APPENDICES

LD-in-text-1

(See List of Abbreviation for the terms used in this transcription)

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·	u .	\mathbf{v}	7.

This	is	to do with the basics in line with what I gave you last week where I said that in linguistics itself our system is very theoretical
Carrier	attr	Attrib/Matter

Then	you	have	the applied	
	Id/Posr	poss	Ir/Posn	

and	from there	you	have	the overall method of the two itself
	Loc: spa	Id/Posr	poss	Ir/Posn

Not exactly parallel to that	but somehow on both lines of thinking		

we	have	the research of researches
Id/Poss	poss	Ir /Posd

We	also	have	different kinds of research which will then determine the different approaches of a research that involved that is wanting to be done.	
Carrier/Posr		poss	Attrib/Posd	

SU: ST

Now	basically	there	are	three general kinds which have been rectified.
			exi	Exist

The first kind	is	theoretical linguistic research which is purely different which wants to check things on hypothesis which wants to check things on phonology, syntax, grammar, etc.
Id	int	Ir

Whereas	we	ve		have	1	the other research.		which is t	he applied linguistic
	Car	rier/Po	osr	poss		Attr/Pos	d		
SU: EP									
The third	type	is				h into la: us on th			, language pedagogy
Id	Id int Ir			Ir					
771 6		1		Τ,		ı			
The first to			cal	is				ch concent guage itse	trates on the actual system
Id				in	t	Ir			
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Actor	<u> </u>		mat	ocus	our <u>g</u>		Western	Loc: spa	EI
		L.						200. opu	
The third	type				is focu	sing	7. 200 E	A A CONTRACTOR OF THE SECOND	on the learner
Actor					mat Loc: spa		Loc: spa		
CO: SM									
Basically		these	************	·	are	· · · · · · · · · · · · · · · · · · ·	the	three gene	ral areas
Manner		Id			int		Ir		

CT	Τ.	CT

There	must be	more in mind	
	exi	Exist	

this is not		a wall tight compartmentalization		
Carrier	int	Attrib		

SU: EP

You	can't say	that this	is	only theoretical based research
Sayer	ver	Carrier	int	Attrib

and	therefore	there	is	no practical applications or vice versa
			exi	Exist

SU: EX

Take	an example	in my disertation for my PhD.		
mat	Range	Loc: spa		

Because	this	is not	the case in any language situation.
	Id	int	Ir

I	was always bugged	by this thing about Malaysian English.
Senser	affect	Phen/Range

SU: EP

Some people	approach on	attitude	towards it.
Actor	mat	Goal	Loc: spa

Some work	has been previously done	which seems exhaustive
Ra	mat	nge: process

CO: SM

at least	there	are	some works was done into trying to figure out which is called Malaysian English
		exi	Exist

DS: RE

So	bear	in mind	the fact that it is a variety of English.
	cog	Loc: spa	Pheno

SU: ST

The fact	is	that varieties of English are acceptable throughout the world not today but nearly twenty years ago.
Id	int	Ir

SU: EP

I	thought	Ĭ	'd do	some work on that.
Senser	cog	Actor	mat	Range: process

SU: ST

Sometimes	there	's been	not	enough workdone on a very highly theoretical of bases
		exi		Exist

SU: EP

I	thought	just	get	enough data that you collect from people who are actually using it, the users of language, sociolinguistic approach.
Senser	cog		mat	Goal

SU: EX

And	it	is	like you and me .
	Carrier	Pro: int	Attrib/Manner: comp

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		Carrie	r	in	t			Attri	b/	Loc:spa		
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Sayer					Ver				Verb	İ		
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Carrier		int		A	\ttri	b						
CO: SM	ſ											
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SU: EP

you know	things that you say	are	different in Malaysia to more grammatical ones which at that point of time I didn't know how to identify - how to identify,
	Carrier	int	Attrib

because	there	are	no theory about these kind of word, variety of English	yet.
		exi	Exist	Exten
	<u> </u>			t

So	I	was operating	first	from the field	900 90 HIV
	Actor	mat		Loc: spa	

and	see	the language users that use this variety of English.
	percep	Pheno

CO: EM

So	mine	was	an applied base one for a start.
	Carrier	int	Attrib

SU: ST

Šo	having	collected	the data,	
	poss	mat	Goal	

the person	has to read	different books on general that use this variety of English.
Behr	behl	Range

SU: EP

There	are	a few features which are prominent enough to make it marked in Malaysia.
	exi	Exist

Then	from there	you	read	further	about tenses which seems to be a bit common core where it may concern thing about pluralization of nouns
	Loc: spa	Behr	Behl	Manner: qua	Matter

EV: JU

I	found	it, the feature in the language of the speakers here	very prominent.
Attributor	mat	Carrier	Attrib

SU: ST

if	I	ask	all of you,
	Sayer	ver	Receiv

you	won't be	able	to give	me	that exact theoretical fact
Carrier	int	Attrib	Pro: mat	Bene	Range

but	up in your mind	you	know	the distance between time you 're speaking now and the time of the actual action.
	Loc: spa	Senser	cog	Pheno

the time "now"	is called	the basic centre as compared to the time"this morning you have practiced piano" as compared to "last week you had practiced piano"
Id	Pro: int	Ir

In actual terms	English language speakers	do not say	"they have had"
Loc: spa	Sayer	ver	Verbi

But	there	are	other circumstances showing perfect situation aspects of the language which you have learned earlier on,
VIII TO A STATE OF THE STATE OF		exi	Exist

but	this	is	very common amongst us
	Carrier	int	Attrib

Right.	So	I	thought	that this	is	something we need to be told
		Senser	cog	Carrier	int	Attrib

we	have	enough sentences you know enough information to find that there is the thing between time of speech and the time of action.
Carrier/Posr	poss	Attrib/posd

This	is called	remoteness, time, distance, and data centre
Id	int	Ir

it	is not	just mm because of variety of English
Carrier	int	Attrib/Cause: rea

but	there	are	other	languages	as well	which	changed	and	pertained	with	٦
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and	this		has	s sur	rfaced	int	to the Mal	aysian English		as well.
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CO: SM										
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	10				mt		<u>Ir</u>			- MARINET WATER TO A SECTION OF THE
and	from a p	ractica	l bas	sed o	or applied		I I	can come up	wit	h something
	from a practical based or applied based data gathering exercise			ercise		1	can come up		h theory .	
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EV: JU										
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and	go do	wn					The trade of the works poly-	**************************************		
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CO: SM												
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										s hypothesis not t		
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SU: EP												
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Verbi

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Sayer

Loc:

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SU: ST											
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SU: EP											
One	·	is		 			theo	retical or basic research			
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Althous	rh	it		has h	aan idan	ifad	100	three different kinds			
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they	are r	ot	tot	ally in	ndepende	ent of e	ach (other			
Carrier	int			trib	idopolido	one or e	acii	Julei.			
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Langua	ge rese	arch		not re	done		by w	ay of translation			
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SU: DE													the same
	resear	ch	***************************************	refers	to		the	lano	nage cla	SSTO	nm has	ed res	arch
Id	times it can produce new theoretical insight Actor mat Goal research based theoretical hypothesis or rule Actor Pro: mat Range M the kinds of research identified here are multidirectional. Carrier int Attrib O is your idea of research? Int: loc: spa Ir times it can produce new theoretical insight Goal research based theoretical hypothesis may give some practical rule Pro: mat Range M the kinds of research identified here are multidirectional. Carrier int Attrib O is your idea of research? Id in research? Loc: spa Comes in your mind when you say research? mat Loc: spa Verbi U n research is very basic you know very simple Carrier int Attrib				Jaich .								
-					F	-	1 **		7 100 m 1 100 m			some practical rule Range irectional. our idea of research? n research? Loc: spa research? Verbi y simple ou comes about	
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SU: IC													

