

## Eng502 Finals Compilation

### Objectives:

1. We can also refer to things when are not sure what to..... them. **Call**
2. An appropriate number of..... Maybe crucial factor in our judgments. **(cohesive ties)**
3. The maxim of quantity asks one to be **(brief)**
4. According to research in developing morphology the acquisition of the plural marker **(overgeneralization)**
5. Emotional reaction or affect.. **(all of the given)**
6. Vocabulary lists and sets of grammar rules are used. **(grammar Translation Method)**
7. For lexicographers indispensable resources. **(dictionaries)**
8. Specific aspects of language ability can be accorded **(localization)**
9. In the quantitative research we use **(static)**
10. Oung and Jun. **(Chinese)**
11. According to Grimm's law p of Latin has been changed into f in. **(English)**
12. Verb phrase can not consist. **(D+N)**
13. Word sense. **(disambiguation)**
14. Shortcomings of tree model \_\_\_\_\_ gained more popularity. **(wave model)**
15. Stage 1 of developing syntax \_\_\_\_\_ to \_\_\_\_\_. **18 to 26**
16. Near London is example of **PREPOSITIONAL** phrase
17. He drew the picture with a crayon; HERE crayon IS **INSTRUMENT**
18. **Applied** linguistics is an interdisciplinary field of linguistics which identifies, investigates, and offers solutions to language-related real-life problems
19. Semantic role is the **UNDERLYING** relationship that a participant has with the main verb in a clause.
20. **Anaphora** can be defined as subsequent reference to an already introduced entity
21. Semantic development in a child's use of words is usually a process of **OVEREXTENSION**
22. Siha is the language of **JAPAN**
23. Young, Lichun and Jun (2001) analyzed contents of four **Chinese** journals of Applied

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### Linguistics

24. **Psycholinguistics** is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language.
25. Social-Cultural context still includes factors such as illiteracy rate, **population** geographic distribution, educational level and the populations' ethnic composition
26. The sources of lexicographers are **SECONDARY** fieldwork
27. The first component is **grammatical competence**, which involves the accurate use of words and structures.
28. The deep structure is an **abstract level** of structural organization in which all the elements determining structural interpretation are represented.
29. If an **agent** uses another entity in order to perform an action, that other entity fills the role of instrument .
30. The idea of 'the characteristic instance' of a category is known as the **Prototype**.
31. Semantic development in a child's use of words is usually a process of .....

### **OVEREXTENSION**

32. OVEREXTENSION The sentence can be grammatically correct but **Semantically** incorrect.
33. One of the tests used to check for the **presuppositions** underlying sentences involves negating a sentence with a particular presupposition and checking if the presupposition remains true.
34. The acquisition of the plural marker is often accompanied by a process of

### **OVERGENERALIZATION**

35. Two Word stage begins around eighteen to twenty months. The child's vocabulary moves beyond **FIFTY WORDS**.
36. Electronic dictionary databases, especially those included with software dictionaries are often **extensive** and can contain up to 500,000 headwords and definitions, verb conjugation tables, and a grammar reference section
37. Two word stage occurs between **18 to 24 month**.

### **Subjective:**

**Q1: E-Dictionary OR or Developments in Electronic Dictionary Design**

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An electronic dictionary is a dictionary whose data exists in digital form and can be accessed through a number of different media.

Electronic dictionaries can be found in several forms, including:

- as dedicated handheld devices
- as apps on smartphones and tablet computers or computer software
- as a function built into an E-reader

As CD-ROMs and DVD-ROMs, they are typically packaged with a printed dictionary to be installed on the user's own computer. As free or paid-for online products most of the early electronic dictionaries were print dictionaries made available in digital form. The content was identical. But the electronic editions provided users with more powerful search functions. But soon the opportunities offered by digital media began to be exploited.

Electronic dictionary databases, especially those included with software dictionaries are often extensive and can contain up to 500,000 headwords and definitions, verb conjugation tables, and a grammar reference section. Bilingual electronic dictionaries and monolingual dictionaries of inflected languages often include an interactive verb conjugator, and are capable of word stemming and lemmatization. Electronic dictionaries are also available in logographic and right-to-left scripts, including Arabic, Persian, Chinese, Devanagari, Greek, Hebrew, Japanese, Korean, and Thai. Several developers of the systems that drive electronic dictionary software offer API and SDK – Software Development Kit tools for adding various language-based functions to programs, and web services such as the AJAX API used by Google.

### **Q: Morphology Processing**

Computational morphology deals with the processing of words and word forms, in both their graphemic, i.e., written form, and their phonemic, i.e., spoken form. The task of an automatic morphological analyzer is to take a word in a language and break it down into its stem form along with any affixes that it may have attached to that stem. In processing a sentence such as:

Hussain reads well,

**The analysis should be:**

- Hussain as a proper name
- reads as the third person singular present form of the verb read (read+s)
- well as either an adverb or a singular noun

### **Q. Direct Speech Act:**

A direct relationship between the structure and the communicative function of the utterance is called direct speech act.

We do not know something.

We ask someone to provide the information.

Can you ride a bicycle?

### **Q. The Method of Understanding Discourse: OR Knowledge in Discourse: Schemata**

The role of knowledge in discourse production and comprehension has been a result of findings in the field of artificial intelligence in order to program computers for producing and understanding discourse. These programs need more than the language being used; it involves pre-existent knowledge of the world. Artificial Intelligence tries to understand how this knowledge and language interact and to reproduce the process in computers. For discourse analysis, the most important idea to come out of the field of Artificial Intelligence (AI) is 'knowledge schemata'.

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Mental representations of typical situation used in discourse processing to predict the content of the particular situation, which the discourse describes. Mind stimulated by key words or phrases in the text, or by the context, activates a knowledge schema and uses it to make sense of the discourse. To program a computer AI needs to reproduce the process and to give computers both the necessary language knowledge and necessary schemata. This is difficult for the existing computers. How mental schemata operate in discourse production and comprehension. When a sender judges his receiver's schema to correspond to a significant degree with his own, he only needs features which are not contained in it. Other features need to be present by default.

