** Phonology **

Summary:

The study of sounds and sound patterns which involve the smallest units of language which a phoneme. It consists of vowels, consonants and blends.

Academics:

* Review the phonetic alphabet, review the definitions of the words listed below and understand that the study of sounds helps students learn how to speak.

* Key terms to know: phoneme * phone * articulation * transcription (broad and narrow) * pitch * stress * diagraphs * diphthongs

Teaching tips:

* Producing oral sounds and teaching phonology through video, song, sound charts, and moving mouths using mirrors. Apply movements to sounds for students (incorporating kinesthetics and apply sound to it)

** Morphology **

Summary:
The study of word structure and word formation. Making meaning of the patterns and sounds that words create. The morpheme is the smallest grammatical unit that carries meaning. It breaks down the language and creates a meaning for the language.

**Academics:**

*Offer students concrete examples of base words and how you can add onto different words, review the definitions of the words listed below and understand that the study of sounds helps students learn how to speak.*

* Key terms to know:* morpheme (free morpheme - can stand alone as a word, bound morpheme- cannot stand alone- needs other morphemes) * affix * homophone * homograph * heteronym

**Teaching tips:**

*Visual examples such as graphic organizers are helpful

**Syntax**

**Summary:**

Syntax is the sentence pattern of a language (arranging words to form sentences)

**Academics:**
*Breaking sentences up and diagram them. Placement of words to form sentences. Review the definitions of the words listed below.

* Key terms to know: *Dependency Grammar (diagram a sentence) *Functionalist Grammar (learning in context)

**Teaching tips:**

Various forms of diagramming sentences for Dependency Grammar. Visual, audio and tactile ways of building sentences. Real life examples for Functionalist Grammar

**Semantics**

**Summary:**

Semantics is the meaning of words and phrases.

**Academics:**

The meanings depend on context, experience, age, word stress. When sentences contain words with one or more meaning it’s ambiguous. Review the definitions of the words listed below.

* Key terms to know: *Denotation-specific meaning and connotation. * Semantic ambiguity - the sentence can have more than one meaning because words have more than one meaning
**Teaching tips:**

Expose students to different word meanings through visuals such as picture dictionaries, emphasizing different words to see if meanings change, finding 2 meanings for the same sentence.

**Pragmatics**

**Summary:**

Lots of different dialects and registers even from spoken and written language. Social and cultural aspects of language.

**Academics:**

*Role-play by practice speaking the language, compare and contrast pronunciation verses the written language. Review the definitions of the words listed below.*

*Key terms to know: *Language Functions *Dialect *Culture*

**Teaching tips:**

Role-play for the students. Go over nonverbal communication in various cultures so that students know the standard. Be aware of your own dialect.
**Websites for Images**

1. http://1.bp.blogspot.com/-HGdJIDDGwE/U73Hs8FEo8I/AAAAAAAAYJw/MAX79VVaQjY/s1600/board.gif
4. http://4.bp.blogspot.com/-sunHMyVCVS8/To0ib9Athvl/AAAAAAAAYVg/N3IkG-xjiMw/s1600/semantics.png
5. http://arnoldzwicky.s3.amazonaws.com/PhDNeedToTalk.jpg