(Lecturer points at one student who is willing to answer) S: be practical int Attrib practical of use. L: Yes, be OK, fine int Attrib S: observation L: Observation, yes. S: Collecting data, L: collecting data, some more S: have some ideas on what is your research posn Posd L: Yes, you should should some idea of baseline you have Carrier/Pos Attrib/Posd Pro: poss S: analysing classroom L: Analysing classroom situation. OK. S: evaluation. L: Evaluation. I think heard something from there. Mind you? Senser percep Pheno Loc: spa CO: SM I mean don't limit this to only classroom mat Goal Loc: spa when I said practical. Sayer Verbi ver

SU: ST

The third one	is	the classroom based one
Id	int	Ir

SU: EP

you	know	that English as the second language	spreads	beyond classroom
Senser	cog	Actor	mat	Loc: spa

You	take out	in the market place	as well.	
Actor	mat	Loc: spa	Accom: add	***********************

I mean	as a beginner	you	have to stretchout	it	
	Role: guise	Actor	mat	Goal	

otherwise,	it	is	very boring only classroom all the time,
	Carrier	int	Attrib

you know	classroom	is	an important aspect		
	Carrier	int	Attrib		

It	is	all levels
Carrier	Pro: int	Attrib

it	's not	just the classroom situation
Id	int	Ir

OK.	You	talk	about the certain idea that you have in your mind
	Behr	behl	Matter

so	you	have to have	a baseline something some notion on what you're going to research on
	Carrier/Posr	poss	Attrib/Posd

CO: SM

So	that	's	your first point				
	Ir	Pro:int	Ir				

you	have to have	something to talk about.
Carrier/Posr	poss	Attrib/Posd

DS: FO

Now.		Ho	w	do		you	we where		know			what t	- 4-II -1 -10		
			nner			Sen			cog			Pheno	o talk about?		
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or			de	cide		C	on what you're going to research on?								
			Pr	o:cog		F	Pheno/Matter								
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What			give	S	-	you				th	nese id	eas?	The section of the se		
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Actor		\neg	mat						ene: re						
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			Carri	er		int			****	with part of the paper here. Attrib/Matter					
			Acto	r		mat	***************************************	**************************************		***************************************	atter				

DS: FO				*,**********											
We			,	will	do	The state of the s	re	searc	h			on the	at		
Actor				mat			Ra	inge				Matte			
SU: DI															
you	hav	e t	o do	an	ana	lysis	on	two	other r	ane	ers or	thesis	or desertations about		
						,	oth	er ne	ople o	ter papers or thesis or desertations about le on the 'field'.					
Actor	mat			Ra	nge	***************************************	Matter								
First		you		ha	ve	to describe or			on what they 've done						
	S	ayer	•	ve					Matter						

and		having	done		that					The American Control of the Control		
		mat			Range							
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how	how willbe			a	ble	t	o de	cide	on what topics to research on what topics to take on			
Manner: qua	In the second se			r A	ttrib	(og		Pheno			
										· · · · · · · · · · · · · · · · · · ·		
	t	a so	ociolingu	istic ap	proac	h or	thec	retica	l thing which	is bugging you		
int (Carri	er Att										
										The state of the s		
why		is		it					always we th	ink it is		
Cause: rea		int		Car	rier		Attrib					
,												
	it	yo	u know			in "y	ou c	ame la	ite, isn't it" a	lways there?		
int	Id			Ir	Ir							
						VII.						
The tag		is		r ever		***************************************	-	c.				
Carrier		int	A	ttrib/C	ause:	purp		7 - Warren - L				
-		γ										
Now. Do	es	1	-"Shall I work on		keer	þ	you	1	thinking	in your mind?		
		Pheno					Sei	ıser	cog	Loc: spa		
							A-MAN-MATTER	**************************************	to the same of the	Martine and American and American		
How	d	0	you	com	e	to de	ecide	•	what you 're	e going to		
									research on			
Manner: qua		(Senser	mat		cog			Pheno			

These	are									sed, the source earch problems.		
Id	int	Ir					- A CONTRACT OF THE CONTRACT O					
DS: FO												
Alright	How	- Law William - C. C.	do	you			go		ab	out it		
	Mann	er		Actor			mat	***************************************	M	atter		
And		come			cide				pics to	take?		
	***********	mat		cog		*******	1	Pheno				
And		when	****	you	APR			've	decide	ed the topic		
1.00 1					er			cog		Pheno		
			·									
What	you	1	',	d do			about i	it		next?		
Range	Ac	tor	n	nat			Matter					
CO: EM	1			are		all t	the thin	as tha	t 'c hai	opening.		
Carrier		Pro:int		Att		gs tha	t Sha	permig.				
DS: FO		· · · · · · · · · · · · · · · · · · ·	<u></u>							Same Same of		
I		can't	give	***************************************	you			all details.				
Actor		mat			ıe			al				
SU: DI				7 10 10 10 10 10 10 10 10 10 10 10 10 10								
You		re expe	cted		to r	ead			that bo	ook		
Pheno		affec	Ē.		beh	1			Goal			
(lecture	r points	to the boo	k on t	the table)								
You		read		that boo	k sor	me b	ooks	for a	basic li	ner		
Behr		behl		Goal				Caus	se: purp			
and	then	from the		you		can	pick o	out		a few things, not the whole work, please,		
		Loc: spa		Actor		ma	it	WEART	Goal	/		
							TO THE PARTY OF TH		····	Martin Committee		
			a range to see whichever you can take your hands									
I Actor	gave	you		a range	to se	e wh	ichever	you c	an take	your hands on		

more than three.

Loc: spa

but

don't

Pro:

refer to

mat

In fac	t t	wo		is	3			already	/ co	nfusin	g en	lough.	
		Carrier		i	nt			Attrib					
	 							VALUE - CONTROLLED - S		AN ON WHITE			
One					shoule	d be	;					t nice.	
Carrie	er				int						At	triib	
(stude	ents laug	gh)											
CO: S	SM	un IP)	***************************************		19.00 Marie			400000					
Ok.						,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	F	icely po		lated.			
	Acto		Rang	ge	Mar	nner: q	ua						
·							1						
that		is			Marian Marian		-	a value	e of	one	·		
Carrie	<u> </u>	in					Attr	10					
DS: F	0												
So So	if		you			are	3			happ	v	with that	
	Carrier						o:int					/Cause: purp	
	L						<u></u>				<u> </u>	. Caase. parp	
it			is						Ok				
Carrier					int		No. or Visite		.,		Att	trib	
0	coming t	ack	to th	nis th	hing theoretical, applied and practical linguistic research								
when	TI	said	i T	that	the fir	a+ a	th		Т			inter-related.	
WHOII	1	201/	•		nd and				ar	е		miter-related.	
	Sayer	ver		Carri	***************************************	LIIC	· till a		in	t		Attrib	
	-k	l	L					***************************************	1				
You					can't		sepa	arate			one	e of another.	
Actor					mat	1000		***************************************			Go		
SU: E	P												
So	we	do	200		on wha		ctuall	y can b	e g	ained :	fron	n theoretical linguistic	
	Actor	mat			Range								
		NW						· · · · · · · · · · · · · · · · · · ·				200	
You					have a ba					baseline on hypothesis			
Carrie	er/Posr				Poss		· ···········	A	ttri	b/Posc	<u>i</u>	New York and the second states are second	
					e								
you				Т	have			***			ans	alysis	
*			***************************************					**************************************				any und	