### **Q. Note on One word stage of Language Acquisition: (5)**

Between twelve and eighteen months the child produces a variety of recognizable single-unit utterances. This stage is characterized by speech, in which single terms are uttered for everyday objects like 'Cookie', 'Cat', 'Cup' 'Spoon' (usually pronounced [pʌn]). Other forms such as [ʌsæ]: A version of 'What's that', so the label 'one-word' for this stage may be misleading, the term such as 'single-unit' would be more accurate.

#### **Holophrastic**

During this stage a single form functions as a phrase or sentence to describe an utterance that could be analyzed as a word, a phrase, or a sentence. Holophrastic utterances seem to be used to name objects; they may also be produced in circumstances that suggest the child is already extending their use.

An empty bed may elicit the name of a sister who normally sleeps in the bed, even in the absence of the person named. During this stage the child may be capable of referring to Karen and bed, but is not yet ready to put the forms together to produce a more complex phrase. It is over expectation from a toddler to expect such thing. The child can only walk with a stagger and has to come downstairs backwards.

### **Q. Source Material of Dictionaries: (5)**

The vocabulary of English contains words from more sources than any other language as a consequence of its history and contacts with any other language. The substratum of English is AngloSaxon. Overlaid on this stratum is a Stratum of Latinate vocabulary. The invading Germanic tribes, the Angles, Saxon and Jutes also contributed to its richness. English has imported words from countless languages around the world.

Two basic methods by which a language may increase its vocabulary:

Use of material available

Import word from another language.

All new words are added to the word class: nouns, verbs, adjectives, with the majority being nouns.

Other ways of forming words:

#### **Compounding:**

Seatbelt, bookshop Derivatives: Careful, shipment Acronyms: ATM, UNESCO Loanwords: Spaghetti (Italian), tycoon (Japanese)

The data from which lexicographers draw their information have to be chosen to suit the type of dictionary they are planning. The sources of lexicographers are:

#### **Primary:**

Archives, corpus Secondary: fieldwork, other dictionaries, encyclopedia, www etc.

**Spatial and temporal deixes=3marks**

**Compiled By Adeel**

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**Spatial deixis:** To point to a location (here, there, near that)

**Temporal deixis:** To a time (now, then, last week)

### Semantic process=5marks

How can a computer understand the meaning of an utterance? The parse tree, a given part-of-speech may have more than one meaning.

#### **Spot**

We found a nice spot for lunch.

Out, out, damned spot

Would you like a spot of tea? (British English)

### Q. Word-sense Disambiguator:

It uses the context of neighboring words in the sentence as well as other words in the document to figure out which meaning of a given word is most likely. It uses rules that depend on context, and these rules can be derived by human intuition or by training a machine learning program. A word's syntactic and semantic properties are represented in the computer's digital lexicon. A word's syntactic and semantic properties are represented in the computer's digital lexicon.

### Q: Obligatory movement with Reflexes as Object:

#### **Obligatory Movement with Reflexes as Objects**

Jane let herself out.

The thief turned himself over to the police.

I dried myself off.

Mary put the fire out.

'Out' does not indicate lactation.

Tom /turned off/ the ignition.

Tom turned the ignition off.

Tom/ turned/ off the road.

### Q: Bilingualism and Multilingualism:

**Bilingualism:** the ability of an individual or the members of a community to use two languages effectively.

**Multilingualism:** ability to use multiple languages is known as multilingualism

### Q: note on coherence:

Coherence is the key to the concept 'everything fitting together well'. It is beyond the text that exists in people, not in words or structures. It is people who 'make sense' of what they read and hear. People arrive at an interpretation that is in line with their experiences, the way the world is. Coherence is the own understanding of something based on personal experiences. It is a way to incorporate all the disparate elements into a single coherent interpretation, and a process of filling the gaps that exist in the conversation or in the texts. Coherence creates meaningful connections not actually expressed by the words. The process not restricted to trying to understand "odd" texts. In conversational interactions a great deal of what is meant is not actually present in what is said.

HER: That's the telephone.

HIM: I'm in the bath.

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HER: O.K.

She makes a request of him to perform action. He states reason why he cannot comply with request. She undertakes to perform action.

To understand the conversation one requires a reasonable analysis of what took place in the conversation, then it is clear that language-users must have a lot of knowledge of how conversation works that is not simply “linguistic” knowledge.

### **Q: note on Discourse Analysis**

**Discourse** - language beyond the sentence

**Discourse Analysis** -the study of language in texts and conversation

It can be considered in terms of **the way** language is used, even how **pauses** are used. It focuses upon certain questions;

How we make sense of what we read?

How we can recognize well-constructed texts as opposed to those that are jumbled or incoherent?

How we understand speakers who communicate more than they say?

And how we successfully take part in that complex activity called conversation?

### **Q. Name Types of Aphasia:**

The classification of different types of aphasia is usually based on the primary symptoms of someone having difficulties with language. Following are some of the types of aphasia:

#### **Broca’s Aphasia or Motor Aphasia:**

This type is characterized by a substantially reduced amount of speech, in which distorted articulation and slow and often effortful speech are noted.

#### **Agrammatic:**

In this type the speech consists entirely of lexical morphemes (e.g., nouns, verbs) whereas there are frequent omissions of functional morphemes (e.g., articles, prepositions) and inflections (e.g., plural -s, past tense -ed). Here is an example. I eggs and eat and drink coffee breakfast my cheek ... very annoyance ... main is my shoulder ... aching’ all round here. The patient faces difficulty in articulating single words. However, comprehension is typically much better than production.

#### **Wernicke’s Aphasia or Sensory Aphasia:**

The person with it has difficulties in auditory comprehension. He produces very fluent speech but feels difficulty to make sense. He uses very general terms. ‘I can’t talk all of the things I do, and part of the part I can go alright, but I cannot tell from the other people’. He finds difficulty in finding the correct word, sometimes referred to as anomia.

#### **Conduction Aphasia:**

This aphasia is less common, as it is associated with damage to the arcuate fasciculus and is called conduction aphasia. In its symptoms, the person mispronounces words, but typically do not have articulation problems. He is fluent, but may have disrupted rhythm because of pauses and hesitations. His comprehension of spoken words is normally good. He produces words like the following: vaysse and fosh for ‘base’ and ‘wash’. Language disorders described above are almost always the result of injury to the left hemisphere.

