APPENDICES

LD-in-text-1
(See List of Abbreviation for the terms used in this transcription)

DS: OR

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	have	the other type which is the applied linguistic research.
	Carrier/Posr	poss	Attr/Posd

SU: EP

The third type	is	the research into language teaching , language pedagogy which focus on the learner .
Id	int	Ir

The first type theoretical linguistic research	is	the type which concentrates on the actual system itself, the language itself
Id	int	Ir

Second type	is focusing	on the user
Actor	mat	Loc: spa

The third type	is focusing	on the learner
Actor	mat	Loc: spa

CO: SM

Basically	these	are	the three general areas
Manner	Id	int	Ir

SU: ST

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	I	'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

when	I	am	in classroom,
	Carrier	int	Attrib/Loc:spa

I	am speaking	in certain register.
Sayer	Ver	Verbi

it	is	very formal or at least semi-formal.
Carrier	int	Attrib

CO: SM

So	put	it	that way as a fact
	mat	Goal	Manner

it	is	very formal for a presentation at a conference or whatever .
Carrier	int	Attrib

SU: ST

I	thought	just	gather	some material including the man in a taxi who speaks of sort a different level also with the Malaysian 'lah' and 'ah' coating things like that.
Sense r	cog		mat	Goal

SU: EP

So	we	got	a lot of data
	Actor	mat	Goal

and	try	to figure out	some common features which seems to surface.
	mat	cog	Pheno

From there	I	thought	I	'll do	something with the sounds of phonology
Loc: spa	Senser	cog	Actor	mat	Range: process

because	pronunciation and also syntax	sometimes	defers
	Actor		mat

SU: ST

The more interesting one	is	the syntax itself with elaborate features
Id	int	Ir

starting	from the simple particle 'lah' and 'ah' and very common cliché
Mat	Loc: spa

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 t

So	I	was operating	first	from the field
	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

So	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

SU: EP

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,
		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

			time of speaking and the time of action.
		exi	Exist

and	this	has surfaced	into the Malaysian English	as well.
	Actor	mat	Loc: spa	Accom: add

You	should see	that!
Senser	percept	

Basically	I	did	that- things like that	long ago	three or twenty years ago or three years ago.
	Actor	mat	Range: process	Loc: temp	Loc: temp

CO: SM

So	these	are	the kinds of thing like that
	Id	int	Ir

and	from a practical based or applied based data gathering exercise	I	can come up	with something with theory .
	Loc: spa	Actor	mat	Accom: comi

EV: JU

It	sounds	the other way around.
Carrier	int	Attrib

But	this	is	for an example
	Id	int	Ir/Cause: purp

SU: ST

OK	there	are	other examples
		exi	Exist

and	you	start	from theoretical bases
	Actor	mat	Loc: spa

and	go down
	mat

and	have	some practical consideration as well. right, where you find that all examples like furnitures and fruits and sheeps and deers, you know.
	poss	Attrib/Posd

SU: EP

You	found	that.'s recurrent
Ator	mat	Goal

Then	you	can trace	this.
	Actor	mat	Goal

it	not just	a trade of this variety of English
Carrier	int	Attribute

Perhaps	trace	some influence	from your sub-trade languages that is Tamil, Chinese , Bahasa.
	mat	Goal	Loc: spa

SU: EX

For example	the 'lah' particle	can be found	in Chinese
	Pheno	cog	Loc: spa

They	could have come in	that way.
Actor	mat	Manner: qua

CO: SM

So	these	are	the things that should come up in your theoretical findings where I gathered first the applied bases and go into a theory basis hypothesis not the way around.
	Id	int	Ir

DS: FO

That	is	the example
Id	int	Ir

SU: ST

There	are	other examples that turns the other way around
	exi	Exist

SU: EX

these	are	the things which allows us to have this inter-reactional, inter - directional thing between pure theoretical linguistic research and applied as well as aspectacle of language base of the research
Id	int	Ir

SU: EP

Here	the examples	show	how the three example per type
Loc: spa	Sayer	ver	Verbi

so that	we	know	how ones features are alike.
	Senser	cog	Pheno

SU: ST

There	are	three kinds of research possible in second language phenomena.
	exi	Exist