Cari	rier/Pos	r		po	OSS					Attrib	o/Posd		
you				hs	ive	·			т	data			
-	rier/Pos	r			oss			The second second		Attrib/Posd			
	101/1 03			1 20	J33			· · · · · · · · · · · · · · · · · · ·		Aun	7/POSQ		
you				ha	ive			the state of the s		what	else.		
Carı	rier/Pos	r		po	oss					Attrib	/Posd		
CO:	SM												
So.	DITT	these			ar	e		all ele	ementa	rv of	observation.		
		Carrier			in			Attrib		uj Oz	o osci vation.		
SU:	тг										•		
So.		methods ir	1	is un	ders	tood	to b	e		he cor	e of linguistics th		
		ch area of						_			f the systems of		
	study of language						İ			-	ogy, syntax		
		commonly									semantics and pragmatics		
		Pheno		co	cog in			************************	I		ies and pragmatic		
			L.				L.,,,,				William Control of Market		
Nov						are			famil	iar			
	Carrier					int			Attri	b			
DS:	FO												
We		cover	ed			them	l	*	last week.				
Acto	or	mat				Goal		Loc: temp					
SU:	EP												
		n of langua	ge thec	ry	is s	tated	·T	by Cho	mskv'	s	in 1977		
Vert	oi			•	ver			by Chomsky's Sayer			Loc: temp		
unde	underli	y and desc users kno e the users	wledge	ofh	is o	r her	langu	age - the	ciple a e princ	nd par	rameters that and parameters -		
This	approa	ch to	is	***************************************		gener	ally +1	hough s	ot noc	2002=:1	y not always		
	uage	IO	10					rationali		-ssaru	y not always		
Carr			int	W	_	Attrib		ianonan	t	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·		

and theory driven			/en	focuses on				the language system.					
ana	Actor							Loc: spa					

generally though not necessarily not always

This approach to is

language		deductive, rationalist	
Carrier	int	Attribute	

and	theory driven	focus on	the language system.
	Actor	mat	Loc: spa

You	find	this is	under system of applied linguistic research.
Senser	cog	Pheno	Loc: spa

DS: RE

we	did	last week	the language circles, applied linguistic research,
Actor	mat	Loc: temp	Range

SU: CH

do	you	remember	that?	
	Senser	cog	Pheno	

SU: ST

it'	S	exact somewhat dependant in circle, or qualitative research and devoted to understanding of linguistic behaviour - of linguistic behaviour
Carrier	int	Attrib

SU: EP

This approach	is	thus generally again not necessarily you know		
to language		inductive not different with empirical deductive		
Carrier	int	Attrib		

and	data driven	is focused being	the language user.		
	Goal	mat	Loc: spa		

SU: ST

Then	we	come	to language pedagogy research.				
	Actor	mat	Loc: spa				

SU: DE

Language	means	all aspects of language devoted to understanding and
pedagogy		improving the languages teaching that are non-native
research		to their learner that are non-native to their learner.
Id	int	Ir

This approach to language is likely practical Carrier int Attribute or at least has practical applications and objective. poss Attrib/Posd This approach to language is likely practical Carrier int Attribute or at least has practical applications and objective. poss Attrib/Posd It may be either data or theory driven which its focus being the language learner Id Pro: int Ir							
or at least has practical applications and objective. poss Attrib/Posd This approach to language is likely practical Carrier int Attribute or at least has practical applications and objective. poss Attrib/Posd It may be either data or theory driven which its focus being the language learner							
This approach to language is likely practical Carrier int Attribute or at least has practical applications and objective. poss Attrib/Posd It may be either data or theory driven which its focus being the language learner							
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Carrier int Attribute or at least has practical applications and objective. poss Attrib/Posd It may be either data or theory driven which its focus being the language learner							
Carrier int Attribute or at least has practical applications and objective. poss Attrib/Posd It may be either data or theory driven which its focus being the language learner							
or at least has practical applications and objective. poss Attrib/Posd It may be either data or theory driven which its focus being the language learner							
It may be either data or theory driven which its focus being the language learner							
It may be either data or theory driven which its focus being the language learner							
It may be either data or theory driven which its focus being the language learner	THE RESERVE						
learner							
learner							
Id Pro: int Ir							
CII. OII							
SU: CH							
Are we clear so far? Int Carrier Attribute Extent: temp							
Int Carrier Attribute Extent: temp							
(students nod)							
(students nod)							
DS: RE							
So remember exactly							
cog							
just to recap last week's work.							
ver Verbi							
SU: IC							
OK. We have the original core, the circle one.							
Id/Posr poss Ir/Posd							
(lecturer points to the board)							
OK. One to six comprises what?							
Id circ Ir							
Ss: phonetics L: phonetics Yes.							
L: phonetics And then?							
L: phonetics And then? S: phonology S: morphology Ss: syntax, lexis, semantics							

L: then after that the extended circle									<u> </u>	-	
			TO THE STATE OF TH		Loc: spa						
	1 1000	**************************************					- Armen				
Ss: s	ociolin	guistics,	psych	nolin	guistics, lan	gua	ge pedag	gogy	, pragn	natics	*
CO: SM							Tyr.	***			
L: an	L: and after that			ve		've	go	ot	some		
Loc: spa				\perp C	Carrier/Posr		poss			Attr	ib/posd
[L				Г				. 1			
out	but we				do not do			at	the mo	omen	t
L	l	Actor		************	mat			L	oc: tem	ıp	
	r							at at the second			
but	it			's			somewl	hat in	ntent		CONTRACTOR OF THE PROPERTY OF
L	Carrie	r		int			Attrib				
But				···		Τ_		م لم: .	mela = 1 -	0 = 11 =	1
Dut					o reservant sy de special de serva en esta esta esta esta esta esta esta esta	n	ot exactly	y idei	ntical p	araile	CI.
L						1	THE THE PARTY OF T				
SU:	EP										
You				nat th	theoretical s		seem to be		around level one to six where the focus around		evel one to six
			linguistic		54.65/80 A	e focus around					
			re	research					the system on the		m on the
							······································		language itself.		
Sens	er	percep	ot C	arrie	er Int			90	Attrib/Loc: spa		
SU:	IC										
	n seven	to	the a	ippli	ed linguistic	res	earch	foci	uses on	tł	ne who?
ten,				-PP	od iniguistic research			1000000		`	
Loc:	spa		Acto	r			mat		L	oc: spa	
											The second secon
	n the us	ers			The same of the sa						
Loc:	spa		20000							***********	No. 10 (10 (10 (10 (10 (10 (10 (10 (10 (10
T	. 1									www	the same of the sa
		ers (lec	turer	spel	ls u s e r s).				ero Nov. , mun, a		and determined the second second second second second second second second second second second second second
Loc:	spa				THE PERSONNEL PROPERTY OF THE PROPERTY OF THE PERSONNEL PROPERTY OF TH	*****					
SU:	EP										
OK.	late	you			have		also		langua	ge ba	sed one which is
						ļ			_	_	th that as well as
									the cla	-	THE COURSE OF TH
		Carı	ier/Po	osr	poss				Attrib/	Posd	Wash
	T	η- <u>-</u> -			T						
So	you	fir				wa	ll tight co	ompa	rtment	alizat	ion from one
L	Senser cog Pheno										