### **Q. Tree Diagram:**

The most common way to create a visual representation of syntactic structures is through tree diagrams. We can use the symbols introduced (Art=article, N = noun, NP = noun phrase) to label parts of the tree as we try to capture the hierarchical organization of those parts in the underlying

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structure of phrases and sentences. At the top of the tree diagram, we begin with a sentence (S), and divide it into two constituents (NP and VP). In turn, the NP constituent is divided into two other constituents (Art and N) and VP into V and NP.

At the top of the tree diagram, we begin with a sentence (S) and divide it into two constituents (NP and VP). In turn, the NP constituent is divided into two other constituents (Art and N).

### **Q. Which Factor get affected because of language barriers?**

The experience with an L2 is fundamentally different from that of L1 experience, and it is hardly conducive to acquisition. They usually encounter the L2 during their teenage or adult years, in a few hours each week of school time rather than via the constant interaction experienced as a child with a lot of other things going on and with an already known language available for most of their daily communicative requirements. Despite the fact that insufficient time, focus and incentive undermine many L2 learning attempts; some individuals who seem to be able to overcome the difficulties and develop an ability to use the L2 quite effectively learn the language fast. However, sounding like a native speaker is difficult. Even in ideal acquisition situations, very few adults seem to reach native-like proficiency in using an L2. There are individuals who can achieve great expertise in the written language, but not the spoken language. One of the greatest examples of this is Joseph Conrad. He wrote a lot of English novels but whenever he used to speak English, he had his Polish accent.

This might suggest that some features of an L2, such as vocabulary and grammar, are easier to learn than others such as pronunciation. Without early experience using the sounds and intonation of the L2, even highly fluent adult learners are likely to be perceived as having an “accent” of some kind.

This type of observation is sometimes taken as evidence that, after the critical period for language acquisition has passed, around the time of puberty, it becomes very difficult to acquire another language fully. The optimum age for learning is ten to sixteen when the flexibility of our inherent capacity for language has not been completely lost.

### **Q: contrastive linguistic**

A practice-oriented linguistic approach that seeks to describe the differences and similarities between a pair of languages.

### **Q:Telepathic stage of language acquisitions=3marks**

Between two and two-and-a-half years old, the child starts a large number of utterances that could be classified as “multiple-word” speech. The salient feature of these utterances ceases to be the number of words, but the variation in word forms that begins to appear. This is the stage characterized by strings of words (lexical morphemes) in phrases or sentences such as:

This shoe all wet

Cat drink milk

Daddy go bye-bye.

Sentence building capacity

Can get the word order correct

### **Q: Difference between discourse and sentences=3marks**

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A 'discourse' always has the implication of being a reasonably long explanation or lecture. As such it will inevitably contain many sentences - you would never describe a single sentence as a discourse, unless it was ridiculously convoluted just to make a point.

### Q: Invisible meaning define

Pragmatics is the study of "invisible" meaning, or how we recognize what is meant even when it isn't actually said or written. A lot of shared assumptions and expectations exist when people try to communicate.



We can park a car in this place, that it's a heated area, and that there will be an attendant to look after the car. Our interpretation of the 'meaning' of the sign is not based solely on the words, but on what we think the writer intended to communicate. We are actively involved in creating an interpretation of what we read and hear.

### Q: Inference

A successful act of reference depends more on the listener's ability to recognize what we mean than on the listener's 'dictionary' knowledge of a word we use.

Where is the spinach salad sitting?

He is sitting by the door.

Can I look at your Chomsky?

Sure, it is on the shelf over there.

It is clear that names associated with things (salad) may refer to people, and names of people (Chomsky) to refer to things. The key process here is called inference. An inference is additional information used by the listener to create a connection between what is said and what must be meant. The listener has to operate with the inference: 'If X is the name of the writer of a book, then X can be used to identify a copy of a book by that writer'. Similar types of inferences are necessary to understand someone who says that Picasso is in the museum or we saw Shakespeare in London or Jennifer is wearing Calvin Klein.

### Q: Telegraphic speech

Between two and two-and-a-half years old, the child starts a large number of utterances that could be classified as "multiple-word" speech. The salient feature of these utterances ceases to be the number of words, but the variation in word forms that begins to appear. This is the stage characterized by strings of words (lexical morphemes) in phrases or sentences such as:

This shoe all wet

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Daddy go bye-bye.

Sentence building capacity

Can get the word order correct

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While this type of telegram-format speech is being produced, a number of grammatical inflections begin to appear, the word forms and simple prepositions (in, on).

By the age of two-and-a-half, the child's vocabulary is expanding rapidly and the child is initiating more talk while increased physical activity includes running and jumping. By three, the vocabulary has grown to hundreds of words and pronunciation has become closer to the form of adult language. At this point, it is worth considering what kind of influence the adults have in the development of the child's speech

### **Q: Lexicographer have a lot corpus at their end to work with ... (5)**

A dictionary describes the vocabulary of a language or a coherent subset of a language. For each language and subset a set of texts can be assembled which provides evidence of the choices and combinations of choices that are made by users of the language. Such a set of text is called corpus almost always in electronic form nowadays. The adequacy of the corpus depends on its size, its diversity and skill of those who assemble it. A corpus is close to the centre of dictionary project. The lexicographer should formulate a policy concerning the way in which the corpus will be used.

### **Q: How child is taught to speak?**

The linguistic repertoire of the child increases with the passage of time. The question arises whether the child is being taught or not. The idea is that a child is not really supported by what the child actually does. In the vast majority of children; no one provides any instruction about how to speak the language nor should we picture a little empty head gradually being filled with words and phrases. A more accurate view highlighted the children actively construct from what is said to them, possible ways of using the language. The child's linguistic production appears to be mostly a matter of trying out constructions and testing whether they work or not. A child is not simply imitating adult speech but a child hears and repeats versions of sayings on different occasions.

