MCQ's

1. **Which of the following is processed in sequential fashion**

Lecture Speech Conversation Debate

2. **Which of the following is the aspect of a speech act that can be evaluated in terms of its truth value..**

Constatives Illocations Locutions Performatives

3. **Which of the following are unparalleled teaching device for culture value....**

Dramas Descriptions Narratives All of the given

Subjectives

Q. Two types of visual signals...

Exophoric signals, such as a speaker holding up a photograph or writing some words on the board typically serve as references for the spoken text and are critical for text interpretation. Exophoric signals are particularly crucial in situations of high information flow, such as scientific documentaries and academic lectures.

Kinesic signals are the body movements, including eye and head movements, the speaker makes while delivering the text. There are numerous systems for describing a speaker's body movements and their role in communication. From these sources, the most commonly occurring sets of kinesic signals are baton signals, directional gaze and guide signs.

Q. Lexical developments in L2 learners. 3

The L2 learner engages in gradual acquisition of the lexis of the new language. These processes involve mapping concepts on to words, generalizing and eventually discriminating between lexical items. Listening and reading are the only avenues for lexical acquisition; therefore, the more an L2 learner listens to and read input that is comprehensible, yet contains some new and challenging items, the more lexical acquisition will take place.

Q. Misunderstanding in pysholinguistic orientation of listening (5)

Listener misunderstandings are the types of mishearing and misinterpretations that the listener and speaker create. Misunderstandings are a common feature of communication, and it most go undetected or are never addressed because they do not reach a critical level at which the communication breaks down. When breakdowns do occur, competent listeners know how to address misunderstandings strategically. Skilled listeners can address misunderstanding without loss of face to either the speaker or listener, which entails not attributing fault to either party, but rather focusing on the repair itself.

Q. Some type of logical inferences used during text comprehension?? Name five..

1. Classification links
2. Paratactic links
3. Logical links
4. Reference links
5. Elaborative links

Q. two listener responses

Type of listener response is **backchannelling**, which is when the listener sends short messages back during the partner's speaking turn or immediately following the speaking turn. Backchannelling, which always differs in form from culture to culture and within subcultures, is important in conversation for showing a number of listener states: reception of messages, readiness for subsequent messages, turn-taking permissions, projections (see Tanaka, 2001, for examples of projections in Japanese), and empathy for the speaker's emotional states and shifts in emotion during the conversation. Backchannelling occurs more or less constantly during conversations in all languages and settings, though in some languages and in some settings, it seems more prevalent.

Another type of listener response in discourse is **the follow-up act**. Follow-up acts are responses to a discourse exchange, and can be provided either by the listener or the speaker from the previous exchange. Follow-up acts can be endorsements (positive evaluations), concessions (negative evaluations), or acknowledgements (neutral evaluations).

Q. three Neuro linguistic elements of attention

In neurolinguistic research, attention is seen as a timed process requiring three neurological elements: arousal, orientation and focus. Arousal begins with the Reticular Activating System (RAS) in the brain stem becoming activated. When this happens, the RAS releases a flood of neurotransmitters to fire neurons throughout the brain. Orientation is a neural organization process performed near the brain stem. This process engages the brain pathways that are most likely to be involved in understanding and responding to the perceived object. Focus is achieved in the higher cortex of the brain, the lateral pulvinar section. This process selectively locks on to

the pathways that lead to the frontal lobe of the brain and are involved in processing incoming stimulus, thus allowing for more efficient use of energy

Q. what is difference between listening and hearing

Hearing is the act of perceiving sound and receiving sound waves or vibrations through your ear. Listening is the act of hearing a sound and understanding what you hear. Hearing is one of the five senses and it just happens all the time – whether you like it or not – unless you have a hearing problem. But if you listen, you are consciously choosing what you want to hear. You concentrate on what you hear in order to understand the message.

Q. enlist two way of collaborative

two-way collaborative tasks are widely used to promote interactive listening skills. Use of structured communicative tasks involving two-way communication promotes listener control of conversations, including regulating turn-taking and seeking feedback through clarification, and confirmation checks. the key characteristics of an effective two-way collaborative task are

(1) a primary focus on meaning (rather than on language form)

(2) the learner selecting from a menu of linguistic resources needed for task completion, and

(3) a tangible outcome (which can be evaluated for its correctness or appropriateness).

These features are seen as necessary in promoting learner uptake during the task, rather than mere completion of the task.

Q. two enrich speakers meaning

- Inferring speaker emotion: a key part of pragmatic competence is not only inferring speaker intention, but also inferring speaker emotion. Even more than with intentions, emotions are very seldom explicit, and are often not even acknowledged by the speaker.
- Elaborating speaker meaning: Refers to making semantic inferences based on the concepts used by the speaker and also making pragmatic inferences based on context-dependent conditions of the current discourse

Q. five types of information noted in paralinguistic signals

- Emotional. The intonation is used to express speaker's attitudinal meaning, such as enthusiasm, doubt, or distaste for the topic (Ohala, 1996).
- Grammatical. Intonation can be used to mark the grammatical structure of an utterance, like punctuation does in written language (Brazil, 1995).
- Informational. Intonational peaks indicate the salient parts of an utterance that a speaker wishes to draw attention to for both self and listener (Chafe, 1994).

- Textual. The intonation is used to help large chunks of discourse contrast or cohere, rather like paragraphs in written language.
- Psychological. Intonation involving a rhythm of vowel sounds is used to chunk complex information into units which are easier to deal with. For example, lists of words, or telephone or credit card numbers are grouped into units to make them easier to hold in short-term memory. (Cheng et al., 2005).

