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ENG522 Assignment 1 Solution

Fall 2026

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ENG522 — Applied Linguistics

Assignment No. 1 — Fall 2026

Applied Linguistics is the application of linguistic theory to real-world language problems, and a workplace training programme is one of its most practical uses. Employees who already have technical knowledge do not need general English; they need English for Specific Purposes (ESP), so the programme must be built around their actual professional tasks.

1. Start with a needs analysis

The first step is a needs analysis. The trainers must study the target situation: what do employees actually do in English — chair meetings, present project updates, negotiate with clients, write reports and emails? Then they assess the present situation: where exactly do employees struggle — fluency, technical vocabulary, pronunciation, or confidence? The gap between the two becomes the programme's objectives, for example: "to present a ten-minute project update clearly and answer questions confidently."

2. A functional, task-based syllabus

The syllabus should then be functional and task-based rather than grammar-based. Instead of teaching tenses in isolation, each unit should be built around a workplace task: opening and chairing a meeting, agreeing and disagreeing politely, describing data in a presentation, handling difficult questions, and writing a concise report. Authentic materials should be used — the company's own meeting recordings, slides, and emails — so that learning transfers directly to the job.

3. What language to teach

Applied Linguistics also guides what language to teach. From discourse analysis, employees learn the language of meetings: turn-taking, interrupting politely, hedging ("I think this might work better"), and signposting ("Moving on to the next point"). From pragmatics, they learn politeness and intercultural communication, which matter greatly in multinational workplaces. Vocabulary work should focus on business collocations and technical terms used in their field, and pronunciation work should target intelligibility rather than a native-speaker accent.

4. Communicative, performance-based methods

The teaching method should be communicative and performance-based: role plays of meetings, micro-presentations with peer feedback, simulations of client calls, and coaching on recorded performances. Short, regular practice sessions work better than long lectures, and blended learning — online modules plus live practice — allows employees to revise at their own pace.

5. Assessment that measures real performance

Finally, assessment must measure real performance, not memorised rules. A diagnostic test at the start, observation checklists during simulations, and a final simulated meeting and presentation show whether employees can actually communicate. Feedback from managers and a follow-up

session after a few months complete the cycle. In short, Applied Linguistics turns a vague “improve English” course into a needs-driven, job-related programme that builds exactly the communication skills these employees lack.