### **The acquisition of the plural marker**

is often accompanied by a process of overgeneralization. S/he uses -s to form plurals and will talk about foots and mans. With the alternative pronunciation of the plural morpheme used in houses (i.e., ending in [-əz]) they overgeneralize application and forms such as boyeses or footses. Along with overgeneralization, use of irregular plurals such as men which are quite appropriately for a while they also use expressions like some:

mens and two feets, or even two feetses. Not long after the plural -s, the possessive inflection -'s also occurs in expressions like the following: girl's dog Mummy's book

### **Applied linguistics**

Applied linguistics is an interdisciplinary field of linguistics which identifies, investigates, and offers solutions to language-related real-life problems. Language is at the heart of human life and the applied linguistics answers the following questions:

- What language skills should children attain beyond basic literacy?
- Should children speaking a dialect be encouraged to maintain it or steer towards the standard form of a language?
- Should everyone learn a foreign language?

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- Language change. Should this just be accepted as an inevitable fact or should the change be controlled in some way?
- Which languages should be used in law courts and official documents?

### **Topic- 201: Scope**

A large and open-ended number of quite disparate activities to which applied linguistics is relevant. The scope of applied linguistics

- Language and education
- First-language education
- Additional-language education/second language education
- Clinical linguistics
- Language testing

Language, work, and law

- Workplace communication
- Language planning
- Forensic linguistics

Language, information, and effect

- Literary stylistics
- Critical discourse analysis
- Translation and interpretation
- Information design
- Lexicography

All of these areas fall within the definition of applied linguistics. These are areas of inquiry by organizations and journals concerned with the discipline.

### **Physical Context in pragmatics**

The physical context is the location of the given word, the situation in which it is used, as well as timing, all of which aid proper understanding of the word. (E.g., furniture and how it is arranged, size of the room, colors, temperature, time of day, etc.) If we see the word 'BANK' on the wall of a building in a city, the physical contexts will influence our interpretation. We should keep in mind that it is not the actual physical situation 'out there' that constitutes the communication events rather the relevant context in our mental representation of those aspects help to arrive us at an interpretation of the given word.

### **Q: Social Cultural Context**

Socio-cultural context refers to the idea that language is closely linked to the culture and society in which it is used. This means when language is learnt, the socio-cultural context in which it is used needs to be taken into consideration as well. Social-Cultural context still includes factors such as illiteracy rate, population geographic distribution, educational level and the populations' ethnic composition. All of these factors can influence the organization's performance, affecting its productivity level and product's quality patterns.

#### **Social context**

- Particular social background
- Social status

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### **Cultural context**

- cultural setting
- cultural backgrounds
- Style, subject matter, and attitudes

Activities that can raise awareness of socio-cultural context include using stories, analyzing newspaper headlines, and looking at slang and idiomatic language.

### **Q: Deixis/Deictic Expressions**

A deictic expression (or deixis) is a word or phrase (such as this, that, these, those, now, then) that points to the time, place, or situation in which a speaker is speaking. The bits of language that we can only understand in terms of the speaker's intended meaning. They are technically known as deictic (/daɪktɪk/) expressions, from the Greek word deixis, which means "pointing" via language.

**Person deixis:** To point to things (it, this, these boxes) and people (him, them, those idiots).

**Spatial deixis:** To point to a location (here, there, near that)

**Temporal deixis:** To a time (now, then, last week)

All these deictic expressions have to be interpreted in terms of which person; place or time the speaker has in mind. We make a broad distinction between what is marked as close to the speaker (this, here, now) and what is distant (that, there, then). Movement is away from the speaker's location (go) or toward the speaker's location (come).

- Here she comes!
- There she goes!

People can actually use deixis to have some fun.

- Free drink tomorrow

### **Q: Person Deixis**

Deixis is the phenomena of requiring contextual information to create the meaning of a phrase. The term of 'deixis' is used from the Greek word which means 'to show' or 'to indicate', used to denote the elements in a language which refer directly to the situation. It stipulates what a deictic reference to the participant role of a referent is such as: -

- The Speaker: The utterer of a message. Deictic center of his/her own deictic references
- The addressee: The listener of a message
- The Referents: Neither speaker nor the addressee, might present there but not addresses directly.

### **Q: Chinese favourite topic for Linguistic research: (3) OR Research Trends in Linguistics in China**

The favourite topics of study for Chinese researchers included language policy, language teaching, correlation between national ideology and language teaching, translation studies, significance of research in China and theories of language. One of the significant findings of this research is that there was an utter difference between research trends in the first and second decade of the study period in China in the field of applied linguistics.

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### Q: Connotative mean? Write a brief note:

Connotative meaning is what people think about two words and find whether it is possible or impossible for the word to have two different meanings from its denotative meaning. Based on it, the meaning depends on personal interpretation. Sometimes, people have the same or different thought. Sometimes when a word has both positive and negative sense value, the word is called a connotative meaning word. It is also pointed out that connotation meaning is subjective, in notion that there is a shift from common meaning because it has been added by sense and certain value, for example, bookworm is used for a person who always read books, with a negative sense.

Connotative meaning is the communicative value that an expression has, by virtue of what it refers to, over and above its purely conceptual content. It can vary from age to age, from society to society, and from individual to individual.

### Q: Accent and Dialect (3) or Accent and Dialect (Dialectology)

Whether we speak a standard variety of English or not, we all have certain accents, they can be distinct or less noticeably recognised accents. It is a myth that some speakers have accents while others do not have.

**Accent:** An accent is a manner of pronunciation peculiar to a particular individual, location, or nation. Technically, it is the description of aspects of pronunciation that identify where an individual speaker is from, regionally or socially.

**Dialect:** Dialect includes the features of grammar and vocabulary as well as the aspects of pronunciation. You don't know what you're talking about. For example, 'Ye dinnae ken whit yer haverin' about.' (by a speaker of Scottish English might say)

### Q: Overextension in Semantic with one example (3)

One child first used bow-wow to refer to a dog and then to a fur piece with glass eyes, a set of cufflinks and even a bath thermometer. The word bow-wow seemed to have a meaning like 'object with shiny bits.' Other children often extend bow-wow to refer to cats, cows and horses. This process is called overextension and the most common pattern is for the child to overextend the meaning of a word on the basis of similarities of shape, sound and size, and, to a lesser extent, movement and texture.

#### **Example:**

Thus the word ball is extended to all kinds of round objects, including a lampshade, a doorknob and the moon.

