



ENG514

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Informal speaking refers to spontaneous, everyday conversation used in casual settings. It is usually unstructured, uses contractions, slang, and relies on shared context for understanding.

Characteristics of fluency include ease of speech, minimal hesitation, appropriate speed, natural rhythm, and effective self-correction without disrupting communication.

Three approaches to bring fluency are: meaning-focused output (e.g., speaking activities), meaning-focused input (e.g., listening and reading), and fluency development through practice (e.g., repeated speaking tasks).

Four points on fluency development:

It requires high-frequency vocabulary and expressions, needs regular and meaningful interaction, benefits from task repetition, and improves through listening to fluent models.

Five rules to push the learner to produce output:

Create a need to communicate, limit use of L1, encourage risk-taking in language use, offer real-life tasks, and provide opportunities for extended speech.

How fluency can be achieved (5 points):

Practice speaking regularly, use high-interest communicative tasks, include shadowing/listening activities, incorporate time-based speaking drills, and engage in group or pair work.

Well-beaten path to fluency involves high-input listening, mimicking native patterns, repetitive speaking, extensive reading, and interactive speaking opportunities.

Names of five types for developing fluency:

Dialogue practice, role-play, interviews, storytelling, and discussion/debate.

Dialogue teaching involves scripted or semi-scripted conversations to teach structure, pronunciation, and interactional language patterns in context.

Communicative language teaching focuses on real-life communication and meaningful interaction as both the goal and method of learning a language, prioritizing fluency over accuracy.

Teaching tasked material technique involves using tasks with real-world relevance (e.g., planning a trip, solving a problem) that require students to use language communicatively and cooperatively.

Note on turn-taking:

Turn-taking is the orderly exchange of speaker and listener roles in conversation. It maintains flow, shows listening skills, and reflects understanding of social norms in communication.

How turn-taking helps children in language development:

It builds interactional competence, helps them understand conversational structure, improves listening and timing, and nurtures pragmatic awareness.

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Is speaking an interactive process or isolated (spontaneous speech)?

Speaking is fundamentally **interactive**, involving active listening, feedback, and shared meaning-making, though some tasks (like presentations) may involve monologic speech.

Note on negotiations:

Negotiation in communication is the mutual adjustment of meaning and understanding through questioning, clarification, and modification, often used in task-based or collaborative speaking.

Technique of negotiation includes clarification requests, confirmation checks, reformulations, and restating for shared understanding.

Controlling to teaching (technique where students take control):

Also called **learner autonomy** or **student-led interaction**, where learners initiate conversations, choose topics, and manage turn-taking, fostering confidence and independence.

Cumulative talk is a style of classroom dialogue where learners build positively on each other's ideas in a supportive, affirming way that aids collaborative learning.

Exploratory talk – 5 ground rules:

Engage critically but constructively, share relevant information, ask questions and justify opinions, allow everyone to speak, and jointly make decisions.

Pyramid (implied classroom method) refers to **pyramid discussions**, where students first discuss in pairs, then small groups, then whole class — useful for idea development and fluency building.

Five listening tests:

Multiple-choice, cloze test (gap-fill), true/false, sequencing events, and note-taking tasks.

Name 5 types of listening test (excluding one):

Selective listening, interactive listening, intensive listening, extensive listening, and responsive listening.

One-way listening – two names:

Lectures and **announcements** represent one-way listening tasks with no expected verbal response from the listener.

Write four names of listening:

Discriminative listening, comprehensive listening, evaluative listening, and appreciative listening.

Captions used in aids:

Captions provide textual representation of audio for videos or presentations, enhancing understanding, especially for language learners or the hearing impaired.

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Three difficulties in classroom assessment:

Subjectivity in scoring, time constraints for individualized feedback, and designing fair assessments that match learning outcomes.

High-stakes testing:

These are tests that carry significant consequences (e.g., graduation, job placement). They may lead to teaching to the test and increase learner anxiety.