SU: EP

One	is	theoretical or basic research
Id	int	Ir

Number two	is	the applied linguistic research, theoretical linguistic research
Id	int	Ir

and	three	is	practical language teaching or language pedagogical research
	Id	int	Ir

Although	it	has been identified	as three different kinds
	Id	int	Ir/Role

they	are not	totally independent of each other.
Carrier	int	Attrib

In fact	very often	they	are	somewhat interdependent and contributary to each other
		Carrier	int	Attrib

Mark---out	these words ---interdependent' and 'contributary'
Pro: mat	Goal

Language research	is not redone	by way of translation
Range	Pro: mat	Manner: qua

otherwise	they	are just doing	for research sake
	Actor	Pro: mat	Cause: purp

but	sometimes	findings in one research	lead	to some findings in the other, revision findings in the other
		Actor	mat	Loc: spa

There	had to be.	some application in either way

	exi	Exist

SU: DE

Practical research	refers to	the language classroom based research .
Id	Int: loc: spa	Ir

Sometimes	it	can produce	new theoretical insight
	Actor	mat	Goal

whilst	research based theoretical hypothesis or rule	may give	some practical rule
	Actor	Pro: mat	Range

CO: EM

Thus	the kinds of research identified here	are	multidirectional.
	Carrier	int	Attrib

DS: FO

What	is	your idea of research?
Ir	int	Id

What	do you think	is entailed	in research?
Goal		mat	Loc: spa

What	comes	in your mind	when	you	say	research?
Actor	mat	Loc: spa		Sayer	ver	Verbi

EV: JU

I mean	research	is	very basic you know very simple
	Carrier	int	Attrib

SU: EP

Pertaining to language base, setting	you know	what	do you think	comes about
Angle		Actor		mat

when	the word research	is mentioned ?
	Verbi	ver

you know	language based	is	our research now and results of that.....
	Id	Pro:int	Ir

SU: IC

Yes

(Lecturer points at one student who is willing to answer)

S: be	practical
int	Attrib

L: Yes, be	practical of use.	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	you	should have	some idea of baseline
			Carrier/Posr	Pro: poss	Attrib/Posd

S: analysing classroom

L: Analysing classroom situation.	OK.

S: evaluation.

L: Evaluation.

I think	I	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	ver	Verbi

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 stretch---out	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.	How	do	you	know	what to talk about?
	Manner		Senser	cog	Pheno

How	do	you	realise
Manner		Senser	cog

or	decide	on what you're going to research on ?
	Pro:cog	Pheno/Matter

What	gives	you	these ideas?
Actor	mat	Bene: recip	Goal

What	makes	you	think	as to what to research on?
Inducer		Senser	cog	Pheno: Matter

SU: IC

Remember	the project paper	last week
cog	Pheno	Loc: temp

we	'll discuss	that	later.
Sayer	ver	Verbi	Loc: temp

S: You	haven't given	us	any paper
Actor	mat	Bene: recip	Goal

I	haven't given	you	any papers!
Actor	mat	Bene: recip	Goal

Alright.	That	's to do	with part of the paper here.
	Carrier	int	Attrib/Matter
	Actor	mat	Matter

DS: FO

We	will do	research	on that
Actor	mat	Range	Matter

SU: DI

you	have to do	an analysis	on two other papers or thesis or desertations about other people on the 'field'.
Actor	mat	Range	Matter

First	you	have to describe	on what they 've done
	Sayer	ver	Matter

and	having done	that
	mat	Range

you yourself	will be	able	to do	something	for yourself in planning your proposed hypothetical project
Carrier	int	Attrib	mat	Range	Cause: behalf

you	do	it	on your part two.
Actor	mat	Range	Loc: spa

SU: EP

And	to do	that ,
	Pro: mat	Range

how	will ---be	you	able	to decide	on what topics to research on what topics to take on
Manner: qua	int	Carrier	Attrib	cog	Pheno

is	it	a sociolinguistic approach or theoretical thing which is bugging you
int	Carrier	Attrib

why	is	it	always we think it is
Cause: rea	int	Carrier	Attrib

is	it	you know	the tag in "you came late, isn't it" always there?
int	Id		Ir

The tag	is	for everything eccentric.
Carrier	int	Attrib/Cause: purp

Now.	Does	that ---"Shall I do some work on it"	keep	you	thinking	in your mind?
		Pheno		Senser	cog	Loc: spa

