FINALS

ENG 514

Teaching of Listening and Speaking Skills

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Q. Process approach

Because formal speaking is usually a planned activity, it is possible to take a process approach to it. This means dividing the task into parts such as taking account of the goals and the audience, gathering ideas, organizing ideas, making a set of speaking notes, and presenting and monitoring the talk. An important part of the formal speaking process is taking account of the audience and the suitability of the information that is to be conveyed to them. The following table relates activities and supports to the various parts of the formal speaking process. Taking a process approach is effectively encouraging learners to develop a strategy for dealing with formal speaking. Thus, when a teacher takes this approach learners should be made aware of the parts of the process and how they can take control of them.

Q. Define speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

Q. Discourse analysis & Conversational analysis.

Both discourse analysis and conversation analysis have links to sociolinguistics in that they prefer not to deal with samples of language in isolation, and conversation analysis in particular is interested in the relations between interlocutors. Discourse analysis, however, has traditionally tended to concentrate on longer sections of language and focused on interrelations between different sections of text. Within this, the discourse analyst is interested in how speakers carry out functions of language and the choices made by them in different contexts. During the 1990s and beyond there was increasing interest in the telecommunications and computing world that discourse analysis would solve problems of automation of human– computer understanding. This area has not achieved the early promise – humans are still constrained to limited lexical choices and clear talk in these contexts rather than the system being able to adjust to spontaneous talk. Nevertheless, it will be interesting to see what twenty first century discourse and conversation analysis can offer other disciplines and users wanting to apply the insights of linguistics to real-world applications.

Q. Syllable and stressed timed languages

Languages can be classified according to whether they are stress-timed or syllable-timed. It used to be thought that in a stress-timed language (like English) the stresses were equal distances apart

even though the number of syllables between each stress was not the same. This would mean that some syllables would have to be said very quickly if there were several between two stresses, and some would be said slowly if there were few between two stresses. In syllable-timed languages, the syllables occur at regular intervals (as in Spanish and Indonesian). Research indicates that the spacing of stresses is by no means equal in stress-timed languages although there is a tendency towards regularity (Dauer, 1983). The main differences between stress-timed and syllable-timed languages lie in syllable structure (syllable length varies more in stress-timed languages than in syllable-timed languages), vowel reduction (stresstimed languages are more likely to use centralized vowels in unstressed syllables and vowels may be shortened or omitted), and lexical stress (stress-timed languages usually have word level stress).

Q. define channels

Channel is a term used to describe the physical means by which communication takes place. In terms of speaking there is the oral/aural channel and in terms of writing the visual/motoric channel. Discourse can be studied in terms of the effects of channel on the language. These include the constraints of speech processing in real time versus the capacity to reflect and edit that the written channel allows.

Q. Write a note on speaking and new technologies

A fast-moving area in recent years has been the development of new technologies that blur or alter the traditional boundaries between the spoken and written mode. There are several strands to this, ranging from text to speech software, speech recognition, to robotics, to mobile computing and telephony. The aim of much work is for the user to be able to speak to a computer in much the same way as they would to another person, and for the machine to be capable of carrying out the instruction.

Q. Write a note on audio lingual approaches to language teaching.

The language learner in a 1950s and 1960s classroom would have had a very high chance of being exposed to the spoken form. Indeed the influence of early British applied led to a strong emphasis on the oral mode. What emerged as ‘The Natural Method’ relied on introducing language items systematically and almost entirely through speech, and then on the very accurate (in phonetic terms) oral practice of explicitly taught language rules and features. In the United States, ethnographic approaches which depended on close and careful scrutiny of the oral form were also influential and these were superseded by what eventually became known as ‘The Audio-lingual Method’.

Q. one-on-one

Talking one-on-one gives the provider a chance to repeat (say back), extend (add to), and revise (recast or restate) what children say. Children have a chance to hear their own ideas reflected back. In addition, one-on-one conversations provide opportunities to either contextualize the conversation according to the individual child’s understanding or tap children’s understanding of abstract concepts. Caregivers should try to hold individual conversations with children each day.

Q. What are the qualities of a practical test?

Practicality can be looked at from several aspects: (1) economy of time, money, and labour; (2) ease of administration and scoring; and (3) ease of interpretation.

Q. Note on KOL test.

The KOL test consists of 24 multiple choice format questions based on general knowledge of British life and culture. Taking and passing it assumes language knowledge at Entry Level 3. Those who do not reach this level can continue to retake the KOL test until they pass, or can opt to take an 'ESOL with citizenship materials' qualification through an approved body.

