

(3 Marks) Questions

(3 Marks) Questions

1) Intensive listening? 3

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.

2) Extensive listening? 3

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’.

3) How captions and subtitles are useful tools for learning to listen? 3

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.

4) define 4 strands

1. 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.
2. 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.
3. 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.
4. 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.

5) Tell about language focused 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

6) pragmatic processing in natural language learning process

ENG514 (Mids) solved by Maha Malik

A pragmatic perspective includes the degree of co-ordination and collaboration between speaker and listener on the goals of the interaction and the rules for conducting the interaction. Researchers in the area of pragmatics concur that there are four key 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
- ✚ conversational meaning.

7) Characteristic of 2way collaborative task 3 marks

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.

8) Two ways to enriching speaker meaning

- i. 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.
- ii. 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

9) What are the five basic types in the beginner classes.

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

10) 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.

11) Three types of integration process

- (1) determining conjunctions between utterances, including equivalences between text items in adjoined utterances, by calculating cohesion markers for anaphoric (previously mentioned), cataphoric (to be mentioned), and exophoric (references external to the text) references, and
- (2) filling in ellipsis (items that are left out of the utterance because they are assumed to be known by the listener, or already given in the text), and

ENG514 (Mids) solved by Maha Malik

(3) calculation of logical inferences that link propositions within the discourse, which most often are not explicitly stated (Chater and Manning, 2006).

12) Define narrative and descriptive genres of listening into three or four lines

Narrative Genres	Descriptive Genres
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	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

13) Three types of metacognition knowledge

- i. **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.
- ii. **Task knowledge**, which is knowledge about the purpose, demands, and nature of learning tasks. It includes knowing how to approach and complete a real-life 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.
- iii. **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.

14) Two types of memory

Memory Types

There are two major categories of memory: long-term memory and short-term memory. To learn more, choose from the options below.

Long-Term Memory

Long-term memory is our brain's system for storing, managing, and retrieving information. Learn more about it.

Short-Term Memory

Closely related to "working" memory, short-term memory is the very short time that you keep something in mind before either dismissing it or transferring it to long-term memory.

15) Two functions of metacognitive strategies

The metacognitive framework that we propose serves two important functions in language learning:

- (1) self-appraisal or knowledge about cognitive states and processes, and
- (2) self-management or control of cognition. Self-appraisal occurs through personal reflections about one's ability and means to meet the demands of a cognitive goal. Self-management is executive in nature and "helps to orchestrate cognitive aspects of problem solving".

16) Benefits of listening

ENG514 (Mids) solved by Maha Malik

- ✦ 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

17) lexical development in L2

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.

18) advantages of metacognitive strategies

- i. Metacognition enhances and enriches the learning experience"(St. Clair, n.d.)
- ii. "Applying metacognitive strategies such as self-awareness and self monitoring is to develop independent learners who can control their own learning and learn how to learn for life"(Papaleontiou-Louca, 2008).
- iii. Metacognition provides self-monitoring, which is a step-by-step process of evaluation during the learning process.
- iv. Metacognition develops higher learning and problem solving skills

19) Developmental orientation (3)

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

20) 3 goals of first passes (3)

- (1) It speeds up aural processing by using constraints to quickly assign parts of incoming utterances to inviolable syntactic categories;
- (2) it allows for predicting functions of incoming parts of an utterance and for disambiguating partially heard parts of an utterance;
- (3) and it helps the processor create a propositional model of the incoming speech from which logical inferences can be calculated for further comprehension.

21) Two types of memory system

Type 1. Associative processing: draws on associations that are structured by similarity and contiguity in memory – they share some of the same neural connections. Increased experience with these memories leads to long-term learning, so that these associations occur automatically. Associative learning generally occurs without awareness of the steps of processing.

Type 2. Rule-based processing: draws on symbolically represented rules that are structured by language and logic. With rule-based processing, new information can be learned in just one or a few experiences. Rule-based learning generally occurs with conscious awareness of steps of processing.

22) Enlist and describe three listening types

ENG514 (Mids) solved by Maha Malik

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.

23) Enlist and describe Two stages of syntactic processing

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.

24) Define 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.

(5 Marks) Questions

1) Five types of compensation strategies in comprehension

- i. Skipping: omitting a part or a block of text from processing for comprehension.
- ii. Approximation: using a superordinate concept that is likely to cover the essence of what has not been comprehended; constructing a less precise meaning for a word or concept than the speaker may have intended.
- iii. Filtering: compressing a longer message or set of propositions into a more concise one. (This is different from skipping or approximation, which are 'reduction' strategies, because filtering involves active construction of a larger semantic context.)
- iv. Incompletion: maintaining an incomplete proposition in memory, waiting until clarification can be obtained.
- v. Substitution: substituting a word or concept or proposition for one that is not understandable.

ENG514 (Mids) solved by Maha Malik

2) Categories of language strategies define briefly

Learning strategies and language use strategies can be further differentiated according to whether they are primarily cognitive, metacognitive, affective, or social.