How	do	you	come	to decide	what you 're going to research on
Manner: qua		Senser	mat	cog	Pheno

CO: SM

These	are	the kinds of questions this whole course are addressed, the source of your research topics, research questions and research problems.
Id	int	Ir

DS: FO

Alright	How	do	you	go	about it
	Manner		Actor	mat	Matter

And	come	to decide	what topics to take?
	mat	cog	Pheno

And	when	you	've decided	the topic
		Senser	cog	Pheno

What	you	'd do	about it	next?
Range	Actor	mat	Matter	

CO: EM

These	are	all the things that 's happening.
Carrier	Pro:int	Attrib

DS: FO

I	can't give	you	all details.
Actor	mat	Bene	Goal

SU: DI

You	're expected	to read	that book
Pheno	affec	behl	Goal

(lecturer points to the book on the table)

You	read	that book some books	for a basic liner
Behr	behl	Goal	Cause: purp

and	then	from the list which I gave	you	can pick out	a few things, not the whole work , please,
		Loc: spa	Actor	mat	Goal

I	gave	you	a range to see whichever you can take your hands on
Actor	mat	Bene: recip	Goal

but	don't refer to	more than three.
	Pro: mat	Loc: spa

In fact	two	is	already confusing enough.
	Carrier	int	Attrib

One	should be	just nice.
Carrier	int	Attriib

(students laugh)

CO: SM

Ok.	You	can do	that	in nicely populated.
	Actor	mat	Range	Manner: qua

that	is	half a value of one
Carrier	int	Attrib

DS: FO

So	if	you	are	happy with that
		Carrier	Pro:int	Attribute/Cause: purp

it	is	Ok
Carrier	int	Attrib

SU: ST

S o	coming back	to this thing theoretical, applied and practical linguistic research
	mat	Loc: spa

when	I	said	that the first one, the second and the third	are	inter-related.
	Sayer	ver	Carrier	int	Attrib

You	can't separate	one of another.
Actor	mat	Goal

SU: EP

So	we	do	on what actually can be gained from theoretical linguistic research.
	Actor	mat	Range

You	have	a baseline on hypothesis
Carrier/Posr	Poss	Attrib/Posd

you	have	analysis

Carrier/Posr	poss	Attrib/Posd

you	have	data
Carrier/Posr	poss	Attrib/Posd

you	have	what else.
Carrier/Posr	poss	Attrib/Posd

CO: SM

So	these	are	all elementary of observation.
	Carrier	int	Attrib

SU: ST

So	many methods in research area of study of language commonly	is understood	to be	the core of linguistics the study of the systems of phonology, syntax semantics and pragmatics
	Pheno	cog	int	Ir

Now	all these terms	are	familiar
	Carrier	int	Attrib

DS: FO

We	covered	them	last week.
Actor	mat	Goal	Loc: temp

SU: EP

The function of language theory	is stated	by Chomsky's	in 1977
Verbi	ver	Sayer	Loc: temp

the discovery and description of the rules that is the principle and parameters that underlie the users knowledge of his or her language - the principle and parameters - that underlie the users knowledge of his or her language
Verbi

This approach to language	is	generally though not necessarily not always deductive, rationalist
Carrier	int	Attrib

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

This approach to	is	generally though not necessarily not always

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 to language	is	thus generally again not necessarily you know 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 pedagogy research	means	all aspects of language devoted to understanding and improving the languages teaching that are non-native to their learner that are non-native to their learner.
Id	int	Ir

SU: EP

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

SU: CH

Are	we	clear	so far?
Int	Carrier	Attribute	Extent: temp

(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?

S: phonology	S: morphology	Ss: syntax, lexis, semantics

L: then	after that the extended circle....
	Loc: spa

Ss: sociolinguistics, psycholinguistics, language pedagogy, pragmatics.