Q. write note on TOEFL

The format and the rating process in the speaking element of the 'iBT/ New Generation TOEFL' (hereafter 'TOEFL' or 'TOEFL speaking') are deliberately impersonal. This is in order to sidestep a number of the issues concerning bias that can affect face-to-face assessments of speaking. Six tasks in TOEFL are designed to test different aspects of speaking. Two ('independent') call on the candidate to express an opinion on a familiar topic and four others ('integrated') ask the candidate to speak in response to written or spoken material that provides input.

Q. Formal speaking.

Formal speaking helps language learning in the following ways. It represents a new use of English for most learners and thus requires them to focus on language items that are not as well represented in other uses of the language (Biber, 1989). Formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention (a rather unsettling experience). It thus requires learners to use language under difficult and demanding circumstances, which will stretch the boundaries of skill development

Q. Qualities of practical test

A practical test is short (notice that this may conflict with reliability), does not require lots of paper and equipment, does not require many people to administer it, is easy to understand, is easy to mark, has scores or results which are easy to interpret, and can be used over and over again without upsetting its validity.

Q. Will learner have accent if he or she starts to speak in L2 before age of six?

Usually, if the learner began to speak in the second language before the age of six there will be little or no accent.

Q. Write note discover the answer activity

Discover the answer is another technique to encourage learners to question the speaker. The teacher asks the learners a question that she is sure that they cannot answer. This is an amusing technique because at last by listening to what the teacher says about the answers the learners are

able to give the correct answer to the question although they really did not know the answer before. The technique helps learn the phrases like “more than that” which guide learners towards the answer.

Q. Define turn talking

The richest talk involves many “back-and-forth” turns in which the provider builds on and connects with the child’s statements, questions and responses. These extended conversations help children learn how to use language and understand the meaning of new words they encounter listening to other people or in reading books. They also often involve different kinds of sentences—questions and statements—and may include adjectives and adverbs that modify the words in children’s original statements, modeling richer descriptive language.

Q. Ask and answer activity

In an ask and answer activity (Simcock, 1993), the learners work in pairs. One learner has a text to study and the other has a set of questions based on the text. The learners may work together on the text. Then one learner questions the other to get them to display their knowledge of the text. They practice this for a few times and eventually do it in front of the class. The performance is done without looking at the text. Many variations of this technique are possible, particularly in the relationship of the questions to the text and the type of processing required to answer them.

Q. Speaking test

The IELTS speaking test: It is a test with a stronger focus on holistic communicative skills than on the hierarchy of separate language facets underlying the TOEFL test. Each test lasts 10 to 15 minutes and is recorded. Internet-based Teaching English as a Foreign Language (TOEFL) speaking test: This is in order to sidestep a number of the issues concerning bias that can affect face-to-face assessments of speaking.

Q. Phonological loop

The phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory. A good example of this is the way we say a telephone number over and over to ourselves in order to keep it in memory while we go about dialing the number. If learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop.

Q. difficulties of assessment in classroom

This difficulty of direct access means that any assessment of listening must employ indirect measures, always at some degree removed from the actual psycholinguistic processes we wish to describe. The primary means of assessing listening is therefore to observe the various language activities that the learner is engaged in while listening, and to create qualitative descriptors and quantitative measures that have an acceptable degree of validity. The concept of validity refers to an agreement on what is being assessed, both in broad and narrow terms. A starting point for considering validity is constructing a broad, contextual model for what is being assessed.

Q. Write a note on garden path technique

Tomasello and Herron (1989) suggest that some activities should be designed so that learners make errors and then get immediate feedback to make them aware of the gaps in their knowledge. Their deliberate encouragement of errors through incorrect analogy is called the "garden path" technique. The expression "to lead someone down the garden path" means to deliberately trick someone. It is important to note that it is not the error which is important in the garden path technique, but the noticing which comes from it.

Q. Three societies other than the TESOL, IATEFL?

i. American Dialect Society

ii Institute of Translation and Interpreting

iii International Clinical Phonetics & Linguistics Assoc

Q. Three critical skills for speaking?

(1) communicate— listen and respond when other people are talking. (2) understand the meaning of a large number of words and concepts that they hear or read. (3) obtain new information about things they want to learn about.

Q. 3 characteristic of Fluency?

The following three characteristics of fluency are also the main characteristics of activities designed to develop fluency. ♣ message-focused activity ♣ easy tasks ♣ performance at a high level

Q. Dialogic teaching method.

Dialogic teaching is based on the premise that learning in schools is a social activity. Social aspects of classroom contexts which teachers can organize to help ensure the effectiveness of learning activities are: ♣ the fostering of a classroom community in which learning dialogues take place; ♣ the creation of activities which necessitate learning dialogues.