<u> </u>						- Charles and the Charles and			
but			pleas	e		bear in mind			
			cog		P	Pheno			
it				laad					
Actor			can	lead	to another and vice versa.				
Actor mat					Loc: s	pa			
DS: F	0								
OK.				'll go		to the theoretics	al linguistic research		
						and applied ling			
		Actor		mat		Loc: spa			
	L	<u> </u>				1			
See			how	they relate	to langu	age pedagogy	The state of the s		
Pro: p	ercept			o/Manner					
							A STATE OF S		
SU: E	X								
OK.			heoretical linguistic research				in BG to the		
and how they			relate to language teaching			}	invention of		
			en language pedagogy and				IPA,		
		tical ling	guistic						
	Id			W 1904/1904	···	int	Ir		
SU: IC	3								
IPA	- *		stands for?						
Id			Pro:int						
SU: D									
S: IPA			ands fo	or	Inter	International Phonetic Alphabets			
Id		in				Г			
			····		-				
L: Inte	ernationa	l Phone	tic Alp	habets	OK	To the desired to the second s			
							The state of the s		
SU: E	P								
It			starts	tarts wit		with the association			
Actor			mat			Accomp: comi			
						······································	The Addition of the Control of the C		
and			goes t			to the alphabets.			

Loc: spa

mat

SU: DE

It	is designed	to represent	any sound of any language thereby overcoming the limitations of the language specific sound spelling correspondence.
Goal	mat	int	Ir

SU: EP

In fact	the IPA	has been	a valuable and widely used tool language among phoneticians, linguists and phonologists for many years.
	Carrier	int	Attrib

What	do	you	mean	by the IPA?	
Phe		Senser	cog	no	

To find out	that to learn languages, we learn separately the script by which it operates,
cog	Pheno

now	it	is made	easy because of the romanisation factor like in BM.
Senser	Goal	mat	Manner

We	learn	it	to romanise	Bahasa
Senser	cog	Pheno	mat	Goal

So	likewise	If	it	is	in Tamil	
			Carrier	int	Attrib/Loc:spa	

SU: ST

Nowadays	it	's	shame to say though of the younger generation members who do not know how to write the script
Loc: temp	Carrier	int	Attribute

so	they	have	their prayer and scripts romanized into English letters of the alphabet.
	Carrier/Posr	poss	Attrib/Posd

and	they	sing	or
	Behr	behl	

they	have	their prayers
Posr	poss	Posd

becaus	se th	e final	l poin	ts of t	he pro	nunci	ation		are	e not		often	1	the same
	C	arrier							:in	it				Attribute
											r 			
80	yo			put				at .		00- NEO-2000 -			an al	phabet.
	Ac	tor		mat			<u> </u>	oal			Rol	le		
co: s	M													
There	o 700000 -40000	we			ar	е				so like	wise	in al	llang	guages
Circ.k	ос	Car	rier		in	t				Attrib	ute			
if	1	211		want		to de		cor	nath	ing w	hich	is cor	mmo	n core
<u>u</u>		ou enser		affec		mat	<u> </u>		nge	illig w	IIICII	13 COI	mmo	ii core
***********	3	CHSCI		allec	W-1741-E-1773 AND	mat		Ita	nge					
there	is			this I	PA wh	ich al	lows a	ny s	oun	ds to	be re	prese	nted	by that
					cular s									
	e	xi		Exist	U 14.0000000 UUUNUU		PONOSSIM DIV. C	TOWNS DOORS OF	00.000.000.000	Server Consequence				
		or exai	mple	we		odskobenský v rakou 2 kor	hav	e		basic	s like	the o	cons	onant
		ог ехаг	mple	we		alitegischeyen sejver het gestaat phon	hav	е	***************************************					
SU: E Right,		or exai	mple		rier/Pos	in the second se	hav				ds /k	/, /£/,		
Right,	, fo	or exai	mple		rier/Pos					soun	ds /k	/, /£/,		
Right,	, fo		mple		rier/Pos	ta.	pos			soun	ds /k b/Po:	/, /£/,		/O/
Right,	, fo		mple	Carr			pos lk			soun Attri	ds /k b/Po: ut it	/, /£/,	/v/, /	/O/
Right, DS: F OK	fo	:t	mple	Carr		ta	pos lk			soun Attri	ds /k b/Po: ut it	/, /£/,	/v/, /	/O/ amil
Right, DS: F OK SU: S	fc O le m	et nat	mple	Carr 's Behr		ta be	pos lk	S	n so	soun Attri abo Mat	ds /k.b/Po:	/, /f/, sd	/v/, /	/O/ amil
Right, DS: F OK	fc O le n T ta	:t	mple	's Behr	oout	ta	pos lk	S	-	sound Attri	ds /k.b/Po:	/, /f/, sd	/v/, /	/O/ amil
DS: F OK SU: S	fc O le n T ta	et nat alking	mple	's Behr		ta be	pos lk	S	-	soun Attri abo Mat	ds /k.b/Po:	/, /f/, sd	/v/, /	/O/ amil
Right, DS: F OK SU: S	fc O le n T ta	et nat alking	want	's Behr	oout	ta be	pos lk	S	Loc:	abo Mat	ds /k.b/Pos ut it eter	/, /f/, sd	in Table	/O/ amil
DS: F OK SU: S So	fc O le n T ta b	et nat alking ehl		's Behr	out atter	ta be	pos lk	s	Loc:	abo Mat	ds /k.b/Pos ut it eter	/, /f/, sd	in Table	amil : spa
DS: F OK SU: S So if	o le m	et nat alking ehl	want	's Behr	out atter	ta be	pos lk shl	s	Loc:	abo Matemeth spa	ds /k.b/Po: ut it tter ose l	ines	in Table	amil : spa
DS: F OK SU: S So	fc O le m T ta b you Sense	et nat alking ehl	want	's Behr	out atter	ta be	pos lk shi some Rang	s	Loc:	abo Matemeth spa	ds /k.b/Po: ut it tter ose l	/, /f/, sd	in Table	amil : spa
DS: F OK SU: S So if	fc O le m T ta b you Sense	et nat alking ehl	want	's Behr ab M	out atter	ta be	pos lk shi some Rang	s	Loc:	abo Matemeth spa	ds /k.b/Po: ut it ter ose l or re	ines	in Table	amil : spa
DS: F OK SU: S So if	o le month of the second of th	et nat alking ehl	want	's Behr ab M	out atter	ta be	pos lk shl some Rang ble	s	Loc:	abo Matemeth spa	ds /k.b/Po: ut it ter ose l or re to ob	ines	in T Loc	amil : spa

