Dialect **B)Register** C)Idiolect D) Lexicology

46).....is the scientific study of language, and involves an analysis of language form, language meaning, and language in context.

A) Linguistics B) Morphology C) Phonology D) Lexicography

47) The term 'Linguistics' comes from the..... Latin word "Lingua" which means "Tongue"?.

A) Greek **B) Latin** C) Spanish D) Gothic

48) Which is the branch of linguistics that deals with historical development of language through time?

A) Clinical Linguistics B) Computational Linguistics

C) Comparative Linguistics **D) Diachronic Linguistics**

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

49) Which is the branch of linguistics that deals with the encoding of the language faculty in the brain?

- A) Clinical Linguistics B) Biological Linguistics
C) Ethno linguistics **D) Neuro Linguistics**

50) Which is the branch of linguistics that deals with the study of the language as it exists at particular point of time?

- A) Philosophical Linguistics B) Socio Linguistics
C) Synchronic Linguistics D) Statistical Linguistics

51) The study of the arrangement of words in a sentence is called as.....

- A) Paradigmatic **B) Syntagmatic**
C) Philology D) Gnomusiology

52) Semantics is the study of-----

- A) the theory and practice of writing dictionary
B) the study of words and expressions having similar concepts
C) the study of the meanings of words and phrases in language
D) the study of the formation of words

53).....is the study of sign processes (semiosis), or signification and communication, signs, and symbols.

- A) Semiotics** B) Lexicography)
C) Lexicology D) Philology

54).....is the features of a literary text at the levels of phonology, syntax, lexis and rhetoric.

- A) Literary stylistics** B) Dialectology
C) Lexicology D) Philology

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

A) Speaking B) Reading

C) Listening D) Writing

139) Which could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation?

A) Speaking B) Reading

C) Listening **D Writing**

140) Classroom students tests, homework, competitions and Exams **Are** used to assess the students.....

A) Speaking B) Reading

C) Listening **D Writing**

141) Which is the ability to understand language!

A) Expressive language **B) Receptive language**

C) Phonetic Language D) Fluency

142) The main proponent of the view that biological influences bring about language development is the well-known linguist.....

A) Bloomfield **B) Noam Chomsky**

C) B.F. Skinner D) Edward Sapir

143) Skinner viewed language acquisition as a

A)cognitive behaviour B) personal behavior

C) impersonal behaviour D) knowledge based skill

144) Which method is to enable the learner to communicate effectively and appropriately in the various situations?

A) The Direct Method B) Grammar-Translation Method

C) Audio-lingual **D) Communicative Language Teaching**

Miscellaneous Topics

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

32. Assertion (I): Semiotics is the scientific study of the properties of signalling systems whether natural or artificial.

Assertion (II): The term synonymy is used in semantics to refer to a major type of sense relation between lexical items.

Codes:

(A) Both (I) and (II) are true. (B) (I) is true and (II) is false.

(C) (I) is false and (II) is true. (D) Both (I) and (II) are false.

33. "The tornado annihilated the whole town to the point that nothing was left standing". What does annihilated mean?

(A) Constructed **(C) Destroyed**

(B) Created (D) Saved

34. Match the items in List – I with List – II and select the correct answer from the codes given below:

Codes:

List – I

List – II

a. Tagmemics

i. Social interaction

b. Semantics

ii. Noun phrase

c. Pragmatics

iii. K.L. Pike

d. Anaphor

iv. Meaning

Codes:

a b c d

(A) iii iv i ii

(B) iii i ii iv

(C) ii iv i iii

(D) iv iii i ii

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

Codes:

(A) Only (a) is correct

(B) Only (b) is correct

(C) Both (a) and (b) are correct

(D) Both (c) and (d) are correct

63. Which of the following is stigmatized variety of English?

(A) Communicative English (C) American English

(B) Technical English **(D) Black English**

64. A 'Speech-community' in its simplest sense means

(A) A group that shares norms and expectations regarding the use of a common communication system.

(B) A group of people who can allow marriage outside the group.

(C) Community can take its share by allowing people to be group.

(D) A group of people who demand more money and power.