### Q: Idea of Physical Context: (5)

There are some very common words in our language that cannot be interpreted at all if we do not know the context, especially the physical context of the speaker. These are words such as here and there, this or that, now and then, yesterday, today or tomorrow, as well as pronouns such as you, me, her, him, it, and them. Some sentences of English are virtually impossible to understand if we do not know who is speaking, about whom, where and when. Look at the following sentence:

You'll have to bring it back tomorrow because she isn't here today.

It contains a large number of expressions (you, it, tomorrow, she, here, today) that rely on knowledge of the immediate physical context for their interpretation (i.e., that the delivery driver will have to return on February 15 to 660 College Drive with the long box labeled 'flowers, handle with care' addressed to

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Ms. Ruby). Expressions such as tomorrow and here are obvious examples of bits of language that we can only understand in terms of the speaker's intended meaning.

### **Q: Define prototypical dictionary...**

The prototypical dictionary has the form of a static (book) or dynamic product (e-dictionary) with an inter-structure that establishes links between the various components (e-dictionary) and is usually alphabetically structured. A dictionary provides many useful things.

A reference book

Record of lexicon of language

Quick to find information

Serves as a guardian of purity of that language provides information on

Spelling, form, meaning, usages of words and fixed collocation

### **Q: Principles of CDA...**

a. Social and political issues are constructed and reflected in discourse

b. Power relations are negotiated and performed through discourse.

c. Discourse both reflects and reproduces social relations

d. Ideologies are produced and reflected in in the use of discourse.

### **Q: Syntactic Processing: (5)**

How can a computer characterise the grammatical structure of a sentence? A syntactic parser tries to find the best grammatical analysis of a sentence. However, there are ambiguous sentence with more than one possible grammatical structure like the following:

I can fish

For this purpose we use 'Toy grammar'. This toy grammar recognizes:

Four different kinds of VPs: (Aux V, V NP, V, and Aux V NP)

Three kinds of NPs (D N, N, and Pronoun)

Terminals categories and non-terminals categories

Our toy grammar covers only three different verbs, one auxiliary verb, one determiner, two nouns, and one pronoun, but even so it can describe quite a variety of sentences. Grammars written in this format are called context-free grammars.

### **Q. Neurolinguistics (5)**

Neurolinguistics is the study of the neural mechanisms in the human brain that control the comprehension, production, and acquisition of language. As an interdisciplinary field, neurolinguistics draws methodology and theory from fields such as neuroscience, linguistics, cognitive science, neurobiology, communication disorders, neuropsychology, and computer science.

The study of the relationship between language and the brain is called 'Neurolinguistics'. The field of study dates back to the nineteenth century when the location of language in the brain was an early challenge. The accident of Mr. Gage made it clear to the scientists that language may be located in the specific parts of the brain; it is not clearly situated right at the front.

### **Rules of Politeness(3)**

Politeness principle, like co-operative principle, may be formulated as a series of maxim, which people assume are being followed in the utterances of others. Any flouting of these maxims will

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take on meaning, provided it is perceived for what it is. Robin Lakoff (1973) formulated the following maxims:

Don't impose

Give option

Make your receiver feels good

These maxims explain many of those utterances with no new information

I'm sorry. I saw you were home.

In English requests or pleas are made in the form of elaborate question.

'Could you possible '

'May I ask you to '

'I am sorry to bother you'

'You know much more about cars than I do'

Clearly, the cooperative and politeness principles are in conflict with each other whereas politeness and truth are mutually incompatible with each other.

'How is my new hairstyle'?

These conflicting demands of the two principles are something which people are aware of, for example, 'a white lie'.

### Q: Critical period in language acquisition

The apparent specialization of the left hemisphere for language is usually described in terms of lateral dominance or lateralization (one-sidedness). Since the human child does not emerge from the womb as a fully articulate language-user, the lateralization process begins in early childhood. It coincides with the period during which language acquisition takes place. During childhood, there is a period when the human brain is most ready to receive input and learn a particular language. This is sometimes called the 'sensitive period' for language acquisition, but is more generally known as the 'critical period'.

Though some think it may start earlier, the general view is that the critical period for first language acquisition lasts from birth until puberty. If a child does not acquire language during this period, for any reason, then it is almost impossible for him/her to learn language later on. Many unfortunate well documented cases provide us insight about what happens when the critical period passes without adequate linguistic input.

### Q: Explain Social cultural context..

Socio-cultural context refers to the idea that language is closely linked to the culture and society in which it is used. This means when language is learnt, the socio-cultural context in which it is used needs to be taken into consideration as well. Social-Cultural context still includes factors such as illiteracy rate, population geographic distribution, educational level and the populations' ethnic composition. All of these factors can influence the organization's performance, affecting its productivity level and product's quality patterns.

#### **Social context**

Particular social background

Social status

#### **Cultural context**

- cultural setting
- cultural backgrounds
- Style, subject matter, and attitudes

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Activities that can raise awareness of socio-cultural context include using stories, analyzing newspaper headlines, and looking at slang and idiomatic language.

### **Q: Define Person deixis..**

Deixis is the phenomena of requiring contextual information to create the meaning of a phrase. The term of 'deixis' is used from the Greek word which means 'to show' or 'to indicate', used to denote the elements in a language which refer directly to the situation. It stipulates what a deictic reference to the participant role of a referent is such as: -

The Speaker: The utterer of a message. Deictic center of his/her own deictic references

The addressee: The listener of a message

The Referents: Neither speaker nor the addressee, might present there but not addresses directly

The deictic center is a reference point in relation to which a deictic expression is to be interpreted. The deictic center is also most typically the present time, location, participant role and so forth of speaker. So, the speaker, the actual location and actual time of the utterance are respectively, the deictic center for the interpretation of 'I', 'here', 'now', e.g., 'I am here now

### **Q. Difference between Homonymy and Polysemy:**

Polysemy: when a symbol, word, or phrase means many different things, that's called polysemy. The meaning is understood from the context or extension of the sentences. For Example: 1. Foot of a child Foot of a chair 2. He went to the bank for his account. They went to the river bank for a picnic. Two or more words are homonyms if they either sound the same (homophones), have the same spelling (homographs), or both, but do not have related meanings. The words date (a thing we can eat) and dates (a point in time) are homonyms. The 'point in time' kind of date is polysemous in terms of a particular day and month (on a letter), an arranged meeting time (an appointment), a social meeting (with someone we like), and even a person (that person we like).