Q. Three ways of Computer talk/ types of talk at the computer

Disputational talk: This is characterized by disagreement and individualized turn-taking. There are few attempts to share knowledge or to offer suggestions. There are short exchanges which consist of assertions and challenges or counter-assertions. **Cumulative talk:** The speakers build positively but uncritically on what the other has said. This sort of talk is characterized by repetitions, confirmations and elaborations. **Exploratory talk:** The group engages critically but constructively with each other's ideas, and statements or suggestions are offered for joint consideration. These may be challenged, but justifications are expected and given consideration.

Q. Write 3 need that learner get rid of mistake

♣ The desire or need to get rid of the mistake. ♣ An internal representation of what the correct form is like. ♣ The ability to know that a mistake has been made.

Q. 4/3/2 technique in fluency

The 4/3/2 technique has already been described. It combines the features of focus on the message, quantity of production (the speakers speak for a total of nine minutes), learner control over the topic and language used, repetition, and time pressure to reach a high rate of production through the decreasing amount of time available for each delivery.

Q. self-assessment

♣ Learner rates self on given criteria, via questionnaires or checklists, during or following listening activities. ♣ Learner provides holistic assessment of own abilities via oral or written journal entries.

Q. Enlist any three ways through which information is distributed among learners.

♣ All learners have the same information (a cooperating arrangement). ♣ Each learner has different essential information (a split information arrangement) (Nation, 1977). ♣ One learner has all the information that the others need (a superior inferior arrangement).

Q. 5 factors effect pronunciation

♣ the age of the learner ♣ the learner's first language ♣ the learner's current stage of proficiency development ♣ the experience and attitudes of the learner ♣ the conditions for teaching and learning.

Q. Define paradigm

A paradigm is a framework for ideas which includes definitions of key terms and the relationships between them. The framework is coherent because the researcher assumes certain things as a starting point and new knowledge is absorbed into this mental 'map'. Different disciplines work within different paradigms and even within the same academic department several paradigms can compete with one another. Most research outcomes make only small changes to the paradigm rather than altering it fundamentally – this is the nature of research findings generally. Paradigm shifts can and do occur when either a brilliant individual or a team compel others to change their mental map of a particular topic due to the strength of their findings or arguments.

Q. Define Transformational grammar movement and communicative movement?

The 1960s with the influence of the work of Noam Chomsky, and the 1970s and 1980s with the growth of 'communicative' approaches, marked two distinct sea changes in the field of language teaching both of which did much to underpin present attitudes to the spoken form. While these two threads are brought into commonality by research in the field of second language acquisition, they have marked differences in the emphasis they placed on speech in their

thinking. On the one hand, the transformational grammar movement internalized and made abstract the language system to such an extent that actual speech ENG514 (Finals) Solved Maha Malik's Compilation Page 11 became something of an irrelevance. On the other, the tenets of the communicative movement held that language was acquired by meaningful and interesting communication in contexts which mimicked real communicative settings as closely as possible.

Q. Factors that affect the amount and type of negotiation

♣ Pair work usually produces more negotiations on the same task than work in a group of four (Fotos and Ellis, 1991).

♣ Cooperating tasks produce more negotiation of the meaning of vocabulary than information gap tasks (Newton, 1995). Information gap tasks produce a lot of negotiation but not all of it is negotiation of word meaning or indeed language features.

♣ The signals learners make affects the adjustment of output during a task. In a study of output in activities involving native speakers working with non-native speakers, Pica, Holliday, Lewis and Morgenthaler (1989) found that the most important factor determining whether learners adjusted their output was the type of signal made by their partner.

Q. Name 5 listening test name except

1) **Dictation**: The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency (Oller, 1979).

2) **Partial Dictation**: The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

3) **Text with Questions**: The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

4) **Responding to Statements**: The learners listen to statements or questions and respond to them by choosing from multiplechoice items of words or pictures, by indicating true or false, or by giving a short answer.

5) **Three Choice True-false** Instead of responding to statements with just true or false, three categories of response are allowed true, false, opinion (Emery, 1980), or true, false, not stated.

6) **Recorded Cloze**: The learners listen to a tape recording where every 15th word has been replaced by a "bleep" sound and with pauses at the end of each sentence. As they listen the learners write the missing words (Templeton, 1977).