Q. two task for word recognition

The two main synchronous tasks of the listener in word recognition are

(1) identifying words and lexical phrases and

(2) activating knowledge associated with those words and phrases

Q. Authenticity & Genuinness

- Language input should aim for user authenticity, first, by aiming to be appropriate to the current needs of the learners, and second, by reflecting real use of language in the real world.
- Language input should aim to be genuine, i.e. involving features of naturally occurring language with and between native speakers: speed, rhythm, intonation, pausing, idea density, etc.

Q. Three properties of consciousness

- Consciousness is embedded in a surrounding area of peripheral awareness. The active focus is surrounded by a periphery of semi-active information that provides a context for it.
- Consciousness is dynamic. The focus of consciousness moves constantly from one focus, or item of information, to the next. This movement is experienced by the listener as a continuous event, rather than as a discrete series of 'snapshots'.
- Consciousness has a point of view. One's model of the world is necessarily centered on a self. The location and needs of that self-establish a point of view, which is a constant ingredient of consciousness and a guide for the selection of subsequent movements.

Q. Automatic processing

Automatic Processing (AP), also known as Natural Language Processing (NLP), refers to computer interfaces that can understand and produce a natural language, such as English or Chinese. Natural language in this sense is an evolved language used by humans as opposed to synthetic or programming languages, such as C or JavaScript or Perl, that are normally used to communicate with computers.

Q. four language strands

- Learning through meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language.
- Learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person.
- Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through the deliberate learning and practice of language learning and language use strategies.
- Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known.

Q. Cognitative Load

• Cognitive load, principle 1. It is easier to understand any text (narrative, description, instruction, or argument) that involves fewer rather than more individuals and objects.

• Cognitive load, principle 2. It is easier to understand any text (particularly narrative texts) involving individuals or objects which are clearly distinct from one another.

• Cognitive load, principle 3. It is easier to understand texts (particularly description or instruction texts) involving simple spatial relationships.

Q. Three types of signals

Baton signals are hand and head movements, which are typically associated with emphasis and prosodic cadence. Emphatic motions of the lips, chin, or cheeks associated with articulation are also baton signals

Visual signals must be considered as co-text, an integral part of the input which the listener is able to use for interpretation (Harris, 2008; Fukumura et al., 2010). Visual signals are of two basic types: exophoric and kinesic. Exophoric signals

Guide signals are the systematic gestures and movements of any part of the body, such as extending one's arms or leaning forward. Many guide signals may be purely idiosyncratic, with no clear meaning, but most will have some clear role in a speaker's emphasis or shading of a particular point.

Q. three cooperative principles of conversation.....3

• The maxim of quantity: Make your contribution to the conversation as informative as is required. Do not make your contribution more informative than is required.

• The maxim of quality: Do not say what you believe to be false. Do not say something for which you have inadequate evidence.

• The maxim of relevance: Make your contribution relevant to the interaction. If your contribution cannot be maximally relevant, indicate any way that it may not be relevant.

Q. three affective factors.....3

- 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. five processes of transformation of loan words.....5

- Transliteration: adapting the word to the writing system of the new language
- Phonological transformation: typically around the world, loanwords are initially marked as foreign by retaining close to their original pronunciations and spellings (by contrast, loanwords into Japanese are phonologically transformed and almost always transliterated; for example English becomes ingurishu).
- Shortening (sometimes called clipping or truncation): typically the most semantically important phonemes will be preserved; shortening facilitates integration into the language example.
- Hybridisation and coinage (e.g. dai-hitto = big (dai in Japanese) + hit (from English); sukinshippu (skin + ship, denoting close physical relationship).
- Grammatical transformation: usually only one form of the borrowed word is used (e.g. sabisu (service) becomes fixed expression used as a noun phrase, sabisu-suru (give it away for free)

Q. note on post_listening....5

Post-listening activities, as the name suggests, are carried out after a listening task to extend the communicative listening outcomes. These activities are useful for increasing the authenticity of the overall listening task, particularly when the listener response is not something that people would normally do when listening, such as filling in blanks. Post-listening activities can also provide an opportunity for learners to notice specific language in the input they heard, thus helping to facilitate their overall acquisition of the target language. Opportunities for reflection and evaluation can also be included as post-listening activities.

Q. Misunderstanding

Listener misunderstandings are the types of mishearing and misinterpretations that the listener and speaker create. Misunderstandings are a common feature of communication, and it most go undetected or are never addressed because they do not reach a critical level at which the communication breaks down. When breakdowns do occur, competent listeners know how to address misunderstandings strategically. Skilled listeners can address misunderstanding without loss of face to either the speaker or listener, which entails not attributing fault to either party, but rather focusing on the repair itself.

Q. bottom- Level TOEFL attributes

- the ability to scan fast spoken text automatically and in real time
- the ability to process dense information
- the ability to understand and utilize prosodic stress
- the ability to recognize and use redundancy

Q. pragmatic processing in NLP

The goal of pragmatic processing in NLP is to derive knowledge from external commonsense information, integrate that knowledge with knowledge gained from semantic processing, and come up with a suitable response. One widely respected roadmap document for NLP research (Hirschman and Gaizauskas, 2001) has identified five pragmatic standards that users may expect from an NLP system:

- Timeliness. The system should be able to respond to the input or user in real time, even when accessed by thousands of users, and the data sources should be kept up to date.
- Accuracy. Imprecise, incorrect responses are worse than no answers. The system should also discover and resolve contradictions in the data sources.
- Usability. The knowledge in the system should be tailored to the needs of the user.
- Completeness. Responses that come from multiple databases should be fused coherently.
- Relevance. The answer should be relevant within a specific context. The evaluation of the system must be user-centered.

Q. five principal for beginner

- Meaning: Focus on meaningful and relevant language
- Interest: Maintain interest through a variety of activities
- New language: Avoid overloading learners with too much new language
- Understanding: Provide plenty of comprehensible input
- Stress-free: Create a friendly, safe, cooperative classroom environment

Q. Syntactic processing

We use grammatical knowledge to parse incoming speech at two levels. The first level is a rough categorization of incoming speech into grammatical units within the heard utterance. The second level computes grammar relationship across utterances as they accumulate in short term memory. In NLP, there is a similar multi-stage process by which the computer analyses incoming text by checking for correct syntax, and then building a data structure – some kind of representation of the syntax in a hierarchy.