<b>Homophony</b>	<b>Homonymy</b>	<b>Polysemy</b>
Two or more different (written) forms have the same pronunciation, are described as homophones	One form (written or spoken) has two or more unrelated meanings. They have separate histories and meanings. But they have exactly the same form.	Polysemy is an interesting phenomenon that concerns cases in which a word or phrase enjoys multiple, related meanings.
<input type="checkbox"/> bare/bear, <input type="checkbox"/> meat/meet, <input type="checkbox"/> flour/ flower, <input type="checkbox"/> pail/pale, <input type="checkbox"/> right/write,	bank (of a river) <input type="checkbox"/> bank (financial institution) <input type="checkbox"/> bat (flying creature) bat (used in sports) <input type="checkbox"/> mole (on skin) <input type="checkbox"/> mole (small animal)	<input type="checkbox"/> head the object on top of body, <input type="checkbox"/> froth on top of a glass of beer, <input type="checkbox"/> person at the top of a company or department <input type="checkbox"/> foot (of person, of bed, of mountain) <input type="checkbox"/> run (person does, water does, colors do)

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**Q. Stages of Child language learning:** The stages of language production by the children focusing primarily on the unfolding of lexical and syntactic knowledge are mentioned as follows:

Stage	Typical Age	Description
Babbling	6-8 months	Repetitive CV patterns
One- word stage(better one- morpheme or one-unit) or holophrastic stage	9-18 months	Single open-class words or word stems
Two-word stage	18-24 months	'mini-sentences' with simple semantic relations
Telegraphic stage or early multiword stage	24-30 months	'Telegraphic' sentence structures of lexical rather than functional or grammatical morphemes.
Later multiword stage	30+ months	Grammatical or functional structure emerge.

### **NEUROLINGUISTICS:**

The study of the relationship between language and the brain is called 'Neurolinguistics'. The field of study dates back to the nineteenth century when the location of language in the brain was an early challenge. The accident of Mr. Gage made it clear to the scientists that language may be located in the specific parts of the brain; it is not clearly situated right at the front.

### **Q.Functions of language.**

There are five functions of language

\*language is Expressive

\*language is Powerful

\*language as a Means of Control

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\*language is Performative

\*language a Dynamic and Relational Entity.

### Q: Accent & Dialect

**Ans . Accent:** An accent is a manner of pronunciation peculiar to a particular individual, location, or nation. Technically, it is the description of aspects of pronunciation that identify where an individual speaker is from, regionally or socially.

**Dialect:** Dialect includes the features of grammar and vocabulary as well as the aspects of pronunciation. You don't know what you're talking about. For example, 'Ye dinnae ken whit yer haverin' about.' (by a speaker of Scottish English might say)

### Q: Describe the agent in grammar ?

Typically , the situation is denoted by a sentence, the action by a verb in the sentence, and the agent by a noun phrase. For example, in the sentence "Jack kicked the ball", Jack is the agent and "the ball" is the patient. In certain languages, the agent is declined or otherwise marked to indicate its grammatical role.

### Q2. Spatial and temporal deixis

**Spatial deixis:** To point to a location (here, there, near that)

**Temporal deixis:** To a time (now, then, last week)

### Q3. HOMOPHONY

Two or more different (written) forms have the same pronunciation, are described as homophones:

- bare/bear,
- meat/meet,
- flour/ flower,
- pail/pale,
- right/write,
- sew/so
- to/too/two.

### Q5. Topology

Language teaching divide discourse into two major categories:

- Spoken
- Written

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They are further divided into the following:

- Speaking and Listening
- Reading and writing

Spoken discourse is less planned and orderly in a conversation. It is more open to intervention by the receivers. Some kinds of spoken discourses are lesson, lectures, interviews, court trials etc. These spoken discourses are planned to some extent by the person who initiates the conversation, and the possibility of subordinate participants can be limited. In reading novel, one cannot influence its development. At times readers may affect the written discourse, e.g., a person is writing something and the response of the market can influence his writing. A teacher as a reader sends the essays back to the students to be rewritten. In the same way the editors ask writers to edit something from written material. The traditional division of spoken and writing is based on a difference in production. Fundamental distinction as far as discourse structure is concerned.

- Formal discourse
- Informal discourse
- Formal discourse is planned discourse. It may be spoken and written.
- Less formal
- It is unplanned discourse either spoken or written. However, it is usually spoken. Informal spoken

### **Q:INDIRECT SPEECH ACT?**

Ans. It means that there is an indirect relationship between the form and the function of the utterance. 'Can you pass the salt?' This structure is not really asking a question about someone's ability. It is used to make a request. An indirect speech act is a syntactic structure associated with the function of a question.

### **Q: Trends of research in linguistic in Pakistan.**

Education is a key to success. Higher Education has attained a central role in the process of prosperity. Research is the essence of higher education and is given prime importance across the globe. All the prosperous nations have developed a 'research culture'. When it comes to research, Pakistan is far behind and up till now unsuccessful in developing an inspiring research culture in various disciplines including ELT. For successful survival, Pakistan's education system needs to develop a healthy research atmosphere.

Recent Trends of Research in ELT in Pakistan: Lists of areas of research which have become very prominent in ELT and most of the recent trends have focused on these areas.

1.English Language Curriculum, Assessment, and Reform What should be taught to students on different levels? How can school/university programs be organized to optimize the English Language Learning development of students? What processes can be employed to enable teachers and policy makers to understand the strengths and weaknesses of schools?

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2. Individual Differences L2 Motivation, anxiety, attitudes, aptitudes are powerful contributors to the learner's ability to learn a language.

3. Learner Autonomy and Self Efficacy The learner's autonomy is very much important to make him a successful learner.

4. Course and Material Development It is according to the needs of students and changing trends of the use of English in various social and Academic fields. Not only development but the division is also a popular area of research.