So

we

Actor

use

mat

like this

Manner: comp

SU: EX

this	is	the sound which comes the same sound in Tamil
Id	int	Ir

So	the same thing	happens	for all languages.
	Actor	mat	Loc: spa

the sound /a/	is written	like this /a/	
Goal	behl	Manner: comp	

So	we	have	a common factor here which covers the sound /e//e/ then /i/
	Carrier/Posr	Poss	Attrib/Posd

you	have heard	in English short /a/ and long /a/ any other word in language which contains this short /a/ and long /a/ that can be indicated by this symbol.
Senser	percept	Pheno

And	of course	all the contoids	аге	almost similar
		Carrier	int	Attrib

and	this	is	the /f/, /v/, /o/ in Hindi or Urdu whatever language you want to have
	Id	Pro:int	Ir

so	we	have	this common alphabet which cut across all languages
	Carrier/Posr	poss	Attrib/Posd

it	's	a common core alphabet
Carrier	Pro:int	Attribute

it	's not	a b c d e which can only apply to English or romanised language but across all languages
Id	int	Ir

It	is	an IPA a whole set of symbols indicating the respective sounds
Carrier	int	Attrib

CO: SM

OK.	this	is	one example how theoretical linguistics has come into play and make use of language pedagogy.
	Id	int	Ir

EV: JU

It	's not	merely	a convenient tool
Carrier	int		Attrib

but	the system	is based	upon three linguistic and theoretical significant claims.
	Carrier	int	Attrib

DS: FO

Now	what	are	these claims?
	Ir	int	Id

Look	at how the theory driven
behl	Pheno

Look	at how the theory driven
behl	Pheno

SU: ST

Ok	The first claim	is	that every sound in every human language can be represented with a fine light of similar symbols.
, , , ,	Id	Pro: int	Ir

The second claim	is	that the human ear is sufficiently sensitive to perceive acoustic distractions that can be represented in closed phonetic transcription.
Id	int	Ir

DS: FO

I	'll explain	what the three claims are, especially the second one
Sayer	verbal	Projection

SU: ST

30.31		
Third claim	is	trained phoneticians should be able to produce merely identical phonetic transcript regardless of their native
		language - should be able to produce merely identical phonetic transcription regardless of their native
** 81 1000		language.

P			7/Min - (100.00					
What	т т	1	you	1		т.			
		do			mean	-	by these three?		
Pnen	0]	Senser			affect	I	Pheno		
er	phone	ticians	in those day	/S	s felt		vas a common		
	•					10 10	core sort of alphabet.		
	Sense	r	Loc: spa		affect				
		Wh	ıy?						
							i.		
e ci	laim nun	her one	"every	500		14			
4				366	1112		curredly, rredly in any		
16							really in any language with a		
							minus in these		
							languages.		
C	arrier		The state of the s	int					
				di		······································			
				can	can be represented		in closed phonetic		
		10 m so 150 m		rep			transcription		
		perceiv	e acoustic			Ì			
	ctions"	·		ļ					
10	Conditions and the same	~ ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		ınt		Ir/L	oc: spa		
•									
***	11	are		examples of allophone					
		exi							

3				_					
feel'						like ?			
	Attrib		Carrier	int		Attrib/Mar	ner: comp		
		146.	1 P	.,	17.7	- Vo			
			The state of the s	/ and	1 /e/				
behl Phenon			HOH						
you give			<u> </u>		ther	oht propun	ciation of the word the		
an marine		3			and '		oration of the word le		
Actor mat				Range			and the second s		
		mar							
		IIIat	The state of the s	C - HRVIpep					
	er Se cl sc la w C two " sensit instru distin Id	Sense Selaim num sound in elanguage with a fire Carrier two "the hum sensitive endo instrument to distinctions" Id Reel' What Attrib	Senser Wh Senser Wh Senser Wh Senser Wh Senser Wh Senser Wh Senser Wh Senser Sensitive endewed with a fine light sensitive endowed with a sensitive endowed with sensitive endo	Senser Loc: spa Why?	Senser Loc: spa Why? The claim number one "every sound in every human language can be represented with a fine light symbols" Carrier int two "the human ear is sufficiently sensitive endowed with the instrument to perceive acoustic distinctions" Id int Are exi I Refeel' What it is Attrib Carrier int the two sounds /i/ and Phenon	phoneticians in those days felt Senser Loc: spa affect Why? The claim number one "every sound in every human language can be represented with a fine light symbols" Carrier int two "the human ear is sufficiently sensitive endowed with the instrument to perceive acoustic distinctions" Id int are example exi Exist Reel' What it is Exist The two sounds /i/ and /e/Phenon give the rice in the sense of	phoneticians in those days felt that we core is Senser Loc: spa affect Project Why? Why? Carrier sound in every human language can be represented with a fine light symbols along language. Carrier int Attribuse endowed with the instrument to perceive acoustic distinctions are examples of allophole exi Exist Attrib Carrier int Attribuse ? The two sounds /i/ and /e/ Phenon Give the right pronunce in the string the pronunce in the right p		

Ss: /fi:1/			L	: /fi:l/		- W//						
L: /fi:\/				oncen	ntra	te			Ton	vour tou	gue	
ь. / н.и		behl							on your tougue Loc: spa			
(Students	mun	nble)	1 _		□ □ • • • • • • • • • • • • • • • • • • •							
SU: IC			Tay.	actly				it			Т	means?
L: What			CAC	ictly				Id				int
<u>Ir</u>							1	10				
T m	iean		do	n't giv	re					te	chnica	al terms.
1 11	Ican		ma								oal	
			1			- X - W						
Just giv	ve	me		roug	ghly	,		wh	at d	o you fe	el the	:/I/ in /let
ma		Bene				r: mea	ıns	Go				
L-22-2	<u> </u>	1										
S: the tor	igue				is				behind the teeth			
Carrier				j	int	it			Attrib/Loc: spa			
L.,,												
L: OK		We			ha				the tongue behind the teeth.			
	, ,	Id/Posi			po	poss I			Ir/Posd			
							·					
S: OK	for a	s 'feel'									e mumble.	
	Matt	er	(Carrie	r	ci			circ Attrib			ib
								,				
L: Tong	ue			rls					a bit more definitely.			
Carrier			ciı	rc		Attrib			rib			
CO: EM												
So So	you			seem		***	to kr	now				this.
30	Carr	ier		int		100	cog				<u> </u>	Pheno
SU: DI	Carr	101					008				17432 NO. 1584-6-5	
I think		y	u				40.000	go				back home
Actor							mai	:			Loc: spa	
and		ake		······································		sure	To a substitute france			you do	it voi	ırself again
mat					ner: m	eans		Goal		A		
		iar				ATAGARA	111	~ W110		1		
DS: FO	— т	· ·					************		'let	,		
Allright		You		NANCONARIONAL SERVICE AND ADDRESS OF THE SERVICE	-	see						
Senser			•	percep				Pheno				

~		T 73
SU	*	EP
\circ		LIL

It	goes	a little bit	like that against alveolar ridge.	
Actor	mat	Manner: qua	Manner: comp	