CO: SM

L: and	after that	we	've got	some
	Loc: spa	Carrier/Posr	poss	Attrib/posd

but	we	do not do	at the moment
	Actor	mat	Loc: temp

but	it	's	somewhat intent
	Carrier	int	Attrib

But	not exactly identical parallel.

SU: EP

You	see	that theoretical linguistic research	seem to be	around level one to six where the focus around the system on the language itself.
Senser	percept	Carrier	Int	Attrib/Loc: spa

SU: IC

From seven to ten,	the applied linguistic research	focuses on	the who...?
Loc: spa	Actor	mat	Loc: spa

S: on the users
Loc: spa

L: on the users (lecturer spells u s e r s).
Loc: spa

SU: EP

OK.	later	you	have	also	language based one which is covering both that as well as the classroom
		Carrier/Posr	poss		Attrib/Posd

So	you	find	it is not a wall tight compartmentalization from one
	Senser	cog	Pheno

but	please	bear in mind
	cog	Pheno

it	can lead	to another and vice versa.
Actor	mat	Loc: spa

DS: FO

OK.	Right	I	'll go	to the theoretical linguistic research and applied linguistic research.
		Actor	mat	Loc: spa

See	how they relate to language pedagogy
Pro: percept	Pheno/Manner

SU: EX

OK.	Examples of theoretical linguistic research and how they relate to language teaching interest between language pedagogy and theoretical linguistic	referred	in BG to the invention of IPA,
	Id	int	Ir

SU: IC

IPA	stands for.....?
Id	Pro:int

SU: DE

S: IPA	stands for	International Phonetic Alphabets
Id	int	Ir

L: International Phonetic Alphabets	OK

SU: EP

It	starts	with the association
Actor	mat	Accomp: comi

and	goes	to the alphabets.
	mat	Loc: spa

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

because	the final points of the pronunciation	are not	often	the same.
	Carrier	:int		Attribute

so	you	put	that	into roman alphabet.
	Actor	mat	Goal	Role

CO: SM

There	we	are	so likewise in all languages
Circ.loc	Carrier	int	Attribute

if	you	want	to do	something which is common core
	Senser	affec	mat	Range

there	is	this IPA which allows any sounds to be represented by that particular symbol across all languages.
	exi	Exist

SU: EX

Right,	for example	we	have	basics like the consonant sounds /k/, /f/, /v/, /O/
		Carrier/Posr	poss	Attrib/Posd

DS: FO

OK	let	's	talk	about it	in Tamil
	mat	Behr	behl	Matter	Loc: spa

SU: ST

So	talking	about it	in some those lines
	behl	Matter	Loc: spa

if	you	want	to do	some observation or recording of Islam
	Senser	affect	mat	Range

and	you	are	unable	to observe
	Carrier	int	Attrib	behl

because	you	don't know	the Tamil script
	Senser	cog	Pheno

(Lecturer writes a phonetic symbol for Tamil script)

So	we	use	like this
	Actor	mat	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

SU: EP

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	are	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

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 language.

Id	Pro: int	Ir

SU: EP

OK	What	do	you	mean	by these three?
	Pheno		Senser	affect	Pheno

In other words	phoneticians	in those days	felt	that was a common core sort of alphabet.
	Senser	Loc: spa	affect	Projection

OK.	Why?

Because	claim number one "every sound in every human language can be represented with a fine light symbols"	seems	to recurredly, occurredly in any other language with a plus-minus in these languages.
	Carrier	int	Attrib

and	two "the human ear is sufficiently sensitive endowed with the instrument to perceive acoustic distinctions"	can be represented	in closed phonetic transcription
	Id	int	Ir/Loc: spa

SU: ST

There	are	examples of allophone
	exi	Exist

SU: DR

'let', 'feel'	What	it	is	like ?
	Attrib	Carrier	int	Attrib/Manner: comp

consider	the two sounds /i/ and /e/
behl	Phenon

you	give	the right pronunciation of the word 'let' and 'feel'
Actor	mat	Range

Ss: /let/	L: /let/

Ss: /fi:l/	L: /fi:l/

L: /fi:l/	Concentrate	on your tougue
	behl	Loc: spa

(Students mumble)