Q. test/retest

One way of checking is called test/retest. In this procedure the same test is given to the same people twice, usually with a gap of a week or so between the first test and the retest. A reliable

test should give very similar results on the two occasions. Another way of checking is called split halves. In this procedure the test is given to a group of learners and then when the test is being marked the items in the test are split into two groups. A third way of checking is to make two equivalent forms of the same test. The two forms should be as similar to each other as possible without being exactly the same. When the same learners are tested with the two forms of the test, the scores for the two forms should be similar. What is common about all of these ways of checking reliability is that they are trying to see if the test does the same job on all occasions that it is used. If performance on the test keeps changing when the same learners sit it again, it cannot be measuring what it is supposed to be measuring. A reliable test is not necessarily a valid test, but an unreliable test cannot be valid.

Q. Vocabulary learning beginning level

There are numerous possibilities for conveying the meaning of new vocabulary. Both brief pre teaching before meeting the words in context and explanation in the context of listening to a story have a substantial effect on learning compared to incidental learning without directly focused attention. This means that before listening activities, it is worth drawing learners' attention to some of the vocabulary that will occur and that it is worth learning. This can be done by listing words on the board and quickly discussing them, giving learners lists of words and meanings to work on at home, or by doing a semantic mapping activity drawing on the learners' previous knowledge and introducing the target vocabulary into the map.

Q. Write Developing fluency technique.

♣ The activity is meaning-focused. The learners' interest is on the communication of a message and is subject to the "real time" pressures and demands of normal meaning-focused communication. ♣ The learners take part in activities where all the language items are within their previous experience. This means that the learners work with largely familiar topics and types of discourse making use of known vocabulary and structures. These kinds of activities are called "experience" tasks because the knowledge required to do the activity is already well within learners' experience. ♣ There is support and encouragement for the learner to perform at a higher than normal level. This means that in an activity with a fluency development goal, learners should be speaking and comprehending faster, hesitating less, and using larger planned chunks than they do in their normal use of language. A fluency development activity provides some deliberate push to the higher level of performance often by using time pressure.

Q. Teacher controlling techniques

In the controlling the teacher technique learners gain control of the listening material. When the learners have this control, listening exercises can become learning exercises. The teacher makes sure that the learners know the following sentences and, if necessary, writes them on the blackboard so that they can be seen during the exercise. ♣ Please say the last word (sentence/paragraph) again. ♣ Excuse me, please speak more slowly. ♣ Excuse me, what was the word in front of king? Then, he tells the learners that he is going to read a text aloud for them to listen to. He tells them that after they listen to the text he will check their answers to some

questions about the text. The teacher gives the learners copies of the questions or writes the questions on the blackboard. He also tells the learners that at any time during the reading of the text they can ask him to stop, read more slowly, repeat, go back to the beginning, spell a word, explain the meaning of a word, or read more quickly.

Q. The influence of discourse analytic approaches

At the mid-point between the first two extracts a popular text at higher levels which also balanced structural items and tasks/scenarios/prompts on each page was Keller and Warner's (1988) Conversation The influence of 1980s UK discourse analysis can be seen in the categorization of stretches of conversation (First speaker: PLAN, Second speaker: RESERVATION, First speaker: COUNTERARGUMENT). The cultural norms being tapped into would perhaps be questioned by a later readership (for example, middle-class couple with husband persuading wife to do something and taking rhetorical lead throughout.

Q. 5 traditional library resources.

Annual Review of Applied Linguistics
http://journals.cambridge.org/action/displayJournal?jid=APLApplied Linguistics
http://applij.oxfordjournals.org/ Discourse & Communication http://dcm.sagepub.com/
Discourse Studies http://dis.sagepub.com/ Interaction Studies http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=IS

Q. USE OF intermediate student's vocabulary learning techniques.

An important focus at the intermediate level is expanding the uses that can be made of known words. This means drawing attention to the underlying meaning of a word by seeing its use in a variety of contexts. This type of activity can be done inductively with the learners going in to the underlying meaning through the analysis of many examples, or deductively by going out from a meaning to examples. The guessing from context strategy should continue to be practiced with attention being given mainly to clues in the linguistic context. Word parts should be used to help remember the meanings of new words. The keyword strategy links the form of an unknown word to its meaning by using a keyword usually taken from the first language.

Q. sociolinguistics project

The projects in sociolinguistic orientation explore ♣ Listener perspective, the notion that our cultural background provides certain schematic overlays that influence how we comprehend events and how we internally structure and report those events; ♣ Listener participation, the ways in which conversational encounters are co-created with listeners, who display various patterns of participation ♣ Listener response, the options the listener chooses from during a listening event and how these responses shape the event give meaning to it, and contribute to the listener's competence ♣ Listeners in cross-cultural interactions, an exploration of ways in which L1–L1 interactions parallel and differ from L1–L2 and L2–L2 interactions. Partial communication and miscommunication can often be attributed to differences in communicative

style and, violations of expected discourse structures, as well as to limited command of the linguistic code.