Q. Developing fluent strand

Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known.

Q. Two types of listening

- One-way listening—typically associated with the transfer of information (transactional listening).
- Two-way listening—typically associated with maintaining social relations (interactional listening).

Q. Sociolinguistic orientation

A sociolinguistic orientation to listening research is primarily concerned with the listener's role in any language use situation. What exactly is the listener doing? Does the listener have goals and plans? How is the listener formulating and enacting these goals and plans during the interaction? How are the participants influencing the listener? These are key questions that arise in a sociolinguistic orientation to research.

Sociolinguistics is concerned with the relationship between language use and social factors. The projects of sociolinguistic orientation explore factors as setting, function and relationships between participants. Researching listening from a sociolinguistic perspective also concerns ways in which our cultural background influence how we listen. Specifically, it ask how do listeners attend to, select, amplify, clarify, and possibly distort aspects of events as they listen and recall what they have heard.

Q. Write two task that uses for word recognition

The two main synchronous tasks of the listener in word recognition are

(1) identifying words and lexical phrases and

(2) activating knowledge associated with those words and phrases

Q. With the help of three simple tools—a recording, a player, and a printed copy of text—listeners could implement a relatively unsophisticated six-step procedure to practice listening and word segmentation skills

- listen to the recording
- ask themselves whether they have understood what they hear
- replay the recording as often as necessary;
- consult the written text to read what they have just heard;
- recognize what they should have understood
- replay the recordings often as necessary to understand all of the oral text without written support.

Q. Linguistic adjustment enlist three area

• Phonology: slower rate of delivery, more use of stress and pauses, more careful articulation, wider pitch range, more use of full forms/avoidance of contractions.

• Morphology: deliberately well-formed utterances, shorter utterances, less complex constructions, more retention of optional constituents/less ellipsis, more questions.

• Semantics: more redundancy of information, higher frequency of content words, fewer idiomatic expressions, more concrete references.

Q. Podcast

Podcasts are audio or video files published via the internet, designed to be downloaded to a MP3 player or laptop for future listening (McMinn, 2010). Given their widespread availability and mobility, podcasts offer new, creative, out-of-class possibilities for L2 listening practice and instruction. The podcasts reinforced the listening strategies taught in class by offering learners opportunities to practice the strategies through listening to mini-lectures and/or completing related tasks. Benefits reported by teachers were extension of class time, and learners reported acquiring new note-taking tips and useful lecture cues.

Q. Exploring listening

Materials for teaching listening include sources of audio and video input, as well as opportunities for spoken interaction, and structured tasks and activities that develop comprehension and learning strategies. Commercial educational publishers provide a steady stream of new materials, and countless internet sites provide an abundance of free and affordable resources for teaching listening.

While there are several major publishers who offer commercially available listening materials, there are numerous small publishers and local publishers to supplement the offerings of the major ones. In order to stay current on the offerings of publishers, it is advisable to survey online

catalogues for new publications. Most sites allow for online viewing of samples of student and teacher materials, including any electronic versions of products and companion web sites (which may offer supplementary listening or viewing resources), and auditing of audio and video clips.

Q. Teaching listening through video is better then audio recording

The visual component offered by videotext elicits a positive affective response to learning; but the measurable impact of adding a visual component for listening comprehension is less certain. Attention to the listening task, the visual, and the audio may be too demanding or distracting. The reality is that the visual content in many videotexts often does not closely match the audio. When the two are not congruent, listeners become distracted and can no longer concentrate adequately on the audio, frustrating the comprehension process.

Q: 4 stages of listening

(1) sensing (taking in messages);
(2) interpreting (arriving at a degree of understanding);
(3) evaluating (judging, weighing evidence, deciding on degree of agreement with the speaker) and
(4) response (non-verbal feedback to show understanding, and verbal contributions, such as asking questions or paraphrasing).

Q: Enlist nd describe attributes due to language ability.

- **Phonological knowledge** of the sound system of the language, including phonemes, phonological rules, prosodic elements; ability to process speech quickly.
- **Syntactic knowledge of sentence**- and discourse-level rules, structures, and cohesion; ability to perform accurate parsing quickly
- **Semantic knowledge** of words, lexical phrases, word categories, semantic relationships between lexical items; ability to perform semantic calculations (e.g. identifying synonyms and superordinate relationships between words) quickly
- **Pragmatic knowledge** of how fluent users of the language communicate, including use of formulaic expressions, gambits, indirectness, and ellipsis (omission of mutually understood information)
- **General knowledge** of commonly discussed topics and common human relationships, and the general knowledge of the world (history, geography, science, math), knowledge of how to utilise one's knowledge in testing situation

Q. Note taking technique

For extended texts, longer than the one-minute extracts, a useful form of selective listening is note-taking. Note-taking is widely viewed as an important macro-skill in the lecture–listening comprehension process, a skill that often interacts with reading (when note-taking is integrated

with reading material accompanying the lecture), writing (the actual writing of the notes or subsequent writing based on the notes) and speaking (posing questions, or oral reconstruction of the notes or discussion based on the notes).

Note-taking is a commonly used selective listening task, and one with a high degree of face validity (i.e. it is recognized as having practical value in the real world) and psychological validity (i.e. it is recognized by learners as reflecting their listening ability). For purposes of developing students' selective listening ability, instructors may cater their requirements in notetaking, such as writing down certain words or phrases, copying material on board in appropriate places in their notes, listing topics, or labelling parts of their notes.

