



ENG511

Mid-Term

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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Compilation

MCQS BY ZAINEE....

1. The three pioneering workers in early psycholinguistics are **Paul Broca**, Charles Hockett and William Levelt.
2. Children's acquisition of language is done with **no formal training**.
3. Cohesive relations are **un-structured**.
4. The process of accessing and **retrieving** lexical information from memory is influenced by a number of factors.
5. Late closure strategy states that, wherever possible, we prefer to attach new items to the **current constituent**.
6. Figurative language is not merely an ornamental tool, rather it has become a powerful...? a) Way of communication b) Idea of contrast c) Conceptual tool
7. Genre is type of discourse research that has a **narrative discourse**.
8. Serial models assume that we begin with the overall idea of an **utterance**, followed by syntactic organization, content words, morphemes, and phonology.
9. Motor commands from the brain specify the target location for the articulation in the _____? **Vocal tract**
10. The rules of proper conversation _____ with the culture. **Vary**.
11. Some studies of gender differences reveal that males speak more and **interrupt** more than females.
12. _____ means communication within the social institution of society. **Institutional discourse** (ans. not sure)
13. Grammatical morphemes are conspicuously _____ in children's early word combination. **Observed**
14. Cross-linguistics studies enable us to explore both universal and particular aspects of...? **Language**
15. **In linguistic prosody is concerned with those elements of speech that are not individual --- segment. Phonetic** (ans. Not sure)
16. We spontaneously interrupt our speech and correct ourselves. **Self-repairing**.
17. A speech error is a **deviation** from apparently intended form of an utterance.
18. Knowing how to use gestures and words to show off object make assertion and make requests etc. is called _____ competence. **Communicative**
19. Steps in process of developing a processing system: a) Input b) Output c) Storage d) **All of these**.
20. According to the usage-based constructivist theory, the child learns the knowledge of language and syntax through _____ alone. **Positive input**
21. Sentence and clause types and nonfinite verbal are important in this research because they are **directly** related to complex, embedded syntax.
22. Which is not a speech-based sign language? **American**.

Q. Three Moves of Opening and Closing Phrase

Opening Moves:

- Greeting (e.g., “Hello”)
- Requesting/Offering Information (e.g., “Do you know...?” / “Are you looking for...?”)
- Addressing directly (e.g., “Hey, Carl”)

Closing Moves:

- Pre-closing statement (e.g., “OK”, “Well...”)
- Summary or justification (e.g., “I have another meeting”)
- Well-wishing/farewell (e.g., “Take care”, “Bye”)

Q. Motor Theory of Speech

Proposed by Liberman, it suggests speech perception is aided by articulatory knowledge—listeners perceive speech by internally referencing how it is produced.

Q. Interactive Account in Sentence Processing

This account suggests that all available information (lexical, contextual, discourse) is used simultaneously to interpret a sentence, contrasting with the modular view that uses syntax first.

Q. Three Levels of Written Language Processing

1. **Feature Level** – Recognize visual components (e.g., lines and curves of letters)
2. **Letter Level** – Recognize the abstract identity of letters
3. **Word Level** – Recognize full words and retrieve meaning, pronunciation, etc.

Q. Proposition Density & Its Importance

Proposition Density refers to the number of idea units (verbs, adjectives, prepositions, etc.) in a sentence. Higher density increases cognitive load and affects text comprehension, memory retention, and reading speed.