- ✚ Metacognitive—controlling own cognition through the co-ordination of the planning, organization and evaluation of the learning process.
- ✚ Cognitive—making associations between new and already known information.
- ✚ Affective—regulation of emotions, motivation and attitude toward learning;
- ✚ Social—the interaction with other learners to improve language learning and cultural understanding.

3) 5 cognitive process 5 marks

- ✚ comprehension of facts
- ✚ categorization of claims about those facts
- ✚ relative assumptions of truth value in what the speaker is saying
- ✚ induction of unknown or unknowable facts from given information
- ✚ deduction of a generalization based on evidence given

4) Misunderstanding 5 marks

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.

5) 2 features of early development in listening (5)

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.

6) Listen and do activity(5)

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.

Listen and do activities can also give rise to negotiation if they are at the right level of difficulty. Picture drawing in pairs has often been used in research on interaction and negotiation. Sometimes communication is difficult because the speaker is going too fast or is not being considerate of the listener. If this happens, the learner can try to control the speaker. The language needed to do this consists of phrases like "Please speak more slowly" and "Could you say that again?"

7) the role of schema

Listening is primarily a cognitive activity, involving the activation and modification of concepts in the listener's mind. As a way of referring to activated portions of conceptual knowledge, cognitive psychologists and linguists often refer to modules of knowledge as schemata. It is estimated that any normal adult would have hundreds of thousands of available schemas in memory, which would be interrelated in an infinite number of ways.

ENG514 (Mids) solved by Maha Malik

Comprehension researchers agree that a key to effective comprehension is activating appropriate schemata that will assist in understanding the incoming text.

What defines a schema is not its structure – since schema is not a neurological structure – but rather its heuristic nature. A set of memory nodes needed to guide one through an activity. Because these schemata can be interrelated and cross-referenced in a variety of ways, the connections among them is virtually infinite (Churchland, 1999). In order for schemata to be useful as heuristics for real time comprehension, new schemata are created every day and existing ones are updated constantly.

8) how the restrictive simplification of input can be achieved?

- Restrictive simplification operates on the principle of using and highlighting familiar linguistic items and frames:
- Lexical: using a simpler term (or higher-frequency term) for a more complicated one (or lower-frequency one), less slang, fewer idioms.
- Syntactic: using simpler syntax, shorter utterances, topic-fronted utterances (e.g. The man at the reception desk, I gave the package to him), less pre-verb modification (I only want coffee versus I want only coffee) to make utterance easier to process and study.
- Phonological: overtly marking word and phrase boundaries by slowing down or exaggerating speech patterns.
- Discoursal (for conversation): using prototypical question–answer patterns (yes/no questions), non-inverted questions (You can sing?), either–or questions (Where do you live? Do you live in the city?) or other familiar patterns (e.g. tag questions: You’re from Osaka, aren’t you?).
- Discoursal (for monologues): using prototypical rhetorical patterns such as direct temporal sequencing, avoidance of tangential information.

9) Automated Speech Recognition (ASR)? 5

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.

10) Recognizing Words? 5

Recognition of units of spoken language is a fluid process which can accommodate a fluctuating range of units in the input. What provides stability is its essential focus on word recognition. Recognizing words in fluent speech is

ENG514 (Mids) solved by Maha Malik

the basis of spoken language comprehension, and the development of automaticity of word recognition is considered to be a critical aspect of both L1 and L2 acquisition (Segalowitz et al., 2008). Although all aspects of speech recognition are important contributors to comprehension, under conditions of noise or other perceptual stress, or when sounds are ambiguous, listeners will tend to focus on and rely on lexical information alone (Mattys et al., 2009).

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.

If we want to understand spoken word recognition, it is important to note that the concept of a word itself is different for the spoken and written versions of any language. The concept of a word in spoken language can be understood best as part of a phonological hierarchy. A phonological hierarchy starts with the largest psychologically valid unit (that which typical users acknowledge in planning their language use). It then describes a series of increasingly smaller regions of a phonological utterance, which may indeed not be units that a typical user acknowledges

11) Enlist Strategies for Developing Listening Skills?

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified according to how the listener processes the input. Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

Top-down strategies include

- ✚ listening for the main idea
- ✚ predicting
- ✚ drawing inferences
- ✚ summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include

- ✚ listening for specific details
- ✚ recognizing cognates (equivalents)
- ✚ recognizing word-order patterns

12) Enlist and describe attributes due to listening ability

There are five attributes that are commonly claimed to represent listening-specific attributes of language ability:

- i. Phonological knowledge of the sound system of the language, including phonemes, phonological rules, prosodic elements; ability to process speech quickly.
- ii. Syntactic knowledge of sentence- and discourse-level rules, structures, and cohesion; ability to perform accurate parsing quickly
- iii. 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
- iv. Pragmatic knowledge of how fluent users of the language communicate, including use of formulaic expressions, gambits, indirectness, and ellipsis (omission of mutually understood information)

ENG514 (Mids) solved by Maha Malik

- v. 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.

13) enlist 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.