Q. Give five pragmatic standard

• Timeliness. The system should be able to respond to the input or user in real time, even when accessed by thousands of users, and the data sources should be kept up to date.

• Accuracy. Imprecise, incorrect responses are worse than no answers. The system should also discover and resolve contradictions in the data sources.

• Usability. The knowledge in the system should be tailored to the needs of the user.

• Completeness. Responses that come from multiple databases should be fused coherently.

• Relevance. The answer should be relevant within a specific context. The evaluation of the system must be user-centered

Q. Role of inference in constructing meaning

Since we do not have direct access to a speaker's intended meaning in producing an utterance or series of utterances, the listener has to rely repeatedly on the process of inference to arrive at an acceptable interpretation of each utterance and the connection between a series of utterances. One part of the process of inference by the listener is achieved through conventional inferencing involving linkages within the language used and another part is achieved through problem-solving-oriented heuristic procedures involving both logic and real-world knowledge.

Q. Enlist three language acquisition hypothesis

- affective filter hypothesis
- input hypothesis
- interaction hypothesis
- processability hypothesis
- metacognition hypothesis

Q. Pragmatic competence with relevance of speaking & listening

A pragmatic perspective includes the speaker's and the listener's situated presence at the time of the interaction. When we consider the listener's role in particular, it is important to emphasize that presence entails engagement in an event. The notion of engagement encompasses the listener's relationship with the speaker, including his or her awareness of emotional shifts in the speaker's state. We refer to monitoring this engaged state of listening as pragmatic processing.

Q. 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. type of metacongnative knowledge

Person knowledge is knowledge about how a particular individual learns and the various factors that affect that individual's learning. Person knowledge includes what we know about ourselves as learners and the beliefs we have about what leads to success or failure in learning. An individual's person knowledge determines his or her self-concept. For example, language learners who often experience listening problems in interactive listening may develop a strong belief that they are poor listeners and may therefore try to avoid such situations.

The second type of metacognitive knowledge is **task knowledge**, which is knowledge about the purpose, demands, and nature of learning tasks. It includes knowing how to approach and complete a reallife listening task. In the case of listening comprehension, task knowledge also includes knowing about features of different types of spoken texts, such as the respective discourse structures, grammatical forms, and phonological features of words and phrases as they appear in connected speech.

The third type of metacognitive knowledge is **strategy knowledge**: that is, knowing which strategies can be used to accomplish a specific goal, be it achieving comprehension in a specific communicative context or improving one's listening ability after one term of study. Strategy knowledge can be distinguished from strategy use in that the former is limited to knowing about strategies.

Q. stages of syntactic process

The first stage of syntactic processing consists of Probabilistic Context-Free Grammar (PCFG) which is the bible of abstract syntax rules that is programmed into the computer. The PCFG is reinforced by a large database of acceptable utterances that it uses to estimate probabilities for needing to employ various syntactic rules

The second stage of parsing is a text-level analysis that takes the input (π) and generates a cohesion map. A cohesion map for any chunk of input consists of a list of lexical entities (lexical items that have explicit relationships with other items in the text) and the anaphoric connections between them.

Q. 5 goals of NPL

Natural Language Processing (NLP) is both a modern computational technology and a method of investigating and evaluating claims about human language itself. Some prefer the term Computational Linguistics in order to capture this latter function, but NLP is a term that links back into the history of Artificial Intelligence (AI), the general study of cognitive function by computational processes. NLP is the use of computers to process written and spoken language for some practical, useful, purpose: to translate languages, to get information from the web on text data banks so as to answer questions, to carry on conversations with machines about practical topics, getting a computer to decide if one screenplay has been rewritten from another or not. NLP is not simply applications but the core technical methods and theories that underlie these tasks.

Q. Attention

Attention is the operational aspect of consciousness and can be discussed more concretely. Attention has identifiable physical correlates: specific areas of the brain that are activated in response to a decision to attend to a particular source or aspect of input. Attention is the focusing of consciousness on an object or train of thought, which activates parts of the cortex that are equipped to process it.

Q. HSR

Human Speech Recognition by computers (HSR) or automated speech recognition Automated Speech Recognition (ASR) starts with the goal of human processing– comprehension of messages – and builds backwards to identify what parts of the signal contribute to that goal.

Q. Process of perceiving speech 3 mRks

- Maximization of recognition. Because the speaker is reducing effort in production, the listener will try to make maximum use of the available acoustic information in order to reconstruct the meaning of the utterance.

- Minimization of categorization. Because there are large variations between speakers, the listener must tolerate ambiguity and create as few perceptual classes as possible into which the acoustic input can be grouped

Q. two primary features of the early development of learning to listen in CDS (child directed speech) 3 marks

- Infants develop categorical perception, the capacity to discriminate speech sound contrasts in their native language in a number of different phonetic dimensions, in addition to continuous perception, the ability to hear continuous speech as combinations of sound sequences.
- Infants develop perceptual constancy, the ability to tolerate the kind of acoustic variability that accompanies changes in rates of speech or differences in speakers' voices. This ability to generalize across variable input is exactly what is required to relate sound differences to changes in meaning.

Q. Two pedagogical approaches for developing syntactic processing in L2 learner 5 marks

There are two similar pedagogic approaches to help L2 learners develop their syntactic processing of oral language. The first, **enriched input**, provides learners with oral texts that have been deliberately 'flooded' with exemplars of the target syntactic structure in the context of a meaning focused task. This approach caters to incidental learning of the target grammar structure through focus on form.