This	is	alveolar ridge	
Ir	int	Ir	

he teeth	are	here.
Carrier	int	Attrib/Loc: spa

for 'as feel'	all the alveolar ridge	is	there
Matter	Carrier	int	Attrib/Loc: spa

the tongue	has	a little bit of a curvature	like that
Carrier/Posr	poss	Attrib/Posd	Manner: comp

(lecturer shows by her finger)

CO: SM

So	this	is exactly happening	as against of a flat tongue	here
	Actor	mat	Manner: comp	Loc: spa

SU: CH

OK	Te	there	any difference at all?
<u>OIC</u>	exi		Exist

SU: DI

OK T	Those who say no	do	it	again.	Once again
-	Actor	mat	Range	Extent: temp	Extent: temp

SU: DR

SU: DK	
L: /let/, /let/,	
Ss: /let/, /let/,	

L: /fi:1/, /fi:1/	
Ss: /fi:1/, /fi:1/	10 mar 1 mar
SS: /II:U, /II.U	

SU: EP

All right.	OK.	So	when	we	talk	about 'let' and 'feel' in normal transcription which you'll be doing in linguistic hypothesis,
				Behr	behl	Matter

the /l/ here and the /l/ here phonemically	are	the same.	
Carrier	int	Attrib	

(lecturer points to the board)

SU: DE

This transcript	is called	a broad transcription which are always in slant lines.
Id	int	Ir

SU: EP

OK.	But	if	we	are talking	about finer points enquiring the IPA	in detail
			Behr	behl	Matter	Manner: qua

we	are talking	about 'let' here and 'feel' here.
Behr	Behl	Matter

DS: FO

I	'll put	this square brackets.
Actor	mat	Goal

SU: EP

Okay.	This	has	a little bit of a curl there
	Carrier/Posr	Poss	Attrib/Posd

It	's not	a /t/
Carrier	int	Attrib

SU: DE

This	is	an indication mark called the diacritic mark [to indicate the curled tongue on the /l/
Carrier	int	Attrib

these two	are known	as allophones of the original allophonic.
Id	Pro: int	Ir/Role

these two	are known	as allophones of the original allophonic.
Id	int	Ir/Role

SU: EP

OK.	So	you	have	the normal /l/ the /l/ with the diacritic mark showing the tongue curvature.
	P W. 3110.00	Id/Posr	Poss	Ir/Posd

SU: DE

In this case	we	call	this	closed or narrow transcription closed or narrow transcription is always in square brackets [] phonetic transcription.
Loc: spa	Assigner	int	Id	Īr

Whereas	open broad transcription	is	in slant brackets // phonemic transcription.
	Id	int	Ir

CO: EM

OK.	To rest what it meant by closed transcription here	is	in second claim.
<u> </u>	Carrier	int	Attrib

So that	you	show	final points in terms of the IPA and its symbols.
	Sayer	ver	Verbi

OK.	the third claim	is	that "trained phoneticians should be able to produce identical or merely identical phonetic transcription regardless of their native language".
	Id	int	Ir

That	's	the reason why the invention of the IPA
Id	int	Ir/Cause: rea

many people	can go	into the field
Actor	mat	Loc: spa

and	research	on language which they don't really know
	mat	Matter

You	'll think	how	can know	he
Senser	cog	Manner: qua	cog	Senser

How come	he	doesn't know	Swahili, Yaroba, Hausa, African dialects,
	Senser	cog	Pheno

hey	3000000 m	are o	loing	g r	esearch			that?		
Actor		mat		F	Range		Ma	Matter		
t		sn't me	an		have kn	owi	n the lang	uage a	s such	
Senser	cog			Pheno						,
	I .	1 2.			and	Marine	comma	nd		of phonetics
<u>f</u>	you Actor		eep	w water to	allu	mat				Goal
	Actor		lat							
vour k	nowledg		is	· · · · · · · · · · · · · · · · · · ·			strong			
Carrier int							Attrib			
you can do							sis on	any langu	age	
Actor mat				mat			Range			
CO: S			Him	1			ustam of s	langu	age which	has not been
and	d you can even device			n device	a writing system of a language which has not been recorded before					
	Actor mat				Goal					
	Actor	mat			Gour	e e e e e e e e e e e e e e e e e e e				
SU: S	T								. Make 1990	
There						l die	ctional al	l the ti	me	
	exi		Ех	ist						
SU: I	DE	and the second second	T .				-10			
you				low	man, e.e., passed		ckets? eno			
Sense	er		co	<u>g</u>	· · · · · · · · · · · · · · · · · · ·	FII	eno			
	times	nrimit	ive	groups or		do	n't have		a writing	system which don'
some	tunes	*	0.00	groups			don't may		have a spelling system.	
		Carrie				ро	poss Attrib/posd		sd	
							arana si			
SU:										
So				er in phone		0	can go	with	the IPA	with your tape
		in phor	netic	and phon	ology			A		recorder Accom: comi
<u> </u>	Actor					1	mat	Acco	om: comi	Accom. com
							such	diale	cts device,	
reco	ra						Goal	GIAIC	0.0 00,100,	
mat							1 Juni			
and	see	A COLUMN TO SERVICE ASSESSMENT		what are o	common	cor	e sounds	which	you come	across
auu		see what are common core sounds which you come across								

see percept

Pheno

Do	the		have					/, /ou/,	/ai/, /au/, /u/, /ae/?
	Car	rier/Posr	poss		A	ttribut	e/Posd		
****								the c	contoids like?
What				are		Attrib/Manner: comp			
Carrier				ши				1 KCCI	io, manor. comp
So	they		hav	е		fricat	ives sometime	es glo	ttal sound
		r/posr	ро	SS	Attrib/posd				
(studen		n)							
So	So this is					T	ow a research	er is li	ike.
	Carrier int					1	Attrib/Manner:	means	3
SU: ST			1	T ,				[on []	ban and things like that
Our	directo	r Dr. Asm	iah	-	has done		research Range	Mat	
Actor				ma	.L		Range	IVICE	COL
and	they	are rea	lly go	ing		with	the group		
and they are really going Actor mat						Accomp			
and				sta	taying		in t	he long houses	
				ma	ıt				c: spa
				·····					
and		ive				with them Accomp: comi			
		Pro:mat			Acco	mp: co	omi		
SU: E	v								
collect							enough data		
mat						Goal			
11100		u		A 202	CONTRACTOR CONTRACTOR				
bring							back		the data
mat							Loc: spa		Goal
			1 -						
and			analy	/se		***************************************	them		
			mat	.,		n de antida esta del del desta de la constanta	Goal		
then	devic	e as	pelling ters of	syst the a	em - v alphab	vriting et whi	system for sy ch they have n	mbols ot dev	which they don't have rised before.
	mat	Go	al	enten 1	7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				

~~	T 1 6
('()	$H \Lambda \Lambda$
-	EM

You know	they	do	things like that.
	Actor	mat	Goal

CO: RM

So	this	is	what the IPA is for.
	Id	int	Ir/cause: pur

SU: ST

So	IPA	has	a practical consideration as well theory given on fact by these three claims that every language has sounds which can be represented by symbols,
	Carrier/Posr	poss	Attrib/Posd

so	it	's	driven	by this IPA which is	theoretical linguistic research.
	Goal	mat		Actor	

DS: FO

So	you	see	how theoretical and practical aspects merge there.
	Senser	percep	Pheno