Q. Note on words detectives.

Word detectives involve a learner reporting on a word that was learned out of class recently. The reporting can follow a pattern involving saying where the word was met, what it means, how it is used, and how it can easily be remembered. The activities at the beginning and intermediate levels should focus on the essential general service vocabulary of English of approximately 2000 words.

Q. Practicing notation

Learners can practice intonation in the following ways. ♣ The learners can copy the teacher. ♣ The learners can make gestures to go with changes in intonation. The rise at the end of a Yes/No question can go with the speaker raising her eyebrows, or lifting a shoulder (Robinett, 1965). ♣ The learners say the last word of a sentence by itself with the correct intonation, rising or falling. Then word by word they build up the sentence from the end to the beginning while keeping the correct intonation (Robinett, 1965). ♣ The learners can be shown drawings of intonation patterns to help them understand what they should try to do.

Q. High stake testing explain.

'High-stakes testing' is a term used to describe any test that has a major influence on the life of the test taker. While it could be argued that any test has an effect on the person taking it, significant barriers are placed before those who fail some tests, and are raised for those who pass them. Examples of these kinds of tests outside language learning would be passing a certificate to practice law or medicine or at an earlier stage a test in a school context that permits a student to progress to higher examinations, or limits their subsequent subject choices in some way.

Q. Key word procedure

The keyword strategy links the form of an unknown word to its meaning by using a keyword usually taken from the first language. The keyword procedure can be broken into these steps: ♣ Look at the second language word and think of a first language word that sounds like it or sounds like its beginning. This first language word is the keyword. ♣ Think of the meaning of the second language word and the meaning of the first language word joined together in some way. This is where imagination is needed (Ellis and Beaton, 1993). ♣ Make a mental picture of these two meanings joined together

Q. Explain the statement "find difference in activity"?

The find the differences activity is a good example of this. In this activity a pair of learners have a similar picture each, but they have to find the differences by describing and not showing their pictures to each other. In this activity the support comes from the common features of the two pictures. Support may also involve some kind of support during the task such as notes, pictures

with annotations, or objects. In this procedure the teacher may simply rely on group cooperation to produce the wanted vocabulary and constructions. If monitoring the activity shows that this does not happen, then it may be necessary for the teacher to write words and phrases on the pictures for the learners to use. This gives the first activity something of a focus on form, and so the follow-up activities of turning it into a dialogue and then acting it may serve to bring back the meaning focus. All these kinds of support allow learners to draw on explicit knowledge of the language in their spoken production.

Q. Pyramid

The pyramid procedure involves a changing audience which can provide opportunities for repetition with the speaker using an increasingly reduced form of notes each time. Information transfer grids and diagrams are a useful form of notes to guide speaking. Due to their structured nature, they give the speaker a systematic route to follow and allow the audience to predict what will come. Presenting and monitoring the talk, like all the other parts of the formal speaking process, can be planned for and practiced. Repeated opportunity to present is important here. Tactfully designed and used checklists are also useful. Feedback on presentation should lead learners to reconsider other parts of the formal speaking process.

Q. Note on online resources.

The development of the internet has meant that access to oral language data is becoming increasingly easy. As well as the corpora described in section 9.4, sound archive material is available at the following sites, most of which provide downloadable sound files, or can provide taped material for research purposes ♣ The Australian Film related sound archive: http://www.screensound.gov.au/ index.html (mainly relating to film and the arts, but including interview material) ♣ The Michigan State University voice library: http://vvl.lib.msu.edu/ index.cfm (including web access to samples of all US presidents' voices of the twentieth century) ♣ At the time of writing the BBC were providing an excellent site on the evolution of the English language which included downloadable examples of a cross-section of British voices: http://www.bbc.co.uk/ radio4/routesofenglish/index.shtml

Q. Talk diary

The role of considering and recording their own talk can be provided by completing a 'talk diary'. This can build up a picture of children's talking and listening activities over a finite length of time in a way that is straightforward for both teacher and child to use and interpret. In the same way that reading records are constantly updated, adding to the content of a talk diary should be simple and frequent. A comprehensive talk diary can fulfil several purposes. It can: ♣ provide an overview of the range of opportunities for speaking and listening which the child has experienced ♣ record the child's strengths and weaknesses in speaking and listening ♣ build up a picture over time of speaking and listening activities ♣ focus the child's attention on the value of speaking and listening ♣ provide evidence for informal ongoing assessment ♣ contribute to planning of activities