The second is through **processing instruction**, in which pedagogic tasks are designed based on predictions about features of grammar that interfere with acquisition. Learners attend to listening tasks that require them to engage in intentional learning by consciously noticing how a target grammar feature (e.g. passive voice) is used in the spoken input, even though the feature is not explicitly emphasized or 'flooded' in the input

Q. enlist any three tests for assessment 3 marks

1. **Discrete item tests**
    - Multiple-choice questions following a listening text (scoring response right or wrong).
    - Open questions following presentation of a listening text (scoring questions on a scale of 'correctness' and 'completeness').
2. **Task-based tests**
    - Tasks involving making an appropriate non-verbal action in response to a listening text.
    - Closed task involving single response
    - Open tasks involving multiple responses: o Tasks involving making an appropriate non-verbal action in response to a listening text.

3. **Integrative tests**
    - Memory test following or during listening to an extract, e.g. taking notes or summarizing of a lecture (scoring on a scale of accuracy and inclusion of facts and ideas).
    - Dictation, complete or partial (scoring based on correct suppliance of missing words).

Q. enlist five processes for increasing reliability of word recognition . 5 marks

- Words are recognized through the interaction of perceived sound and the understood likelihood of a word being uttered in a given context.
- Speech is processed primarily in a sequential fashion, word by word. Recognition of a word achieves two goals:

It locates the onset of the immediately following word.

It provides syntactic and semantic constraints that are used for predicting a number of following words.

- Words are accessed by various clues:
  - The sounds that begin the word.
  - Lexical stress.
- Speech is processed in part retrospectively, by the listener holding unrecognized word forms for a few seconds in a phonological loop in Short-Term Memory (STM) while subsequent cues are being processed (Baddeley and Larsen, 2007).
- A word has been recognized when the analysis of its acoustic structure eliminates all candidates but one – in other words, when the listener identifies the most likely or most relevant candidate.

Q. describe narrative & descriptive genres. 5

Narrative

The narrative is the most universal rhetorical form across the cultures of the world. Narratives follow a time, event, and change sequence that is understood and embellished by people in every culture. Because of their universal appeal, narratives are an unparalleled teaching device for cultural values and facts as well as for discussion of relationships and morals.

Narratives will vary in complexity, but they always involve some element of time orientation, place orientation, character identification, events, complications, goals and meaning.

Descriptive

Like narratives, descriptive texts – descriptions of people, places, and events – are universal. However, unlike narratives, there are many more variations in organization, and cultural differences in how descriptions are likely to unfold. Oral descriptions of people, places, and things tend not to follow a fixed pattern, but often exhibit – somewhere in the text – characteristics of prototypical descriptions

Q. Twenty question activity for beginner

Twenty questions is a well-known activity. The teacher or a learner thinks of an object and writes its name on a piece of paper. The learners ask yes/no questions, for example, "Is it in the room?", "Is it big?" They must guess what it is before they have asked 20 questions. The person who guesses correctly thinks of the next object and the other learners ask questions.

Q. ASR.

The first stage of speech recognition for Natural Language Processing (NLP) is phonological analysis of the input, or Automated Speech Recognition (ASR). Automated Speech Recognition (ASR) has been one of the greatest challenges in Natural Language Processing (NLP) because of a few persistent, inconvenient facts about spoken language:

- The large size of vocabulary that needs to be recognized.
- How fluent and connected the conversational input is, which prevents accurate recognition.
- The reliability of the instrument used for recording, which introduces 'noise' surrounding the speech signal.
- Accent and dialect characteristics, which introduce variations.

Human Speech Recognition by computers (HSR) or automated speech recognition Automated Speech Recognition (ASR) starts with the goal of human processing– comprehension of messages – and builds backwards to identify what parts of the signal contribute to that goal.

The initial goal of an Automated Speech Recognition (ASR) device is to determine the words that were spoken. In order to determine words an Automated Speech Recognition (ASR) program must have both a database of possible candidate words and a means of matching the incoming signals to those words. The contents of the database and how it is constructed or programmed (called the training of the database) as well as the techniques used to find the best match is what distinguishes one type of processor from another.

Q. 3 types of learning

Learning Type	Learning Focus	Activity Focus
1. Intensive	Focus on phonology, syntax, lexis	Learner pays close attention to what is actually said. Teacher feedback on accuracy.

2. Selective	Focus on main idea, pre-set tasks	Learner attempts to extract key information and construct or utilize information in a meaningful way. Teacher intervention during task and feedback on task completion.
3. Responsive	Focus on learner response to input	Learner seeks opportunities to respond and convey her own opinions and ideas. Teacher 'pushes output' from learner.

Q. Enlist two notions of attention INFLUENCE MAKING

Two notions are central to understanding how attention influences listening: limited capacity and selective attention. The notion of limited capacity is important in listening. Our consciousness can interact with only one source of information at a time, although we can readily and rapidly switch back and forth between different sources, and even bundle disparate sources into a single focus of attention. Whenever multiple sources, or streams, of information are present, selective attention must be used. Selective attention involves a decision, a commitment of our limited capacity process to one stream of information or one bundled set of features

Q. Write three pragmatic notions that contribute to a listener's understanding of spoken language.

deixis, anchoring of language to a real context

intention, indicating the desired force of the language used

strategy

Q. Explain the concept of developmental orientation.

A developmental orientation to listening research concerns both sociolinguistic and psycholinguistic aspects of listening, and focuses on how the person's listening ability develops over time. What aspects of listening ability are developing most quickly? Which are developing least effectively? Is there regression in any area? What factors seem to promote development? What factors seem to retard development? Developmental orientation described approaches and methods for developing listening in a range of contexts, and recommended principles to apply in teaching, curriculum development, and assessment. Three of the projects in this section explore ways of selecting designing tasks, activities, and courses for language learners

Q. explain

Bottom-up listening process

These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2003: 326).

Top-down listening process

Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

Q. primary features of early development.

i. Infants develop categorical perception, the capacity to discriminate speech sound contrasts in their native language in a number of different phonetic dimensions, in addition to continuous perception, the ability to hear continuous speech as combinations of sound sequences.

ii. Infants develop perceptual constancy, the ability to tolerate the kind of acoustic variability that accompanies changes in rates of speech or differences in speakers' voices. This ability to generalize across variable input is exactly what is required to relate sound differences to changes in meaning.