65. The use of language in social environment may include:

(a) Power-politics of language (b) Social stratification of language

(c) Standardization of language (d) Metaphorical use of language

Codes:

(A) Both (a) and (b) are correct (B) Only (d) is correct

(C) Both (c) and (a) are correct **(D) (a), (b) and (c) are correct**

66. Which transformation does the derivation of the sentence 'He works hard' involve?

(A) Deletion (B) Gapping (C) S-deletion **(D) Head movement**

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

- | | |
|--|----------------------------|
| a. Language in culture | i. Language Planning |
| b. Linguistic change | ii. Historical Linguistics |
| c. Language in mind | iii. Ethno linguistics |
| d. Conscious and deliberate change of language | iv. Psycholinguistics |

Codes:

a b c d

(A) ii iii iv i

(B) iii ii iv i

(C) iii iv ii i

(D) ii iii i iv

100. In traditional dialectology the methodology involved selection of informants as:

(A) Mobile, rural older people

(B) Non-mobile, older, rural people

(C) Rural non-mobile young people

(D) Non-mobile, urban old people

101. Identify the odd item from the following:

(A) Idiolect

(C) Imperative

(B) Dialect

(D) Mutual intelligibility

102. Assertion I: Analogy brings about regularity in the paradigm.

Assertion II: Analogy destroys the paradigmatic regularity.

Codes:

(A) (I) and (II) are false

(B) (I) and (II) are true

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

136. Match the following with List – I and List – II and select the correct answer from the codes given below:

List – I

List – II

a. Intransitivity

i. ram ne sita: kobula: ya:

b. Transitivity

ii. ramcae pi: ta: hai

c. Double Transitivity

iii. ra:msota: hai

d. Ergative

iv. ra:m us kopaisedetahai

Codes:

a b c d

(A) i ii iii iv

(B) iii ii iv i

(C) iv iii ii i

(D) iii iv i ii

137. Assertion I: The hierarchical structure of the word 'foolishness' can be presented as the following:

((fool) Root + (-ish) DA) Adj. + (-ness) DA) Noun

Assertion II: The hierarchical structure of the word 'foolishness' can also be presented as the following:

Codes:

(A) Both (I) and (II) are disadvantageous.

(B) Both (I) and (II) are advantageous.

(C) (I) is advantageous and (II) is dis-advantageous.

(D) (I) is disadvantageous and (II) is disadvantageous.

Answer: (Wrong question)

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

(C) Dravidization

(D) Genetically Related

178. The hierarchy of number of speakers recorded for the four dominant families of languages is

(A) Indo Aryan, Dravidian, Austro Asiatic, Tibeto Burman

(B) Indo Aryan, Dravidian, Tibeto Burman, Austro Asiatic

(C) Dravidian, Indo Aryan, Tibeto Burman, Austro Asiatic

(D) Austro Asiatic, Indo Aryan, Dravidian, Tibeto Burman

179. The official language of Meghalaya is

(A) War

(C) Khasi

(B) Mon-Khmer

(D) Nicrobarese

180. "Nihali" which has some 2000 speakers in the Indian State of Maharashtra is generally regarded as

(A) Creole

(C) Isolate

(B) Pidgin

(D) Artificial

181. Match the item in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Retroflexion

i. Brahmi, Garo, Khasi, Assamee

b. Absence of Retroflexion

ii. Hindi-Urdu, Punjabi, Tamil, Malyalam

c. Aspiration

iii. Hindi-Urdu, Punjabi, Marathi

d. Loss of voiced Aspirates

iv. Punjabi

Codes:

a b c d

(A) ii i iii iv**(B) i ii iv iii**

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

- c. Construct validity iii. The result agrees with those provided by some dependable measures.
- d. Face validity iv. If its content constitutes a representative sample of the language skills.

Codes:

a b c d

(A) i ii iii iv

(B) iv iii ii i

(C) iv iii i ii

(D) ii i iii iv

214. Match the following with the List – I and List – II and select the correct answer from the codes given below:

List – I

List – II

- | | |
|-------------------|--|
| a. Semasiological | i. A catalogue of the words of a given language |
| b. Lexica | ii. Giving information on many subjects or on many aspects of one subject. |
| c. Encyclopedia | iii. What concepts the word refers to |
| d. Thesauri | iv. It lists words grouped together according to similarity of meaning |

Codes:

a b c d

(A) iii i ii iv

(B) i ii iii iv

(C) iv i ii iii

(D) iii ii i iv

215. Literacy and non-formal, adult education may be linked to

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

(C) C.F. Hockett

(D) E. Sapir

252. Assertion – I: A foot is a rhythmical unit in speech consisting of one or more syllables.

Assertion – II: In foot one or more syllables are grouped together according to their stress pattern.

Codes:

(A) Both I and II are true.

(C) I is true and II is false.

(B) Both I and II are false.

(D) I is false but II is true.