5. Learning and Teaching Strategies They are also very much important in various contexts.

6. Error Analysis It includes systematic methods to analyze learners' errors. It also includes identifying, describing, and explaining student's errors.

7. Bilingualism and Language Teaching It comprises code switching, bilingualism in education – e.g. use of L1 in the teaching of L2. 8. ELT Teacher Training It helps to find new ways to improve teaching skills.

9. The role of Educational Institutions in ELT in Various EFL/ESL Contexts.

### **Flouting the cooperative principle**

It is cooperative principle. This theory is a principle of conversation that was introduced by philosopher H. Paul Grice in 1975. He stated that the cooperative principle is the assumption that participants in a conversation normally attempt to be informative, truthful, relevant, and clear.

I have got millions of books in my college library. Or my car breaks down every five minutes. Neither is true. They are perceived as figures of speech, hyperbole, and a way of making the point more forceful rather than it lies. These are deliberate violation or flouting, as Grice calls them, of the cooperative principle.

**Metaphor**, irony, sarcasm

'Queen Victoria was made of iron'

'I love it when you sing out of key all the time'

### **Like quality maxim other three can also be flouted.**

**Quantity maxim** Crating prolixity or terseness

**Maxim of relevance** To signal embarrassment or a desire to change the subject

**Maxim of manner** As in the case of puns etc.

### **IC analysis**

Immediate constituent analysis or IC analysis is a method of sentence analysis that was first mentioned by Leonard Bloomfield and developed further by Rulon Wells. The principle of IC analysis is to cut a sentence into two and then to cut those parts into two and to continue with the

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segmentation until the smallest indivisible unit, the morphemes are reached. As a general principle the division is binary.

The young man followed a girl. The young man +followed a girl. Followed + a girl a+ girl

The young man = the +young man Young+ man Follow+ed

The young man follow ed a girl . ((The (((young) ( man)))  
(( followed) (( a) (girl))).

### Flaws in IC Analysis:

- 1) Does not indicate what grammatical category those constituents belong to.
- 2) Does not indicate that noun phrases are built on nouns, verb phrases on verbs
- 3) Does not indicate how to create new sentences

### Experiencer, Location, Source and Goal

**Experiencer:** Experiencer is the semantic role of an entity (or referent) which receives, accepts, experiences, or undergoes the effect of an action. We see something. We know something. We enjoy something. No action is being performed by agents. The boy feels sad. The experiencer (The boy) is the only semantic role.

Did you hear that noise?

The experiencer is you and the theme is that noise.

**Location:** A number of other semantic roles designate where an entity is in the description of an event where an entity is (on the table, in the room) fills the role of location.

**Source:** Where the entity moves from is the source (from Chicago)

**Goal:** Where it moves to, is the goal (to New Lahore),

We drove from Chicago to New Lahore.

We transfer money from savings to checking.

The source is savings. The goal is checking.

### Q. Wave Model: by Johannes Schmidt (20th century)

In historical linguistics, the wave model is a model of language change in which a new language feature (innovation) or a new combination of language features spreads from its region of origin, affecting a gradually expanding cluster of dialects. The theory was intended as a substitute for the tree model, which did not seem to be able to explain the existence of some features, especially in the Germanic languages, by descent from a proto-language. At its most ambitious, it is a wholesale replacement for the tree model of languages

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Languages are to be regarded as impermanent sets of speech habits that prevail in the intersections of the circles.

This model has 4 circles (regarded as diachronic) namely, Innovation A, B, C and D

These circles spread from their small centers of maximum effectiveness like waves, becoming less effective than dispersing at maximum time and distance from the center.

### **Grimm's law**

Grimm's law (also known as the [First] Germanic Sound Shift) was the first non-trivial systematic sound change ever to be discovered; its formulation was a turning-point in the development of linguistics, enabling the introduction of rigorous methodology in historical linguistic research. The "law" was discovered about 1820 by Jacob Grimm. It establishes a set of regular correspondences between early Germanic stops and fricatives (see: Consonant) and the stop consonants of certain other Indo-European languages (Grimm used mostly Latin and Greek for illustration). As formulated nowadays, Grimm's Law describes the development of inherited Proto-Indo-European (PIE) stops in Proto-Germanic (PGmc, the common ancestor of the Germanic branch of the Indo-European family).

### **Transformational rules**

(T-Rules) relate the spoken form of the sentence (surface structure) to their underlying meaning (deep structure), for example,

- Linguists often use large words.
- Large words are often used by linguists. These set contain s synonymous sentence. As the forms are different their phrase marker would be different. Surface structure refers to the actual utterance that can be broken down by traditional analysis. Different surface structure may have the same deep structure or vice versa.

### **Generative Grammar**

Generative grammar is a linguistic theory that regards grammar as a system of rules that generates exactly those combinations of words that form grammatical sentences in a given language. The generative school has focused on the study of syntax, but has also addressed other aspects of a language's structure, including morphology and phonology. The basic concept sets forth the rules to recognize grammatical sentences in a language. These rules differentiate the correct structures from improper sequences of words or ungrammatical sentences in the same language. The sentence is represented as a tree having branches denoting the subordinate and superordinate elements rather than just a sequence of words. Generative grammar attempts to formalize the implicit rules that a person uses while speaking his native language. The rules of generative grammar may appear to be useful only in language studies

### **Transformational grammar**

In linguistics, transformational grammar (TG) or transformational-generative grammar (TGG) is part of the theory of generative grammar, especially of natural languages. Early versions of Chomsky's theory were called transformational grammar, which is still used as a general term

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that includes his subsequent theories. It considers grammar to be a system of rules that generate exactly those combinations of words that form grammatical sentences in a given language and involves the use of defined operations (called transformations) to produce new sentences from existing ones.

### **Language areas in Brain**

Wernicke's area is the region of the brain that is important for language development. It is located on the left side of the brain and is responsible for the comprehension of speech, while Broca's area is related to the production of speech.