SU: IC

L: What	exactly	it	means?
Ir		Id	int

I mean	don't give	technical terms.
	mat	Goal

Just	give	me	roughly	what do you feel the /l/ in /let
	mat	Bene	Manner: means	Goal

S: the tongue	is	behind the teeth
Carrier	int	Attrib/Loc: spa

L: OK	We	have	the tongue behind the teeth.
	Id/Posr	poss	Ir/Posd

S: OK	for as 'feel'	the tongue	curls	more mumble.
	Matter	Carrier	circ	Attrib

L : Tongue	curls	a bit more definitely.
Carrier	circ	Attrib

CO: EM

So	you	seem	to know	this.
	Carrier	int	cog	Pheno

SU: DI

I think	you	go	back home
	Actor	mat	Loc: spa

and	make	sure	you do it yourself again
	mat	Manner: means	Goal

DS: FO

Allright	You	see	'let'
	Senser	percep	Pheno

SU: EP

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

This	is	alveolar ridge
Ir	int	Ir

the 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	Is	there	any difference at all?
	exi		Exist

SU: DI

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

SU: DR

L: /let/, /let/,
Ss: /let/, /let/,

L: /fi:l/, /fi:l/
Ss: /fi:l/, /fi:l/

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.
		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	Ir

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.
	Carrier	int	Attrib

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

SU: ST

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

SU: EP

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

they	are doing	research	on that?
Actor	mat	Range	Matter

It	doesn't mean	that you have known the language as such
Senser	cog	Pheno

if	you	steep	and	command	of phonetics
	Actor	mat		mat	Goal

your knowledge	is	strong
Carrier	int	Attrib

you	can do	the analysis on any language
Actor	mat	Range

CO: SM

and	you	can even device	a writing system of a language which has not been recorded before
	Actor	mat	Goal

SU: ST

There	are	many languages in oral dictional all the time
	exi	E x i s t

SU: DE

you	know	pockets?
Senser	cog	Pheno

sometimes	primitive groups or travelling groups	don't have	a writing system which don't have a spelling system.
	Carrier/posr	poss	Attrib/posd

SU: EP

So	a trained researcher in phonetics who speaks in phonetic and phonology	can go	with the IPA	with your tape recorder
	Actor	mat	Accom: comi	Accom: comi

record	such dialects device,
mat	Goal

and	see	what are common core sounds which you come across
	percept	Pheno

Do	they	have	the same sounds of /ei/, /ou/, /ai/, /au/, /u/, /ae/?
	Carrier/Posr	poss	Attribute/Posd

What	are	the contoids like?
Carrier	int	Attrib/Manner: comp

So	they	have	fricatives sometimes glottal sound
	Carrier/posr	poss	Attrib/posd

(students laugh)

CO: SM

So	this	is	how a researcher is like.
	Carrier	int	Attrib/Manner: means

SU: ST

Our director Dr. Asmah	has done	research	on Iban and things like that
Actor	mat	Range	Matter

and	they	are really going	with the group
	Actor	mat	Accomp

and	staying	in the long houses
	mat	Loc: spa

and	live	with them	
	Pro:mat	Accomp: comi	

SU: EX

collect	enough data
mat	Goal

bring	back	the data
mat	Loc: spa	Goal

and	analyse	them
	mat	Goal

then	device	a spelling system - writing system for symbols which they don't have letters of the alphabet which they have not devised before.
	mat	Goal

CO: 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 or 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
Id	int	Ir

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 example consonant cluster reduction from 'jumped' to jump the *ed*	becomes	just that
Carrier	int	Attrib

Then	you	have	epenthetic vowel insertion,
	Carrier/Posr	poss	Attrib/Posd

for the word 'growl	you	have	'garrow'
Cause: behalf	Carrier/Posr	poss	Attrib/Posd

it	should be	just 'growl'.
Carrier	int	Attrib

SU: ST

The courses devoted to second language acquisition theory explicit references	are often made	to create	a construction
Goal	mat	mat	Goal