253. In the English word 'untruthful' the morphemes

(A) Display a linear order and also a hierarchical structure.

(B) Display a linear order and does not display a hierarchical structure.

(C) Does not display a linear order but display a hierarchical structure.

(D) Display neither a linear order nor a hierarchical structure.

254. Match the items in List – I with those in List – II and choose the correct answer from the codes given below:

List – I

List – II

a. Prosodic phonology

i. A prince and P. Smolensky

b. Autosegmental phonology

ii. J. Goldsmith

c. Generative phonology

iii. J.R. Firth

d. Constraints based phonology

iv. N. Chomsky and M. Halle

Codes:

a b c d

(A) i iii ii iv

(B) ii iv i iii

(C) iii ii iv i

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

(C) Both (I) and (II) are false. **(D) Both (I) and (II) are true.**

292. Assertion (I): Reconstruction as theoretical construct is absent.

Assertion (II): A proto-phoneme is without concrete realization.

(A) (I) is true (II) is false. **(C) Both (I) and (II) are true.**

(B) (I) is false (II) is true. (D) Both (I) and (II) are false.

293. When two languages come into contact and one language with power influence the other, that influence is called

(A) Substratal influence **(C) Superstratal influence**

(B) Adstratal influence (D) None of the above

294. Assertion (I): Immersion programme in the language teaching programme in two languages for language minority students.

Assertion (II): Immersion programme is the language teaching programme in one language for tribal language learners.

(A) Both (I) and (II) are true. **(C) (I) is true (II) is false.**

(B) Both (I) and (II) are false. (D) (I) is false (II) is true.

295. Assertion (I): Diachronic linguistic deals with changes over time.

Assertion (II): Historical linguistics deals with the nature of change in languages in general.

(A) Both (I) and (II) are true. (C) (I) is true and (II) is false.

(B) Both (I) and (II) are false. (D) (I) is false and (II) is true.

296. Assertion – I: Proto-language does not allow any dialect variation.

Assertion – II: Proto-language is an abstraction.

Codes:

(A) I is true, II is false. **(C) Both I and II are true.**

(B) I is false, II is true. (D) Both I and II are false.

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

495. "Recycling" appears to be among the primary sources related to social motivation of sound change. Who among the following proposed the above methodology?

- (A) Peter Trudgill (C) John J. Gumperz
(B) William Labov (D) Ronald Wardough

496. Assertion – I: Stems and roots belong to different strata, claim some lexical morphologists.

Assertion – II: Homophonous affixes have different origins, some morphologists propose that.

Codes:

- (A) Both I and II are true.** (B) Both I and II are false.
 (C) I is true, II is false. (D) I is false, II is true.

497. The branch of morphology which studies the way in which words vary in order to express grammatical contrasts in sentences such as singular/plural, past/present tense, is known as

- (A) Derivational morphology **(B) Inflectional morphology**
 (C) Item and process (D) Word and paradigm

498. The English word blackberry is an example of

- (A) Endocentric construction
(B) Exocentric construction
 (C) Copulative compound
 (D) Secondary construction

499. A morph which does not directly realize a morpheme is

- (A) An empty word **(B) An empty morph**
 (C) A zero morph (D) An allomorph

500. Complex predicate can involve

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

(C) Cleft palate (D) Mutism

538. "Viterbi" is a term that refers to

(A) Context-sensitive grammar **(B) A Programming Algorithm**

(C) Context-free Grammar (D) Parameter weight

539. Assertion I: If one can efficiently calculate the prefix probability, then calculating probabilities is straight forward.

Assertion II: A shift-reduce parser provides the means to calculating conditional probabilities in the 'Structured Language Mode'.

(A) I & II are true. (B) I & II are false.

(C) I is true, II is false. (D) I is false, II is true

540. A collection of language data brought together for linguistic analysis through computer is known as

(A) Corpus (B) MRD

(C) Chunking (D) Parsing

541. Match the items in List - I with List - II.

List-I

List-II

(a) Generate (i) Auto segmental Phonology

(b) Nasal spread (ii) Lexical phonology

(c) Foot (iii) Optimality phonology

(d) Strata (iv) Prosodic Phonology

Code:

(a) (b) (c) (d)

(A) (iii) (i) (iv) (ii)

(B) (i) (ii) (iii) (iv)

(C) (ii) (iv) (i) (ii)