### **Dichotic Listening**

An Experimental Technique: Left hemisphere dominance for syllable and word processing is called the dichotic listening test. This technique uses the generally established fact that anything experienced on the right-hand side of the body is processed in the left hemisphere, and anything on the left side is processed in the right hemisphere. Right Ear Advantage: The right hemisphere appears to have primary responsibility for processing a lot of other non-linguistic incoming signals. In the dichotic listening test, it can be shown that non-verbal sounds (e.g., music, coughs, traffic noises, and birds singing) are recognized more often via the left ear, meaning they are processed faster via the right hemisphere. The right hemisphere is first choice for non-language sounds (among other things) and the left hemisphere specializes in language sounds (among other things too). These specializations may actually have more to do with the type of processing, rather than the type of material, that is handled best by each of the two hemispheres. Analytic processing, such as recognizing the smaller details of sounds, words and phrase structures in rapid sequence is done with the 'left brain'. The holistic processing is done with the 'right brain'.

### **Q: How child is taught to speak?**

The linguistic repertoire of the child increases with the passage of time. The question arises whether the child is being taught or not. The idea is that a child is not really supported by what the child actually does. In the vast majority of children; no one provides any instruction about how to speak the language nor should we picture a little empty head gradually being filled with words and phrases. A more accurate view highlighted the children actively construct from what is said to them, possible ways of using the language. The child's linguistic production appears to be mostly a matter of trying out constructions and testing whether they work or not. A child is not simply imitating adult speech but a child hears and repeats versions of sayings on different occasions.

### **Q: Idea of Physical Context: (5)**

There are some very common words in our language that cannot be interpreted at all if we do not know the context, especially the physical context of the speaker. These are words such as here and there, this or that, now and then, yesterday, today or tomorrow, as well as pronouns such as you, me, her, him, it, and them. Some sentences of English are virtually impossible to

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understand if we do not know who is speaking, about whom, where and when. Look at the following sentence:

You'll have to bring it back tomorrow because she isn't here today.

It contains a large number of expressions (you, it, tomorrow, she, here, today) that rely on knowledge of the immediate physical context for their interpretation (i.e., that the delivery driver will have to return on February 15 to 660 College Drive with the long box labeled 'flowers, handle with care' addressed to Ms. Ruby). Expressions such as tomorrow and here are obvious examples of bits of language that we can only understand in terms of the speaker's intended meaning.

### **Q: Overextension in Semantic with one example (3)**

One child first used bow-wow to refer to a dog and then to a fur piece with glass eyes, a set of cufflinks and even a bath thermometer. The word bow-wow seemed to have a meaning like 'object with shiny bits.' Other children often extend bow-wow to refer to cats, cows and horses. This process is called overextension and the most common pattern is for the child to overextend the meaning of a word on the basis of similarities of shape, sound and size, and, to a lesser extent, movement and texture.

#### **Example:**

Thus the word ball is extended to all kinds of round objects, including a lampshade, a doorknob and the moon.

### **Rules of Politeness(3)**

Politeness principle, like co-operative principle, may be formulated as a series of maxim, which people assume are being followed in the utterances of others. Any flouting of these maxims will take on meaning, provided it is perceived for what it is. Robin Lakoff (1973) formulated the following maxims:

- Don't impose
- Give option
- Make your receiver feels good

These maxims explain many of those utterances with no new information

I'm sorry. I saw you were home.

In English requests or pleas are made in the form of elaborate question.

'Could you possible '

'May I ask you to '

'I am sorry to bother you'

'You know much more about cars than I do'

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Clearly, the cooperative and politeness principles are in conflict with each other whereas politeness and truth are mutually incompatible with each other.

‘How is my new hairstyle?’

These conflicting demands of the two principles are something which people are aware of, for example, ‘a white lie’.

### **Q: Connotative meaning? Write a brief note:**

Connotative meaning is what people think about two words and find whether it is possible or impossible for the word to have two different meanings from its denotative meaning. Based on it, the meaning depends on personal interpretation. Sometimes, people have the same or different thought. Sometimes when a word has both positive and negative sense value, the word is called a connotative meaning word. It is also pointed out that connotation meaning is subjective, in notion that there is a shift from common meaning because it has been added by sense and certain value, for example, bookworm is used for a person who always read books, with a negative sense.

Connotative meaning is the communicative value that an expression has, by virtue of what it refers to, over and above its purely conceptual content. It can vary from age to age, from society to society, and from individual to individual.

### **Q Explain Prosody**

Prosody is the study of the tune and rhythm of speech, and the way these features contribute to meaning. Prosody features apply to a level above that of the individual phoneme and very often to sequences of words. Speech contains various levels of information that can be described as;

**Linguistic** - direct expression of meaning

**Paralinguistic** - may indicate attitude or membership of a speech community

**Non-linguistic** - may indicate something about a speaker's vocal physiology, state of health or emotional state.

In linguistics, prosody is concerned with properties of syllables and larger units of speech. These contribute to linguistic functions such as intonation, tone, stress, and rhythm. Prosody may reflect various features of the speaker or the utterance: The emotional state of the speaker; the form of the utterance (statement, question, or command); the presence of irony or sarcasm; emphasis, contrast, and focus or other elements of language that may not be encoded by grammar or by the choice of vocabulary.

### **Q: Discourse as a dialogue**

Developmentally, dialogue comes first, both for the human species, and for the human individual. There is no hard evidence of the origins of language in prehistoric communities to assume that speech preceded writing and dialogue preceded monologue. The earliest written texts of Western European culture, the Socratic dialogues, present as conversation that modern writers would present as monologue. Perhaps some of this preference remains in modern practices which favour face-to-face interaction: lectures, job interviews, and news interviews. Turn-taking and interaction are among the first communicative skills. Parents hold ‘conversations’, even with very young babies, as the following ‘dialogue’ between a mother and her two-month-old daughter clearly shows:

M: Whatcha gonna tell me?

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B:(Gurgling noise)

M: Come on watcha gonna tell me?

B: (Two gurgling noise. Squeak. Blows air through lips)

M: That's a nice story. What else are you gonna tell me? Come on.

B: (Gurgling and dribbling noise) M: Let's hear some more.

### **Q.Psycholinguistics and neurolinguistics.**

Ans. PSYCHOLONGUISTICS: Psycholinguistics or psychology of language is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. The discipline is mainly concerned with the mechanisms in which languages are processed and represented in the brain. Psycholinguistics has roots in education and philosophy, and covers the 'cognitive processes' that make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures.