ENG502

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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• Age of Child in Months:

- **Babbling Stage**: 4–6 months
- **One-word (Holophrastic) Stage**: Around 12 months
- **Two-word Stage**: Around 18–24 months
- **Holophrastic Stage**: 12–18 months (child uses single words to express complete ideas)

• Third Stage of Forming Questions:

- **Third Stage**: Inversion of subject and auxiliary (e.g., *Can I go?* instead of *I can go?*)

• Acquisition Process with Examples:

- **Natural acquisition** occurs through exposure. E.g., a child hears "dog" repeatedly while seeing a dog and learns to associate the word with the object.

• Overextension in Semantics:

- When a child uses one word for a broad range of meanings (e.g., calling all animals "dog").

• Right Ear Advantage:

- Tendency for the right ear to perceive linguistic stimuli more accurately—due to left hemisphere dominance in language processing.

• Locutionary and Illocutionary Acts:

- **Locutionary act**: The actual utterance and its meaning.
- **Illocutionary act**: The intended function (e.g., requesting, warning).

• Holophrastic Age:

- Typically 12–18 months, where single words represent full sentences or desires.

• Transformational Rule and Deletion:

- **Transformational Rules**: Modify sentence structure (e.g., turning a statement into a question).
- **Deletion**: Omitting redundant parts (e.g., "You want to go?" becomes "Want to go?").

• Function of Recursion with Example:

- Allows embedding phrases within phrases.
  Example: *The man [who wore a hat [that had a feather]] left.*

• Consistent Analysis with Example:

- When rules apply across different structures.
  Example: Both "The cat chased the dog" and "The dog chased the cat" follow SVO structure.

• Role of Instrument in Semantics:

- **Instrument**: The means used by an agent to perform an action.
  E.g., *She cut the bread **with a knife*** (knife = instrument).

• Types of Meanings:

- **Affective Meaning**: Emotional tone (e.g., "silly" vs. "idiotic").
- **Social Meaning**: Shows social context/status (e.g., "Sir" vs. "Dude").
- **Denotative Meaning**: Literal meaning (dictionary definition).
- **Collocative Meaning**: Words typically found together (e.g., "blond hair," "strong tea").

• Tokenization:

- Splitting text into tokens (words, phrases, symbols).
  E.g., *"The cat sat"* → ["The", "cat", "sat"].

• Word-sense Disambiguator:

- Determines correct word meaning based on context.
  E.g., *"bank"* in *"river bank"* vs. *"money bank"*.

• Hyponym vs. Co-hyponym:

- **Hyponym**: More specific term (e.g., "rose" is a hyponym of "flower").
- **Co-hyponyms**: Share the same broader category (e.g., "rose" and "tulip" are co-hyponyms of "flower").

• Define Prototype:

- The best example or mental image of a category.
  E.g., *"Robin"* as a prototype of *bird*.

• Five Ways to Seek Meaning:

1. **Contextual clues**
2. **Word formation analysis**
3. **Semantic field**
4. **Collocation patterns**
5. **Pragmatic interpretation**

• Semantic Roles (Agent – with 2 examples):

- **Agent**: Doer of an action.
  - *John opened the door.*
  - *The cat chased the mouse.*

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• Semantically Different Roles: Location, Source, Goal

- **Location**: Where an action occurs (*in the park*)
- **Source**: Where it begins (*from school*)
- **Goal**: Where it ends (*to the market*)

• Time Deixis with Examples:

- Words referring to time relative to speaker.
  E.g., *now, then, today, yesterday, tomorrow*

• Person Deixis: Basic Divisions:

- **First Person**: Speaker (*I, we*)
- **Second Person**: Listener (*you*)
- **Third Person**: Others (*he, she, they*)

• Sentence Structures:

- **Gaelic Sentence**: Verb–Subject–Object (VSO)
- **English Sentence**: Subject–Verb–Object (SVO)

• Phrase Structure Rule with Examples:

- Rules defining sentence parts.
  E.g., **S → NP + VP** (Sentence = Noun Phrase + Verb Phrase)

• Direct Speech Act vs. Indirect Speech Act:

- **Direct**: Literal and explicit (*Close the window.*)
- **Indirect**: Implied (*It's cold in here.*)

• Define Direct Speech Act:

- An utterance where the form directly matches its function.
  E.g., *"Please open the door."*

• Define "Neurolinguistics":

- Study of how the brain processes language (e.g., aphasia, brain regions like Broca's/Wernicke's areas).

• Formal and Informal Discourse:

- **Formal**: Structured, academic, or professional.
- **Informal**: Casual, conversational, spontaneous.

• Discourse Analysis (Definition + Long Question):

- Study of language beyond sentence level in real contexts.
  Long Q: Discuss how discourse analysis helps in understanding communication in different settings.