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

39. Odd one out
A) tin B) zip C) jug **D) cab**
40. Which among the following is not British English word?
A) gonna B) lorry C) ill D) chips
41. January 12 Is celebrated as.....
A) women's day B) literacy day C) flag day **D) National Youth Day**
42. Which among the following is not correct?
1. February 14 - Women's day
2. March 8 - International Women's Day
3. March 22 - World day for water 4. April 7 - World Health Day
A) 3 **B) 1** C) 2 D) 4
43. Which pair will suit the following sentence?
..... Your tongue or you will keep spoiling your.....make-up.
A) Bridal, bridle B) Brittle, bridal **C) Bridle, bridal** D) Broil, bridal.
44. The driver applied the hand..... to stop the car.
A) brake B) broke C) breik D) break.
45. Which among the following sentence is correct?
A) We will set sayl for Japan next week.
B) We will set sail for Japan next week.
C) We will set sayle for Japan next week.
D) We will set sail for japan next week.
46. The hungry lion went in search of its.....
A) pray B) prey C) fray **D) bray**
47. Which among the following sentence is correct?
A) We can't hear your voice. **B) We can't hear your voice.**
C) We can't her your voice D) We can't heir your voice.
48. The..... Is pleasant today.
A) weather B) whither C) whether D) whethur
49. We have planned to Our CEO Mr. S. Jeyakumar.
A) met B) meat **C) meet** D) mit
50. Sundar ate the Cake yesterday.
A) hole B) holl **C) whole** D) hoel

SELF TEST-2**1. Which among the following statements is not true?**

- Language is a means of communication
- Language is symbolic
- Language is structural
- Language is the only means of communication

2. Who defined language as "a set or (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements"

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

[a] reading [b] listening [c] speaking [d] writing

(21) The GTM has special appeal for teacher in India as it relies on _____ for language learning.

[a] speech [b] listening [c] memory [d] intellect

(22) The Direct Method is against the use of _____ in class room.

[a] second language [b] reading [c] spelling [d] mother tongue

(23) _____ is taught inductively in Direct Method.

[a] grammar [b] translation [c] pronunciation [d] listening

(24) The Community Language Learning method is _____ centered approach.

[a] reader [b] learner [c] teacher [d] class

(25) Primary accent is also known as _____.

(a) Second accent (b) Third accent (c) Fourth accent (d) Tonic accent

(26) All English words have primary or secondary _____.

(a) Stress (b) Intonation (c) Tone (d) Pitch

(27) Very often stress and pitch change work together to make a _____ prominent.

(a) word (b) syllable (c) sound (d) pitch

(28) In compound words, the primary stress is generally on one element- usually the _____.

(a) first (b) second (c) first & second (d) last

(29) Words that are normally stressed in native English are sometimes left unstressed in _____.

(a) Indian English (b) American English

(c) Standard English (d) African English

(30) Stress and _____ are linked phenomena.

(a) Pronunciation (b) Pitch (c) Intonation (d) Syllable

(31) Words with _____ prefixes are stressed on the root.

(a) strong (b) weak (c) medium (d) low

(32) Indian English is sometimes _____ to native English speakers.

(a) intelligible (b) unintelligible (c) ordinary (d) sensible

PG TRB ENGLISH STUDY MATERIAL BY TRB COACHING CENTER -9994098972

(33) In the words of more than two syllable ending in ----ate, the primary stress is placed _____ syllable before the suffix.

[a] three [b] one [c] four [d] two

(34) In the sentence "They offered him a job," the word "job" is a direct _

[a] object [b] subject [c] verb [d] adverb

(35) The sentence "The fragrance spread everywhere," follows the _____ sentence pattern.

[a] SVC [b]SVA [c] SVO [d] SVOO

(36) The main elements in the clause are ____

[a]verb and averb [b] subject and object

[c] subject and verb [d] complement and adverb

(37) In the sentence "We found the house expensive," the word "expensive" is a

[a] subject [b] verb [c] complement [d] object

(37) Linking verb links the subject with the _____ .

[a] subject [b] verb [c] complement [d] object

(38) "Till" is used as a conjunction in the adverb clause of _____.

[a] condition [b] time [c] reason [d] place

(39) A _____sentence has two or more main clauses.

(a) complex (b) compound (c) simple (d) mixed

(40) A clause is a group of words that has a subject and a_____.

(a) noun (b) preposition (c) verb (d) conjunction

ANSWERS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B	D	C	B	D	C	A	A	A	B	C	D	A	B	A	B	C	C	B	A
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
C	D	A	B	D	A	B	C	A	D	B	B	D	A	B	C	C	C	A	C

*****All the best*****