Self-assessment involves learners evaluating their own progress, helping develop autonomy, reflection, and awareness of strengths and areas for improvement.

Face validity refers to how valid a test appears to learners or others based on superficial features (e.g., clear instructions, relevant content), not statistical measures.

Validity and reliability (test-retest):

Validity ensures the test measures what it claims, while **reliability** ensures consistent results over time. Test-retest reliability is checked by administering the same test twice and comparing scores.

Split-halves testing:

A reliability method where a test is divided into two halves (e.g., odd vs. even questions), and the consistency of results from both halves is compared.

Practicality:

A test is practical if it is affordable, time-efficient, easy to administer and grade, and appropriate for the number of students and available resources.

Standard forms of TOEFL and IELTS:

TOEFL includes IBT (Internet-Based Test) and PBT (Paper-Based Test). IELTS has Academic and General Training formats, both covering Listening, Reading, Writing, and Speaking.

Online resources/sites regarding speaking (2–3 lines):

Websites like **BBC Learning English**, **Ello.org**, and **TalkEnglish.com** offer interactive speaking practice, video/audio lessons, pronunciation guides, and conversation activities for ESL learners.

Psycholinguistics (3 things):

It studies how language is acquired, produced, and comprehended. It links language and cognitive processes, including memory, attention, and neurological mechanisms.

Phonological loop (short note, 5 marks):

A component of working memory that processes and stores spoken and written verbal information. It consists of a phonological store (inner ear) and an articulatory loop (inner voice), crucial for language learning and pronunciation.

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Stress-timed vs syllable-timed language:

In **stress-timed** languages (e.g., English), intervals between stressed syllables are equal, with unstressed syllables shortened. In **syllable-timed** languages (e.g., French), each syllable takes approximately the same time.

Tomasello and Herron (1989) – Deliberate error via incorrect analogy:

They suggested that using **deliberate errors** helps learners notice and correct mistakes by contrasting incorrect and correct forms, enhancing grammar awareness and retention.

Cognitive load principle 1 by Brown (short note):

Brown emphasizes reducing **extraneous cognitive load** in teaching — keeping input simple, minimizing distractions, and ensuring that learners can focus on the core language task.

Task-based learning (TBLT):

A communicative approach where students learn language through performing meaningful tasks such as ordering food, making travel plans, or solving problems collaboratively.

Task-based language teaching (note):

TBLT focuses on **using language as a tool for completing real-world tasks**, with attention to fluency, interaction, and negotiation of meaning, followed by feedback and form focus.

Five points of consciousness-raising activity:

Raises learner awareness of language form, encourages noticing, involves guided discovery, connects rules with examples, and helps learners apply patterns to new contexts.

Qualitative vs Quantitative approach:

Qualitative focuses on **descriptive, in-depth understanding** (e.g., interviews, observations); quantitative uses **numeric data and statistics** (e.g., tests, surveys). Both are used in language research.

Complexity – how to measure:

Complexity in language is measured by syntactic variety, sentence length, use of subordinate clauses, and lexical diversity (range of vocabulary used).

Intermediate-level vocabulary learning:

Learners expand academic and topic-specific vocabulary, use collocations, affixes, and practice through context, reading, and speaking tasks.

Kol test, TOEFL, discourse & conversational analysis linked to sociolinguistics:

These tests and analysis methods explore how language reflects social norms, roles, identities, and interactional patterns — central concerns in **sociolinguistics**.

Corpora of speech data on the web:

Examples include the **British National Corpus**, **Corpus of Contemporary American English (COCA)**, and **MICASE** — offering real-life spoken language for linguistic study and teaching.

Word detectives (implied vocabulary/lexical development):

An activity where learners **investigate unknown words** by analyzing root forms, context, affixes, and dictionary use — building vocabulary through discovery.

Two channels in writing:

Writing uses the **visual channel** (reading written text) and **cognitive channel** (mental processing of language rules, structure, and organization).

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