• Term Analysis in Conversation Analysis (Long Question):

- Study of how conversations are structured (e.g., turn-taking, pauses).
  Long Q: Explain how conversation analysis uncovers the social organization of talk.

• Politeness Principle / Politeness Theory:

- Based on **Face Theory** (Brown & Levinson).
  Strategies to maintain social harmony (e.g., using indirectness, hedges).

• Turn-taking:

- Managing who speaks when in a conversation.
  Includes cues, pauses, overlaps, etc.

• Social Cultural Context:

- How culture and social norms shape language use, meaning, and interpretation.

• Historical Linguistics and Its Applications:

- Study of language change over time.
  Applications: Language family trees, etymology, language reconstruction.

• Prescription Approach:

- Rules about "correct" language usage, often from grammar authorities.

• Forensic Linguistics:

- Application of linguistics to legal issues (e.g., authorship, threats, trademarks).

• Accent vs. Dialect

- **Accent**: Variation in pronunciation.
- **Dialect**: Variation in grammar, vocabulary, and pronunciation, tied to a regional or social group.

E.g., British and American English have different accents and dialects.

• Diglossia vs. Polyglossia

- **Diglossia**: Two language varieties used in different domains (e.g., Classical Arabic vs. Colloquial Arabic).
- **Polyglossia**: More than two language varieties used in a society.

Example: Singapore uses English, Mandarin, Malay, and Tamil.

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• Principles of Critical Discourse Analysis (CDA)

1. Language is a social practice.
2. Discourse is shaped by ideology and power.
3. Analysis includes both linguistic and social context.
4. Reveals hidden power dynamics in texts.

• Trends in Japan

- Include integration of **technology in language teaching**, increased focus on **communicative competence**, and **use of English in education and business.**

• Transformational Grammar: Features

1. Focuses on underlying structure of sentences.
2. Uses transformational rules (e.g., from statement to question).
3. Accounts for syntactic variations in meaning.

• Generative Grammar: Three Features

1. Rule-governed system to produce grammatical sentences.
2. Syntax-focused.
3. Can generate infinite sentences from finite rules.

• GTM (Grammar Translation Method): Three Features

1. Focus on reading and translation.
2. Memorization of rules and vocabulary.
3. Little emphasis on speaking or listening skills.

• One Basic Step of Constituent Analysis

- Breaking a sentence into its **constituent parts** (e.g., NP, VP).

• IC (Immediate Constituent) Analysis

- Splits sentences into **immediate constituents**, showing their hierarchical relationship.

  E.g., *The tall boy ran* → [The tall boy] [ran]

• Particle Movement (Long Question)

- Involves movement of **particles** in phrasal verbs.

  She looked up the word → She looked the word up.

  - This movement is constrained by object type and sentence structure.

• What Researchers Describe in SLA? (Long Question)

- Researchers describe:
  - Stages of acquisition
  - Role of input and interaction
  - Effect of L1 on L2
  - Cognitive processes
  - Social and affective factors
  - Instructional methods and outcomes

• Aspects of Language in Applied Linguistics in the 1960s

- Syntax, phonology, morphology, semantics, pragmatics
- Focus on language teaching and learning methods

• Language Areas in the Brain

- **Broca's area**: Speech production
- **Wernicke's area**: Language comprehension
- **Angular gyrus** and **Motor cortex** also involved

• Physical Context (Briefly Discussed)

- **Physical surroundings** that influence meaning of utterances

  E.g., Saying “It’s cold” in a classroom may imply "Close the window."

• SLA Acquisition Process with Example

- Learners acquire L2 naturally via **input**, **interaction**, and **output**.

  E.g., A learner hears “open the door” repeatedly and begins using it appropriately.

• Method and Process of Computational Linguistics (CL)

- **Method**: Combine computer science with linguistics
- **Process**:
  1. Tokenization
  2. Parsing
  3. Word-sense disambiguation
  4. Machine translation or generation

• Tokenization

- Dividing text into words, phrases, or other units (tokens).

  E.g., “Cats sleep” → [“Cats”, “sleep”]

• Word-sense Disambiguation

- Identifying correct meaning of a word based on context.

  E.g., “Bank” → riverbank or financial bank.

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• Three Types of Dictionaries

1. **Monolingual**: One language (e.g., Oxford English Dictionary)
2. **Bilingual**: Two languages (e.g., English-Urdu Dictionary)
3. **Specialized**: Focused on specific fields (e.g., Medical dictionary)

• Uses of Dictionary (Own Words)

- Check meanings, pronunciation, spelling, synonyms/antonyms, usage in context, and grammar forms.

• Name the Part of the Brain Related to Language Functions

- **Broca's area** (speech production) and **Wernicke's area** (comprehension)

• Synonyms:

- **Buy**: Purchase, acquire, obtain
- **Big**: Large, huge, massive, enormous