EV: JU

They	are not	isolated
Carrier	int	Attrib

they	are	all interrelated	
Carrier	int	Attrib	

Now	which comes first o	r next	is	difficult to say
	Carrier		int	Attrib

Sometimes	you	have to start	with the applied linguistic problem
	Actor	mat	Accomp: comi

and	then	goes	to theoretical linguistic solution.
		mat	Loc: spa

So	research	is	very interlinked and not isolated.
	Carrier	int	Attrib

CO: EM

it	's	just a bit on that
Carrier	int	Attrib

SU: ST

In view of the theoretical importance of the IPA	it	may come	as a surprise that one of the earlier stated of objective of the IPA and what the motivations for the development was the improvement of language teaching, by providing phonetic training in order to establish good pronunciation habits
Angle	Actor	mat	Role: guise

SU: EX

One of the principle objectives of the development of the IPA	was deemed	to be	a valuable meaning to which second languages looking tall.	
Pheno	affect	int	Attrib	

DS: FO

That	's	one example.		
Id	int	Ir		

SU: ST

There	are	other examples.
	exi	Exist

SU: DE

Contrastive analysis	is	interaction about theoretical and pedagogy
[d	int	[r

It	consists	of comparing the structural and possibly communicative speeches of different languages.
Id	Circ	Ir

SU: EX

For example a contrastive analysis on syntax in English and Bahasa Melayu	would reveal	that prodrop or pronoun dropping as in 'sedang hujan is raining' or 'sangat susah 'is difficult' is possible in Bahasa Melayu but not in English
Sayer	ver	Verbi

Thus	the linguist	investigates	differences in the native language or the non- native figures of English.
	Actor	Mat	Goal

CA	was deemed	a variable source of information with explanatory and some extent predicted part.
Pheno	affect	Senser

SU: QU

As Lado (1967)	says	the theory of CA	is based	on motion that learning second language, individuals tend to transfer the form and meanings of their basic language and culture to the foreign language and culture.
Sayer	ver	Id	circ '	Ir

CO: EM

So	again	there	is	theoretical base	behind it.
	Extent: temp		exi	Exist	Loc: spa

SU: QU

Driven	to the example of linguistic research,		
mat	Loc: spa		

three examples in creative construction IPA and CA	are highlighted	by Dulay and Burt 1974/78.
Verbiage	verb	Sayer

Errorness features in the learners non-native system	are not	solely a reflection of linguistic transfer or interference of the native language
Carrier	int	Attrib

Rather many of the features observed the non- native speech and perception and production	are	similar or identical to those found in first language acquisition
Carrier	int	Attrib

A status quo of forms observed among children acquiring in L1	are claimed	to be found	in L2 acquisition
Verbi	ver	cog	Loc: spa

SU: EP

We	are talking	about level of English in mother tongue
Behr	behl	Matter

SU: EX

you	find	syntactic simplification 'I go to the store'as 'I go store'
Actor	mat	Goal

for exam	nple consonan	t clust	er reduct	ion f	from	ʻjumped	l' to	jump	the	becomes	just that
Carrier										int	Attrib
											100
Then	you			ha	VA	***************************************		Tan	anthatio	vowel ins	ortion
111011	Carrier/Pe	osr		-	SS				trib/Posc		errion,
			****	<u> </u>	-		*****************	1		******	
for the word 'growl you					have				'garrow'		
Cause: t	ehalf	Carı	ier/Posr			poss				Attrib/Po:	sd
			14 Thirth								
it			ıld be					-	owl'.		tent de la constant
Carrier		int	**************************************			/////////////////////////////////////	At	trib			
SU: ST											
	rses devoted t			_		are oft	en	to	create	a cor	struction
acquisition theory explicit references			3		made						
Goal				***	mat	·	ma	t	Goal		
And	it			ing of the same base	·	W	Park report to the second	·	ektronieno merumana a	1	
And it is Carrier int				reality Attrib							
	Carrier	Community House	1 1	.16		· · · · · · · · · · · · · · · · · · ·				Attri)
SU: EP	6										
Althoug	h this appro	ach	has pro	bably	y bee	n under	utilis	sed	in the	anguage o	classrom
	Actor		mat						Loc sp	and the same of th	
,, , , , , , , , , , , , , , , , , , ,			.,		· · · · · · · · · · · · · · · · · · ·			·	Ammana		
It	continues	t	o be use	d	4 7	some					e sense out
					te	achers				puzzling	aspect of
Goal	mat		nat		Α	their strenuous .ctor Cause: purp					
	Timer					CLUI		aust	. purp	VI. N. (8 14 14 14 14 14 14 14 14 14 14 14 14 14	
SU: EX											
An exan	ple on theore	tical li	nguistic i	resea	ırch a	ind peda	gog	y	is	the audi	ible method
Id			***************************************						int	Ir	
SU: EP											
	hod develope	d large	ly in 50s	; T	refle	cted	t	he st	ructural	approach	dominant is
2000 SECTION S										heory at t	
Id					int			r			***************************************
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	AND THE RESIDENCE OF THE PARTY	_ 1		L		1		L !			
The str	uctural appro-	acn		has	Mary and the same		two	Dasi	c premis	es.	4

poss

Carrier/Posr

4.

Attrib/Posd

SU: ST

These	are	the two theory driven factors behind by which this was practice.
Id	int	Ir

SU: EP

Number one	language	can be analysed	as a system of component which may be described independently of one another and without re-caused subject meaning or mentalism.
	Goal	mat	Role: guise

Premise two	language	is	oral not a written system - oral lingual method.
	Id	int	Ir

You	should hear	by now	these premises found form of the audio lingua	pedagogical shape in the method
Senser	percep	Loc: temp	Pheno	

In this method	the study of foreign language	was broken down	into the components of language phonetics morphology syntax and semantics
Loc: spa	Goal	Pro: mat	Role: product

and	language instruction	was	primarily oral and aural.
	Id	int	Ir

DS: RE

Remember	last week	the mouth and the ear
cog	Loc: temp	Pheno

SU: ST

One	is	oral
Id	int	Ir

the other	is	aural.
Id	int	Ir

SII. EP

Ideally	a student	was not expected	to be communicating	in the language which he or she had not learned to say or understand
	Senser	affect	verbal	Loc. spa

The emphasis on the oral aspects of the language and a corresponding believe that a language learning could be reduced to a stimulus response mowed	lead	to a declining of the origin of the method in the US in late 60s.
Actor	mat	Loc: spa

Nonetheless	for better or worse	it	was	clearly	a product of prevailing linguistic theory
	Cause: purp	Carrier	int	Manner: qua	Attrib

We	go	to the other examples on applied linguistic research
Actor	mat	Loc: spa

SU: DI

You	read	the book.
Behr	behl	Range

they	have	chapters 3 to 4 which are shorter examples.
Carrier/Posr	poss	Attrib/Posd

SU: ST

Most approaches in language pedagogy	have developed	independently	work	in applied linguistic research
Actor	mat	Manner: qua	Goal	Loc: spa

Applied linguistic research categorized in the work in such areas	are	psycholinguistic, neurolinguistics sociolinguistics and like
Id	int	Ir

Some examples of applied linguistic research	lie	communication and more sufficiently the mastery of the second language to that level requires post-sufficiently or efficient communication (Savignon, 1983).
Actor	mat	Goal