Q. short note on extensive listening

Extensive listening refers to listening for an extended period of time, while focusing on meaning. Extensive listening can include academic listening, also known as listening for academic purposes and sheltered language instruction. It can also include extended periods of listening in the target language outside of classroom settings, paralleling what in reading instruction is referred to as 'reading for pleasure'.

Extensive listening refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. Extensive listening includes academic listening, sheltered language instruction, and 'listening for pleasure'.

Q. benefits of listening

- The learner is not overloaded by having to focus on two or more skills at the same time—a cognitive benefit.
- Speed of coverage—receptive knowledge grows faster than productive knowledge. It is possible to experience and learn much more of the language by just concentrating on listening.
- It is easy to move very quickly to realistic communicative listening activities. This will have a strong effect on motivation.

- Learners will not feel shy or worried about their language classes. Having to speak a foreign language, particularly when you know very little, can be a frightening experience. Listening activities reduce the stress involved in language learning—a psychological benefit

Q. Guide signals

These are the systematic gestures and movements of any part of the body, such as extending one's arms or leaning forward. Many guide signals may be purely idiosyncratic, with no clear meaning, but most will have some clear role in a speaker's emphasis or shading of a particular point. Needless to say, guide signals will vary from culture to culture, and from speaker to speaker, and it is possible to increase comprehension by learning the guide signals of a particular speaker.

Q. listening and do activity

Listen and do activities are used in most classrooms and are the basis of Total Physical Response language teaching (Asher, Kosudo and de la Torre, 1974). In these activities the teacher gives commands or makes statements and the learners do what the teacher says. There are many possible variations on these activities. They can become speaking activities with the learners saying what to do and the teacher or another learner doing the action. In positioning, some of the learners see a photograph or picture and have to tell other learners how to position themselves to appear like the people in the picture.

Q. cognitive factor

- **Vocabulary Knowledge**: L2 vocabulary size (particularly breadth of knowledge) is important for listening success.
- **Syntactic Knowledge**: Syntactic or grammatical knowledge plays an important role in L2 learning and is hypothesized to contribute to comprehension success.
- **Discourse Knowledge**: Discourse knowledge, sometimes called script knowledge (Dunkel, 1986) refers to awareness of the type of information found in listening Texts. Discourse knowledge has mostly been researched in the context of academic listening.
- **Pragmatic Knowledge**: Pragmatic knowledge involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance
- **Metacognition:** The importance of metacognition in comprehension, particularly for L1 reading, has long been acknowledged and continues to be widely researched.
- **Prior Knowledge**: Prior knowledge refers to all the conceptual knowledge and life experiences that language learners have acquired and are available for comprehension purposes. It plays an important role in listening.

Q. vocabulary

Vocabulary acquisition is an important goal of listening instruction, as there is a robust relationship between effective listening and vocabulary accessibility. In principle, listening is facilitated by the size of an individual's mental lexicon and the listeners' facility in spoken word recognition. The activation of background knowledge (content schemata and cultural schemata) that is needed for comprehension of speech is linked to and launched by word recognition. Speed and breadth in word recognition have been shown to be a consistent predictor of L2 listening ability.

Q. Two styles of syntactic

Syntactic processing occurs at two levels: that of the immediate utterance, or sentence level, and that of the extended text, or discourse level. There is some evidence that syntactic processing takes place in two passes. The first pass identifies syntactic categories of units in the speech stream, and the second pass integrates syntax of the immediate utterance with syntax of the larger speech unit that is being processed.

Q. listening to picture

The listening to pictures technique (McComish, 1982) is an excellent example of a technique that involves a large quantity of material to listen to, and which uses a supporting picture to make the language input comprehensible. The learners have a big picture in front of them in which several things are happening. The teacher starts describing the picture, and the learners follow the description while looking at the picture. Occasionally the teacher includes a true/false statement.

Q. three level of knowledge

- **Pragmatic knowledge** of common discourse functions (e.g. apologies, invitations, complaints) and types (e.g. greeting routines, personal anecdotes). In particular, an ability to note episode boundaries, routines, or other conventional division points that bind sets of utterances together will assist in discourse (first pass) parsing.
- **Intertextual knowledge** of likely speaker experiences that affect the meaning of the message. Because of the pervasive intertextual nature of language – any utterance is likely to reflect the past linguistic experience of the speaker and hearer – awareness of the speaker's background experiences, including the types of metaphors he or she is apt to use and the range of cultural experiences he or she is able to draw upon, will influence speed and efficiency of linguistic processing.
- Familiarity with common sequences of **formulaic language** that can be processed quickly. This category of formulaic language covers various types of word strings which appear to be stored whole in memory and retrieved rapidly from memory by the listener with only minimal cueing.

Q. projects which sociolingustics orientation

- **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. Early development listening

There are two primary features of the early development of learning to listen:

i. Infants develop categorical perception, the capacity to discriminate speech sound contrasts in their native language in a number of different phonetic dimensions, in addition to continuous perception, the ability to hear continuous speech as combinations of sound sequences.
ii. Infants develop perceptual constancy, the ability to tolerate the kind of acoustic variability that accompanies changes in rates of speech or differences in speakers' voices. This ability to generalize across variable input is exactly what is required to relate sound differences to changes in meaning.

Q. Lexical segmentation

Lexical segmentation is the process of recognizing words in the stream of speech. Because there are few reliable markers in the speech code for word boundaries, even a fluent listener may require one or two seconds to recognize words in the speech stream.

Q. Metacognitive knowledge

Learners store three kinds of knowledge about cognition: person, task, and strategy. This knowledge is "similar in structure and function to other kinds of knowledge in long-term memory".