And	it	is	reality
	Carrier	int	Attrib

SU: EP

Although	this approach	has probably been under utilised	in the language classrom
	Actor	mat	Loc spa

It	continues	to be used	by some teachers	in their attempts to make sense out of apparently puzzling aspect of their strenuous	
Goal	mat	mat	Actor	Cause: purp	

SU: EX

An example on theoretical linguistic research and pedagogy	is	the audible method
Id	int	Ir

SU: EP

This method developed largely in 50s	reflected	the structural approach dominant in the linguistic theory at that time
Id	int	Ir

The structural approach	has	two basic premises.
Carrier/Posr	poss	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 pedagogical shape in the form of the audio lingua 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

SU: 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

SU: EP

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	Ir

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

It	stresses	the need to understand language in context
Id	ident	Ir

thereby	emphasizing	the rules of English discourse speech act and other pragmatic aspects of the language used.
Manner: means	ident	Ir

SU: ST

Another example	is	ESP
Id	int	Ir

SU: DE

ESP	refers to	English for Special Purpose
Id	int	Ir

SU: EX

and	as such	include	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.
	Carrier	int	Attrib

EV: JU

OK.	ESP	is	very simple
	Carrier	int	Attribute

ESP	is	very simple
Carrier	int	Attribute

it	is	a practical solution
Carrier	int	Attribute

SU: EX

For example	besides for those who have gone to school and out of the school system	you	have	adult learners
	Accom: comi	Carrier/Posr	poss	Attrib/Posd

let	's	say
mat	Sayer	ver

now	we	have	lots of them who fly as MAS pilots
Loc: temp	Carrier/Posr	poss	Attrib/Posd

Now	besides very basic only rudimentary English	they	need	the finer points of the technical English applied to radar control language
	Accom: comi	Senser	cog	Pheno

SU: ST

because	that	's	the international language	right.
	Id	int	Ir	

SU: EP

Now	it	's not only flying	planes	over Malaysia
	Actor	mat	Range	Loc: spa

flying	MAS	across the world
mat	Range	Loc: spa

and	he	has got to be	able	to detect	accent
	Carrier	int	Attrib	mat	Goal

although	in English	people in the other control towers in Australia they	say	they /0ai/, and so on.
	Verbi	Sayer	ver	Verbi

CO: EM

You	must familiarise	with this kind of thing
Actor	mat	Accom: comi

because	this	is	the kind of speciality which you must be able to get through their accent every where in the world.
	Id	int	Ir

SU: QU

Right,	natural approach hypothesis of Krashen and Drenellan	are	the main assumptions underlying this approach
	Id	int	Ir

L2 acquisition	can be	like L1 acquisition.
Carrier	int	Ir/Manner: comp

and	the L2 acquisition	is	natural
	Carrier	int	Attrib

DS: RE

Remember	last week	I focussed on L1 acquisition that the role of the language teacher is approximately L1 acquisition context by ensuring as student perceiving sufficient input and that this input contains forms slightly above the students current level of proficiency
cog	Loc: temp	Pheno

EV: JU

However	these assumptions upon which this approach based	are	highly problematic
	Carrier	int	Attrib

CO: SM

First	whether L1 or L2 acquisition are identical or even similar	It	's	still a matter of much believe.
		Carrier	int	Attrib

Even if	L1 or L2 acquisition	are	similar
	Carrier	int	Attrib

it	is	extremely difficult to determine the type selected for presentation in the classroom
Carrier	int	Attrib

they	are	truly analogous to those presented to a young child in his or her L1.
Carrier	Pro: int	Attribute

Thirdly	it	is	impossible for any classroom based techniques to replicate a naturistic language acquisition context.
	Carrier	int	Attrib

Noneth eless	inspite of serious limitations	the natural method	at least	reflects	an attempt to relate applied linguistic research to classroom allegation.
onti	Conti	Actor	Manner: qua	mat	Goal

Natu. ral methoo	also	come about	to research	in the field applied linguistic research saying that L1 and L2 are acquired in the same way
Actor	Accom: add	mat	mat	Loc: spa