1. Three Moves of Opening and Closing Phrases

- **Opening:** Greeting, request info, offer info (e.g., “Hello”, “Do you know...?”; “Are you looking for...?”)
- **Closing:** Pre-closing marker (e.g., “OK”), summary/justification, farewell (e.g., “Take care”)

2. Conversation Opener

A way to get attention and initiate exchange: greeting, asking a question, or commenting on a neutral topic

3. Closing a Conversation

Use of summary statements, justifications for ending, good wishes, and references to future contact

4. Turn Taking Rules

1. Current speaker selects next
2. Self-selection
3. Speaker continues unless interrupted

5. How Conversation Differs from Other Discourse

Conversations are **informal**, spontaneous, with **no rigid structure** unlike debates or ceremonies

6. Motor Theory of Speech

Listeners perceive speech by referencing their own articulatory gestures, matching perception to production

7. Transformational Grammar

Chomsky’s theory: Sentences have **deep structures** (meaning) and **surface structures** (expression)

8. Modular Approach

Suggests language processing happens in **independent modules**, starting with syntax before meaning

9. Interactive Account

All sources of information—lexical, contextual, syntactic—are processed **simultaneously**

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10. Parsing with Constraint-Based Theory

Uses all available info immediately; contrasts with garden path model which delays semantic integration

11. Strategies in Second Period of Psycholinguistics

- Emphasis on **innate language mechanisms**
- Inclusion of **linguistic theory**
- Cross-disciplinary research with psychology and linguistics

12. Child Speech in First Year

Communicates nonverbally (crying, gestures). Early vocalization not intentionally communicative

13. Strategies from Recognition Period Hypothesis

- **Cohort model:** Activate candidate words early
- **Logogen model:** Based on sensory + context
- **Connectionist model:** Feature-matching simultaneously

14. Working Memory (3 Components)

1. Central executive
2. Phonological loop
3. Visuo-spatial sketchpad

15. Self-Monitoring (3 Phases)

1. Planning output
2. Monitoring during speaking
3. Post-utterance correction (based on internal feedback)

16. Navigation of Semantic Barriers

Barriers occur due to **differences in language, background, and culture**, affecting understanding

17. Semantic Barrier

Occurs due to misinterpretation of meaning, dialect differences, or contextual misunderstanding

18. Types of Bound Morphemes

1. **Inflectional** (e.g., -ed, -s)
2. **Derivational** (e.g., -ness, un-)
3. **Contracted forms** (e.g., 's in "he's")

19. Three Levels of Language Representation

1. **Surface:** Literal sentence
2. **Propositional:** Basic meaning
3. **SITUATIONAL:** Overall mental model or context

20. Proposition (Short Answer)

An idea unit in a sentence conveying one piece of meaning (e.g., "John hit the ball" = 1 proposition)

21. Propositional Representation

Captures **semantic meaning** of sentences in structured units used for memory and understanding

22. Parapraxis

Also known as a **slip of the tongue**; unintentional error revealing subconscious thought (Freudian slip)

23. Speech Error

Any unintentional mistake in speaking, such as word substitution or mispronunciation

24. Speech Perception

Combination of **bottom-up** (sound) and **top-down** (context) processing to identify speech sounds

25. American Sign Language (ASL) vs. Manual Language

- **ASL:** Full natural language, independent grammar, derived from French Sign Language
- **Manual English:** Fingerspelling translating English word-for-word

26. Grice's Cooperative Principle

Conversation governed by 4 maxims:

- Quantity
- Quality

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- Relation
- Manner

27. Articulation

The physical movement of speech organs to produce sounds

28. Characteristics of Language Processing

- **Fast**
- **Effortless**
- **Incremental** (processed word-by-word as it unfolds)

29. Narrative Skills

Child's ability to **tell structured stories**, organize events in sequence, and convey character intentions

30. Why School Language Differs from Home

- **School:** Formal, structured, abstract
- **Home:** Informal, contextual, personalized

31. Three Stages of Language Processing

1. **Perception**
2. **Parsing**
3. **Comprehension/Integration**

32. Two Categories of Cohesion

1. **Grammatical cohesion:** Reference, conjunctions
2. **Lexical cohesion:** Repetition, synonyms

33. Types of Metaphor

1. **Structural**
2. **Orientalional**
3. **Ontological** (e.g., "Time is money")

34. Sentiment Network (3 Characteristics)

1. **Emotionally charged vocabulary**
2. **Directional relationships (support/attack)**

3. Group identity through shared emotional tone

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