Q. According to aspects of spontaneous speech does the speaking is interactive process or isolation

Three basic aspects of spontaneous speech that language learners need to be aware of and which language teachers may find helpful to reflect on with their students are: ♣ speaking is fundamentally an interactive process and is defined by interactivity; ♣ speaking happens under real-time processing constraints; ♣ speaking is more fundamentally linked to the individual who produces it than the written form is. These are the elements that stem directly from the way speech is produced and distinguish it from standard written forms. An awareness of the effects of the interactive, spontaneous and personally oriented nature of speech can, therefore, be of great benefit to learners, both in terms of confidence in production and also to help to improve global listening skills. If, however, speech is taught without greater regard for some of the basic features that shape the process of listening and speaking then learners will constantly be striving, and failing, to speak in the complete, grammatically standard, and impersonal discourse that is quite untypical of naturally occurring speech.

Q. write 5 rules of exploratory test

These are the ground rules for exploratory talk: ♣ everyone in the group is encouraged to contribute ♣ contributions are treated with respect ♣ reasons are asked for ♣ everyone is prepared to accept challenges ♣ alternatives are discussed before a decision is taken ♣ all relevant information is shared ♣ the group seeks to reach agreement.

Q. Five corpora of speech data on web discussed in your course.

♣ London Lund Corpus ♣ Lancaster/IBM Spoken English Corpus (SEC) ♣ Corpus of London Teenage Language (COLT) ♣ Wellington Spoken Corpus (New Zealand) ♣ The International Corpus of English

Q. What are Vocabulary cards? How to use it?

For adult beginners, it is useful to have a rapid expansion of vocabulary through direct vocabulary learning. An effective way of doing this for older learners is to make use of vocabulary cards. These are small cards (about 4cm × 3cm) with the second language word on one side and the first language translation on the other. Particularly at the beginning level, it is useful to have a phrase containing the new word along with the word. Learners use these cards in their own time, looking at them frequently for a short time. It is good to change the order of the cards as they are looked at to avoid a serial effect in learning. The use of such cards should be combined with mnemonic techniques such as the keyword technique, or word part analysis, or simply creating a mental picture of the word or a situation where it is used. The considerable amount of research on this rote learning procedure clearly shows its effectiveness.

Q. Explain and corpus linguistics

Research into spoken corpora is throwing up many insights about the form, but from the perspective of a unified theory or approach to speech, work on corpus linguistics will always

tend to isolate the samples of speech data from the original oral/aural channel in which they were produced, and also from the overall context of the discourse. The development of multi-media corpora that is starting to emerge may begin to address this issue and is one of the most promising avenues for a model of the spoken form that does justice to its rich and complex resources for communicating meaning. Analysis of a corpus that can provide linked data on a number of factors at one time – gaze, gesture, prosody, syntax and lexis – should provide a model that goes beyond the literate.

Q. levels of analysis

One of the difficulties in researching speech is the fact that, unlike written texts, the notion of a freestanding genre or clearly delimited sample to be investigated does not readily lend itself to speech. Whereas the researcher into writing can start, if they wish, from a relatively well-defined set of texts that clearly fit into a category (newspaper language, popular fiction, advertising texts, academic writing and so on), the researcher into speech will generally find no such helpful categories to hand. Writing presents itself in front of the researcher through the materiality of its visual medium. The researcher into speech must usually look beyond the discourse to the context in order to delimit the data under investigation and to ensure they are, for instance, comparing like with like

Q. State any five roles of negotiating plays in assisting language development

♣ makes input understandable without simplifying it, so that learnable language features are retained ♣ breaks the input into smaller digestible pieces ♣ raises awareness of formal features of the input ♣ gives learners opportunities for direct learning of new forms ♣ provides a "scaffold" within which learners can produce increasingly complex utterances

Q. State the difference between quantitative and qualitative approaches to researching speech?

Quantitative approaches tend to analyze data in terms of pre-existing categories and the researcher then seeks to investigate the nature of these items in the data. For something as dynamic and socially grounded as spoken discourse, this use of predetermined categories can be unhelpful. The strength of the qualitative paradigm is that it works from the 'inside' of instances of talk towards patterns and regularities and is able to uncover aspects that the investigator may not have imagined existed. A widely used method among the qualitative approaches to researching speaking is conversation analysis (CA). This method puts high value on the careful analysis of examples of real (i.e. non elicited) talk to understand how speakers create meaning and organize their discourse as social action. The CA analyst is interested also in what linguistic resources (syntax, prosody, gaze, laughter, silence, and so on) speakers use to 'do talk' and how these are different in specific varieties of language and discourse contexts. The 'pure' CA approach, therefore, is unique in that it seeks to understand the nature of speech primarily from observation of non elicited data and through this process gain insights about broader patterns and meaningful regularities appearing in the interaction.