Person knowledge is knowledge about how a particular individual learns and the various factors that affect that individual's learning. Person knowledge includes what we know about ourselves as learners and the beliefs we have about what leads to success or failure in learning. An

individual's person knowledge determines his or her self-concept. For example, language learners who often experience listening problems in interactive listening may develop a strong belief that they are poor listeners and may therefore try to avoid such situations.

The second type of metacognitive knowledge is **task knowledge**, which is knowledge about the purpose, demands, and nature of learning tasks. It includes knowing how to approach and complete a reallife listening task. In the case of listening comprehension, task knowledge also includes knowing about features of different types of spoken texts, such as the respective discourse structures, grammatical forms, and phonological features of words and phrases as they appear in connected speech.

The third type of metacognitive knowledge is **strategy knowledge**: that is, knowing which strategies can be used to accomplish a specific goal, be it achieving comprehension in a specific communicative context or improving one's listening ability after one term of study. Strategy knowledge can be distinguished from strategy use in that the former is limited to knowing about strategies.

Q. Language focus learning

A language classroom should be filled with many different kinds of opportunities to practice language or deep learning is unlikely to occur. Here are some practical ways to provide a wide variety of practice for your students:

- Distinguishing minimal pairs
- Focusing on sounds, intonation, and stress
- Learning vocabulary on cards
- Re-arranging words in the right order to make sentences
- Getting feedback on errors
- Sentence combining and transformation

Q. Intensive learning (3 marks)

Intensive listening refers to listening closely – for precise sounds, words, phrases, grammatical units and pragmatic units. Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis. Although it does not seem that listening intensively is called for in most everyday situations, accurate perception is involved in higher level comprehension and listening. The ability to listen intensively when required – as in listening for specific details or to spot a particular word – is an essential component of listening proficiency.

Q. 3 sets of kinesic signals (3 marks)

1. **Baton signals** are hand and head movements, which are typically associated with emphasis and prosodic cadence. Emphatic motions of the lips, chin, or cheeks associated with articulation are also baton signals.
2. **Directional gaze** is eye movement and focusing used to direct the listener or audience to an exophoric reference or to identify a particular moment in the discourse as relevant in some way to the listener. In all live discourse, the main function of eye contact is to maintain the sense of contact with the listeners and to allow for them to give backchannel signals to the speaker about their state of interest and understanding of the conversation or speech.
3. **Guide signals** are the systematic gestures and movements of any part of the body, such as extending one's arms or leaning forward. Many guide signals may be purely idiosyncratic, with no clear meaning, but most will have some clear role in a speaker's emphasis or shading of a particular point. Needless to say, guide signals will vary from culture to culture, and from speaker to speaker, and it is possible to increase comprehension by learning the guide signals of a particular speaker.

Q. 2 categories of language learning strategies (5 marks)

Second language learning strategies are generally divided into two basic classes: those types of plans and decisions adopted to benefit long-term learning which are often recursive and those adopted for using the language in a current contact situation which are often time-sensitive.

The latter category, strategies for current use, include four sub-sets: retrieval strategies, rehearsal strategies, covert strategies (to exert control), and communication strategies (to convey or receive a message) (Chamot, 2005). Language learning strategies and language use strategies can be further differentiated according to whether they are primarily cognitive, metacognitive, affective, or social.

Q. 5 types of information noted in paralinguistic (5 marks)

- **Emotional.** The intonation is used to express speaker's attitudinal meaning, such as enthusiasm, doubt, or distaste for the topic (Ohala, 1996).
- **Grammatical.** Intonation can be used to mark the grammatical structure of an utterance, like punctuation does in written language (Brazil, 1995).
- **Informational**. Intonational peaks indicate the salient parts of an utterance that a speaker wishes to draw attention to for both self and listener (Chafe, 1994).
- **Textua**l. The intonation is used to help large chunks of discourse contrast or cohere, rather like paragraphs in written language.
- **Psychological**. Intonation involving a rhythm of vowel sounds is used to chunk complex information into units which are easier to deal with. For example, lists of words, or telephone or credit card numbers are grouped into units to make them easier to hold in short-term memory. (Cheng et al., 2005).

Q. Memorizing Useful Phrases and Sentences

A quick way of gaining early fluency in a language is to memorize useful phrases. There are several advantages in doing this. First, simple communication can occur at an early stage. For example, learners should be able to say who they are, where they come from, and what they do from the very first language Module s. They should also be able to greet people with phrases like good morning, and good day and to thank them. Second, memorizing phrases and sentences allows learners to make accurate use of the language without having to know the grammar. Third, as we have seen, knowing sentences like Please say that again, Please speak more slowly, What does X mean? allows learners to take control of a conversation and use it for language learning purposes. Fourth, the words and patterns that make up such phrases can make the learning of later phrases and perhaps the learning of later patterns easier.

Q. Pre listening

An important aspect of selective listening is the pre-listening portion of the instruction. Prelistening is a stage of instruction designed to prepare students for listening. This phase may consist of a short activity to preview upcoming vocabulary or concepts or discourse frameworks that will help students engage with the listening extract.

Q. Use of captions and subtitles.

The use of L2 captions and subtitles (here after captions) can lead to better word identification and, ultimately, vocabulary learning. Captions can play a role in the development of L2 skills by reinforcing and confirming understanding of a listening text, and directing listener attention to gaps in understanding during repeat listens. Written support is usually not available in authentic, real-time listening; therefore learners need to learn to rely only on the acoustic signal and relevant contextual factors, along with metacognitive knowledge, to construct the meaning of what they hear.

Q. what do you understand by “learn a little, use a lot?

There is usually little need to focus on grammar in the early parts of a course for beginners. Instead Module s should focus on learning set phrases and words. Teachers often make the mistake of introducing too much new language without giving learners enough opportunities to gain control over this language. A simple rule to keep in mind is “learn a little, use a lot”. To apply the principle of “learn a little, use a lot”, the body words need to be practiced in a variety of ways. These could include picture games, information transfer activities, action games (“Simon says . . .”), and bingo.