Thus	previous approaches	had emphasized	generally	the four skills of reading writing, listening and speaking as well as the four components of the language
	Id	ident	Manner: qua	Ĭr

This approach	takes	a broader view of the language learning task
Actor	mat	Range

T.		Tetr	esse			the	need	to unders	tand lar	ouage in c	ontext		
It Id			esse	25		the need to understand language in context Ir							
10		luc											
thereby emphas							e rules of English discourse speech act and other agmatic aspects of the language used.						
Mann	er: mea	ns	ide	ent		Ir							
SU: S	ייי			***									
	ner exam	nple		is		T	ESP						
Id				int			<u>Ir</u>	y anggagy a ang paggan ing nangapatawa ng mgahitan na ang maggapataw	anneng dan a nggakaraky ang	(1990) (Las 1990) (Million (Million (Million (Million (Million (Million (Million (Million (Million (Million (Mi			
SU: I)E												
ESP				refer	s to		Engl	ish for Sp	ecial Pu	rpose			
Id				int			[r						
SU: E	ΞX		-2700 - 0041 27-										
and as such include Carrier int					for example ESL instruction for American Trained Aircraft Mechanics in Saudi Arabia who must be trained in English technical manual. Japanese ESL teacher who read and write English fluently but need to learn how to ask for directions live in San Francisco or German control towers operators who direct US military aircraftand who must be able to understand acoustically degraded speech transmitted over aircraft radio. Attrib						nglish I write ctions live in ho direct nd		
EV: J	TU	,		ECD			is			Tuany sim	vole		
OK.				ESP	Carrier			And the second s		very simple Attribute			
				Carr	arrier			int Attribute					
ESP				is		***************************************	very simple						
Carri	er			int				Attribute					
L			N milion sec			444 M C 10 C 10 C 10 C 10 C 10 C 10 C 10 C							
it				is	is			a practical solution					
Carri	Carrier int				t A			Attribute					
SU:	EX	7000000000000 M											
For	***************************************		se who have	-		you		have	adult				
exam	example school and				out of the school syste						learners		
L		Acco	m: c	omi		.,		Carrier/	osr	poss	Attrib/Posd		
[]at					's				gav				
let					Sayer	DOSTINICATION OF THE PARTY OF T		para egintari da di Pantana de Canada (1977) da de Pri	say ver	and the state of t			
mat					Jayor		****	inneralismosterio de servicio de la composicio della comp	VOI.		and the framework of the second of the second		

			we		hav	/P		11	ots of	them w	ho flva	s M A	S pilo	ts
low			Carrier	Post	pos				lots of them who fly as MAS pilots Attrib/Posd					
Loc: te	mp		Carrier	/1 031	11111072 000									
Now besides very b				asic only they			nee	ed		finer poi				
			ntary E				appl			ied to r	adar co	ntrol	langua	.ge
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SU: ST					Υ				- T		11			-i obt
because	<u>e</u>		hat			'S				he intern	ationali	angu	age	right.
			[d		L	int	Mare et Broggin.		I	Γ			************	<u>L.</u>
OTT. ET	,													
SU: EF Now		it		's n	ot or	nly flyir	10	п	lanes		over M	(alay	sia	-93
NOM		Ac	tor	3 11	mat		<u></u>	A	ange		Loc: sp			
		110									h.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
flying				MAS				acro	across the world					
mat	<u></u>			Range				Loc: spa						
		- No. 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10	en aprilia de la composición dela composición de la composición dela composición dela composición dela composición de la composición de la composición de la composición de la composición dela composición de la composición dela composición dela composición dela composición dela composición dela composición dela compos				ADDRESS OF THE SECOND S	nesko integororomentario	1/48/300-11/100330 04 03-11/37	M-t-glibble to the first the state of the st	anne garage ang anno ann an ann an ann an ann an ann an	-annamonderrial-max	-	and the second section of the second
and	he		has g	ot to be				************	to detect				accer	ıt
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***************************************	•													
		· · · ·	ı	1.		4			Tasi			the	, /0ai/	and so
althou	gh	1			people in the other co lowers in Australia th				sa	ıy [they /0ai/, and so on.		, and so
				Sayer	- Company of the Comp				ver			Verbi		
		461	01 1	Sayer		THE RESERVE AND A STREET OF THE		. And the second section is		**************************************	demakatik (ili tepit tapit kang) bi tabungan kerangan kera			
CO: E	М			2									206-2	
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because this				is				kind of speciality which you must be able to ge						
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SU: C			1				6			Taba		nniin	ne und	lerlying
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		Krashen and Drenell							this approach					

int

can be

int

Id

L2 acquisition

Carrier

lr

like L1 acquisition.

Ir/Manner: comp

506

and	and the L2 acquisition						is	on is			natural			
and		_	arrier	<u>Jquist</u>	LIGIA	-	int				Attrib			
		10	arrior			1						· .		
DS: RE						30994	40000000	12-11-100 Co**						
	Remember last week						I focussed on L1 acquisition that the role of the language							
**************************************					teacher	is a	approximately L1 acquisition context by ensuring							
					as stud	as student perceiving sufficient input and that this input								
9					contain	contains forms slightly above the students current level of								
V VSSSMean Co. Co.					proficiency									
cog		Lo	c; tem	Р	Pheno	Pheno								
777. TI														
EV: JU Howeve		the	SE 95511	mntio	ns upon w	hic	h this		are	######################################	h	ighly problematic		
Howeve			roach		no apon n			1						
			rrier	00000					int		Α	ttrib		
		<u> </u>	1101				And the second				- 1 - 500			
CO: SM	1													
First		ethe	r L1 o	r L2 a	cquisition		It		's			still a matter of much		
1 200				or even similar			200 50					believe.		
							Carrier		int			Attrib		
<u> </u>	1											- Anna -		
Even it	f		***************************************	LI	or L2 acq	or L2 acquisition are				***************************************		similar		
	• 7			-	Carrier			' int			Attrib			
it			is			extremely difficult to determine the type selected for								
			V 19807 - Vers		prese	presentation in the classroom								
Carrier			int		Attri	Attrib								
					.									
they	1	are		truly	analogous	nalogous to those presented to a young child in his or her L1						hild in his or her L1.		
Carrier	.]	Pro:	int	Attri	bute	te								
				Land Marketine							none—Almot **	1 1		
Thirdly	'	it		is	is			impossible for any classroom based techniques to						
							replicate a naturistic language acquisition context.							
		Car	rrier	in	<u>t</u>		Attri	b						
_ /						-т-			n.	o to	000	ttempt to relate		
Noneth	- 10	200	ite of		the			at least		reflects		lied linguistic research		
eless	eless serious			natural					au'	to classroom allegation.				
\	limitations			method				mat		Goa				
o <u>nti</u>		Con	ti		Actor		Mann	er: qua	mat		000	**		
LCA, _						1		to 500	earch	in t	he fie	ld applied linguistic		
Natu.	ıl		also		come a	DOU	ll.	ro tes	vai vii	research saying that L1 and L2				
methoo	1				1					are acquired in the same way				
Hiermoa	TH.							mat	,	Loc: spa				
Actor			Accor	n; add	mat			Шаг		1 200				
ACIOI										-2		500		