Q. Write a note on IELTS speaking test?

In contrast to the iBT TOEFL speaking test, the IELTS speaking test is conducted with a face-toface interlocutor/examiner. It is a test with a stronger focus on holistic communicative skills than on the hierarchy of separate language facets underlying the TOEFL test. Each test lasts 10 to 15 minutes and is recorded. A three-stage interview takes place beginning with general and familiar topics for around 4 minutes. A card with a prompt is presented to the candidate in the second stage of the test and they are asked to prepare what they are going to say (around 1 minute) and then speak in monologue for 2 minutes about the given topic. A transition takes place to part 3 in which a dialogue at a more abstract level is developed between the examiner and the candidate out of the material in part 2. In 2001, the revised version of the IELTS speaking test (described above) was launched on the basis of work begun around 1998. Some changes were made to the format but more significantly in terms of analysis of the approach to the underlying construct, whereas the previous version scored candidates on a single set of criteria the new version analysed performance in terms of four distinct areas: Fluency and coherence; Lexical resource; Grammatical range and accuracy, Pronunciation. The full (public versions) of the descriptors are available at the IELTS website and a search on a major internet search engine with the keywords 'IELTS speaking band descriptors' will take the reader to current versions of these for a given years.

Q. 5 rules to push the learner to produce output?

Topic: Learners should be pushed to speak on a range of topics. Topic is most likely to have an effect on the vocabulary that is used as each topic is likely to have its particular technical, topic-related vocabulary.

Text Type: Biber (1989) distinguished eight major spoken and written text types on the basis of the clustering of largely grammatical features. These text types included intimate interpersonal interaction, "scientific" exposition, imaginative narrative and involved persuasion.

Performance Conditions: When learners perform speaking tasks they can do this under a variety of conditions. One set that has received a reasonable amount of attention in research is the opportunity for planning before speaking.

Planning: Planning involves preparing for a task before the task is performed. Typically it involves having time to think about a given topic, having time to prepare what to say, and taking brief notes about what to say.

Time pressure: Recently researchers have distinguished on-line planning and pre-talk planning (Yuan and Ellis, 2003). On-line planning involves paying careful attention to turning ideas into speech while they speak, and this is more likely to have a positive effect on accuracy.

Q. State and explain any two approaches to fluency?

The first approach relies primarily on repetition and could be called "the well-beaten path approach" to fluency. This involves gaining repeated practice on the same material so that it can be performed fluently. The second approach to fluency relies on making many connections and

associations with a known item. Rather than following one well-beaten path, the learner can choose from many paths. This could be called “the richness approach” to fluency. This involves using the known item in a wide variety of contexts and situations. Most of the suggested techniques in this chapter follow this approach. The third approach to fluency is the aim and result of the previous two approaches. This could be called “the well-ordered system approach”. Fluency occurs because the learner is in control of the system of the language and can use a variety of efficient, well-connected, and well-practiced paths to the wanted item.

Q. 3 aspects of spontaneous speech

♣ Speaking is fundamentally an interactive process and is defined by interactivity; ♣ Speaking happens under real-time processing constraints; ♣ Speaking is more fundamentally linked to the individual who produces it than the written form is.

Q. Difference between face validity and content validity

Face validity is a very informal judgment. It simply means that the people sitting the test, the people giving the test, and others affected by it such as parents, employers, and government officials see the test as fair and reliable. A reliable test which may have good content and predictive validity may be so different from what the public expect or consider relevant that its poor face validity is enough to stop it being used. Good face validity is not a guarantee of reliability or other kinds of validity. Content validity involves considering whether the content of the test reflects the content of the skill, language, or course being tested. For example, in order to decide if a test of academic listening skill has content validity, we would need to decide what are the components of the academic listening skill and how is this skill used. We might decide that academic listening involves note-taking, dealing with academic vocabulary, and seeing the organization of the formal spoken discourse.

Q. Any 3 correcting pronunciation mistake

♣ The teacher repeats the word correctly several times with ordinary stress and intonation until the learner self-corrects by copying the teacher. ♣ The teacher repeats the word correctly giving extra stress and length to the part where the learner made the mistake. The teacher compares the mistake and the correct form: “Not lice but rice.” ♣ The teacher writes the word on the blackboard correctly and underlines the part where the learner made a mistake. The teacher also says the word correctly.