Q. Uncertainty management theory

A vital line of research relating to apprehension and listener perceptions of social role is based on uncertainty management theory (Gudykunst, 2003; Bradac, 2001). This theory maintains that

- initial uncertainty and anxiety about another's attitudes and feelings in a conversation are the basic factors influencing communication
- language and language use itself inevitably introduces ambiguity and uncertainty into communication,
- the perception of uncertainty inhibits effective communication.

Q. child directed speach five

• managing attention

• promoting positive affect toward interacting with others

• improving intelligibility of language directed to children

• facilitating segmentation of input

• providing feedback on comprehension

Q. critical differences of individual's neurological process

- Local processing: In terms of basic-level processing, individuals show marked differences in basic attributes such as speed of neural transmission.
- Commitment and plasticity: As basic linguistic functions develop, they become confined to progressively smaller areas of neural tissue, a process called neural commitment. This leads to a beneficial increase in automaticity and speed of processing, but it also results inevitably in a decline in plasticity.
- Integrative circuits: humans are unique in using those connections to support language learning.) In addition to this central memory consolidation circuit, a variety of local circuits are likely used in analyzing and breaking apart local memories through a process called resonance (Grossberg, 2003). Resonant circuits copy successfully detected linguistic forms to temporary local buffers so that the system can focus on incoming, unprocessed material while still retaining the recognized material in local memory.
- Functional neural circuits: The types of local integration supported by the episodic memory system are complemented by a variety of other functional neural circuits that integrate across wider areas of the brain. A prime example of such a circuit is the phonological rehearsal loop (Lopez et al., 2009), which links the auditory processing in the temporal lobe with motor processing from the prefrontal cortex.
- Strategic control: Brain functioning can be readily modified, amplified, integrated and controlled by higher-level strategic processes. These higher-level processes include mood control, attentional control, motivational control as well as learning strategies

and applications of cognitive maps and scripts. The degree to which the listener can activate and apply these higherlevel processes will determine relative success and failure in language comprehension in specific instances and in long-term acquisition.

Q. enlists five variation of dictation employed by teacher.

i. **Fast-speed dictation**: The teacher reads a passage at natural speed, with assimilations, etc. The students can ask for multiple repetitions of any part of the passage, but the teacher will not slow down her articulation of the phrase being repeated. This activity focuses students' attention on features of fast speech.

ii. **Pause and paraphrase**: The teacher reads a passage and pauses periodically for the students to write paraphrases, not the exact words used. (Indeed, students may be instructed not to use the exact words they heard.) This activity focuses students on vocabulary flexibility, saying things in different ways, and in focusing on meaning as they listen.

iii. **Listening close**: The teacher provides a partially completed passage that the listeners fill in as they listen or after they listen. This activity allows focus on particular language features, e.g. verbs or noun phrases.

iv. **Error identification**: The teacher provides a fully transcribed passage, but with several errors. The students listen and identify (and correct) the errors. This activity focuses attention on detail: the errors may be grammatical or semantic.

v**. Jigsaw dictation**: Students work in pairs. Each person in the pair has part of the full dictation. The students read their parts to the other in order to complete the passage. This activity encourages negotiation of meaning.

Q. Use of captions and subtitles.

The use of L2 captions and subtitles (here after captions) can lead to better word identification and, ultimately, vocabulary learning. Captions can play a role in the development of L2 skills by reinforcing and confirming understanding of a listening text, and directing listener attention to gaps in understanding during repeat listens. Written support is usually not available in authentic, real-time listening; therefore learners need to learn to rely only on the acoustic signal and relevant contextual factors, along with metacognitive knowledge, to construct the meaning of what they hear.

Q. Three task of learning new word

- 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. define responsive listening

Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. The listener's response in this type of activity is 'affective' – expressing an opinion or point of view – rather than 'informational' – giving back facts based on what was heard.

Q.three level of knowldge facilitate integration of parsing

- **Pragmatic knowledge** of common discourse functions (e.g. apologies, invitations, complaints) and types (e.g. greeting routines, personal anecdotes). In particular, an ability to note episode boundaries, routines, or other conventional division points that bind sets of utterances together will assist in discourse (first pass) parsing.
- **Intertextual knowledge** of likely speaker experiences that affect the meaning of the message. Because of the pervasive intertextual nature of language – any utterance is likely to reflect the past linguistic experience of the speaker and hearer – awareness of the speaker's background experiences, including the types of metaphors he or she is apt to use and the range of cultural experiences he or she is able to draw upon, will influence speed and efficiency of linguistic processing.
- Familiarity with common sequences of **formulaic language** that can be processed quickly. This category of formulaic language covers various types of word strings which appear to be stored whole in memory and retrieved rapidly from memory by the listener with only minimal cueing.

Q. ASR main goal

The initial goal of an Automated Speech Recognition (ASR) device is to determine the words that were spoken. In order to determine words an Automated Speech Recognition (ASR) program must have both a database of possible candidate words and a means of matching the incoming signals to those words. The contents of the database and how it is constructed or programmed (called the training of the database) as well as the techniques used to find the best match is what distinguishes one type of processor from another.

Q. any 3 perceptual procedures experienced by listener.

1. The first type is the experience of articulatory causes for the sounds that strike the ear. For spoken language, the perceptual objects are the effects of particular vocal

configurations in the speaker (the lip, tongue and vocal tract movements that cause the proximal stimulation in the ear).

2. The second type is through psychoacoustic effects. The perceptual objects are identified as auditory qualities (the frequency, timbre and duration of sounds that reach the ear).
3. The third type is the listener's construction of a model of the speaker's linguistic intentions.