Q. Do you think brainstorming have a role before starting a talk

Good preparation for a talk can involve using group work activities to gather and elaborate the information that will be presented. Brainstorming is an effective way of doing this. In this activity learners suggest ideas which are listed uncritically, the main goal being to get as many ideas as possible. Later the ideas are organized and evaluated. An advantage of brainstorming is that it can result in a very diverse collection of ideas.

Q. Explorateory talk

Exploratory talk allows a reasoned exchange of ideas and opinions. This sort of talk is likely to be of great value to the children educationally, because it means that they are using language to think rationally, and to consider and evaluate each other's ideas in a cooperative way. They can build up shared knowledge and shared understandings, as they engage in opportunities to collaborate as equals. Collaborative talk of this kind provides a supportive context for thinking aloud, and thinking aloud is crucial if children are to formulate their thoughts and ideas. It also represents the kind of rational, considered debate at the heart of 'educated' activities such as science, law and politics. Engaging in interthinking through rational discussion with other people is likely to help children develop clearer ways of thinking to support their development as an individual

Q. Liberman

Liberman (1998) 'When theories of speech meet the real world' is an example of what is known as a 'position paper'. This means that the research text in question (they are generally journal articles) encapsulates an academic's stance on a broad topic and they generally deal with an issue that is open to debate. These can be difficult to write as there is a need to understand the ideas being criticized summarize the relevant arguments and present a coherent alternative to them.

Q. CLT

The Communicative Language Teaching (CLT) approach that has dominated English language teaching from the 1980s if not earlier and the Natural Approach that retains a strong influence on teacher training were developed around the idea of meaningful interaction and the focus on communication rather than ENG514 (Finals) Solved Maha Malik's Compilation Page 7 linguistic facts. Both therefore valued, and were interested in encouraging students to engage in, abundant amounts of spoken language in the classroom.

Q. Importance of talking in mirror with respect to pronunciation.

When the teacher pronounces a sound, the learners should watch the teacher's mouth carefully. Then they can practice using a small mirror so that they can see their own mouth. It is valuable to let the learners experiment with sounds. By changing the position of their tongue they can change the sound. By changing the position of the lips and teeth the sound can be changed. Activities like these may help the learners to be able to feel where their tongue is in their mouth. This is a useful ability when learning a new language.

Q. Note on TBLT

This is an approach to language learning based on insights first outlined in the late 1980s by Prabhu (1987) and which has remained a central topic in syllabus design and debate about language learning generally. Reporting on his work in India, Prabhu suggested that learners who were mainly focused on a real world task made as good if not better progress than language learners given explicitly language focused instruction. This led to a variety of attempts to implement 'task-based learning' more widely and to relate them to the language classroom more generally. This was done by designing tasks that promoted the use of authentic language and

required active engagement by the student in their completion, generally with a high level of spoken interaction being required.

Q. Speaking and neurolinguistic

Neuro-linguistics differs from psycholinguistics in that the focus of research is on the biological and neurological basis of language processing. As such, research into fundamental aspects of speech can be investigated within neuro-linguistic frameworks. It is interesting to note how little either psycho- or neurolinguistics affects mainstream applied linguistics and language teaching, despite a long and reputable research tradition. There is, however, a strong link existing between this field and speech pathology/therapy.

Q. Five points in consciousness raising activity

♣ Having to underline or note examples of an item in a text

♣ Being given examples and having to construct a rule

♣ Having to classify examples into categories such as countable/ uncountable or active/passive

♣ Performing rule based error correction

♣ Using a rule to construct a sentence

♣ Recognizing instances of a rule in operation

Q. consciousness raising activities.

Ellis (1991: 232–241) distinguishes practice activities and consciousness-raising activities. Whereas practice activities focus on use through repeated perception or production, consciousness raising activities develop explicit understanding of how a grammatical construction works. The goal of consciousness raising activities is to help learners notice language items when they appear in meaning focused input and thus increase the chances that they will be learned. Consciousness-raising activities therefore have limited, delayed aims. They need not result in deliberate production, but develop an awareness of the form, function and meaning of particular items at the level of explicit knowledge. This awareness need not involve the understanding of grammatical terminology. Success in a consciousness raising activity would be measured by the learner consciously noticing the same item in meaning-focused input.

Q. 5 caregiver talk

♣ extended, contextualized conversations with individual children ♣ reading books with interesting and rich concepts ♣ engaging children in discussions and questions about the book ♣ modeling speaking in complete sentences in questions, responses, and statements ♣ providing opportunities for children to talk about things and events that are not in the hereandnow—past, present, and imaginary