

Appendix 1: Example essay, Units 1-8

The impact of satellite TV on Bangladeshi culture and society

Satellite TV channels have experienced an unprecedented rise in popularity as a medium of entertainment across the globe. Similarly, since the introduction of satellite TV to Bangladesh in 1992, Bangladeshi audiences have embraced it as one of the most popular forms of entertainment with its appeal spreading particularly amongst the more affluent urban society. With this spread, a key concern is the potential negative influence of satellite TV on cultural traditions and societal behaviour in Bangladesh. This essay will focus on the possible impact and effects of satellite TV firstly on Bangladeshi traditions and culture and then on the behaviour of specific sections of society.

Bangladesh has a rich cultural tradition enriched by its history, rituals, values and heritage. Shamsheer and Abdullah (2012) suggest that through satellite TV the viewing Bangladeshi public is exposed to external norms and values that are in conflict with local values and ideals. In their view this is threatening the country's cultural heritage. Many young people are adopting a more westernised culture and lifestyle. Increased fast food consumption, greater fashion-consciousness and heightened interest in music and movies produced outside Bangladesh, appears to be growing. Correspondingly, there is a lack of interest in local music, food, dress, festivals, language and values. Desai and Agarwal (2009), refer to a media-mediated cultural imperialism. They argue that satellite TV threatens the cultural traditions of developing countries. Thus, according to these authors, satellite TV appears to be having an adverse impact on the culture of Bangladesh.

However, alongside these valid concerns, other considerations need to be borne in mind. Firstly, we live in a fast-changing, technological world. Notions of the "world village" and "connected societies" have accompanied the communications and telecommunications revolution that has developed in the past century. In a world where news and the views of others travel through fibre optic cables and satellite communications, it might appear that becoming aware of how other societies live; along with their cultural outlook is a natural consequence of increased communication and contact with other nations.

The potential effect of satellite viewing on Bangladesh society also requires consideration. Some commentators suggest that many satellite channels broadcast programmes with unsuitable content. They contain vulgarism, sexually provocative images and obscenity. This has had a negative impact on the practice of family viewing. Watching TV together can lead to a strengthening of family bonds, but this congenial pastime is diminishing as a result of the content of some programming.

There has also been an alarming increase in violence in Bangladesh society. It could be argued that exposure to vulgarity and violence through watching satellite channels provokes people to become involved in sexual violence (Shamsheer and

Abdullah, 2012).A further concern is that many satellite TV programmes contain violence, and bloodshed. Children in urban settings are often dependent on TV as their chief medium of entertainment because of a lack of playgrounds. Exposure to violence during childhood may indeed have a significant negative impact on children's social behaviour.

This essay has sought to consider the effect of satellite TV on the culture and society of Bangladesh. It can be concluded that satellite viewing may play a part in negatively affecting the cultural practices and social behaviour of the nation, particularly with regard to young people. The influence of satellite TV could be considered to be a factor in the increased sexual and social violence now evident in society. Nevertheless, the importance of satellite TV also should not be denied as far as its role in developing people's global awareness and connectivity to current affairs is concerned. Moreover, it is also true that many of the societal and cultural changes which are taking place are also the result of technological advancement, globalisation and greater social changes. However, given the continuing growing popularity and spread of satellite TV in Bangladesh, its negative impact on the cultural identity and social behaviour of Bangladeshis should be monitored carefully.

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Appendix 2: Example comparative essay, Unit 9

Public and private universities in Bangladesh: A comparative analysis

Since the inception of the first private university in Bangladesh in 1992, private universities, along with public universities, have sought to help meet the higher education needs of the country. Despite public and private universities having their own distinct modes of operation and remits, they are often compared especially in terms of their roles within the higher education sector of the country. Currently, there are thirty four public universities and sixty nine private universities in Bangladesh (University Grants Commission- Bangladesh, 2013). Private universities were once thought of as an alternative to public universities for those students who could not gain a place at a public university. However, many private universities now have their own credentials. Notwithstanding their differences, both types of university have a role to play in meeting the higher education needs of the young people of Bangladesh. This essay will seek to compare public and private universities in respect of the access to education that they provide; the teaching and learning facilities that they offer and the overall infrastructure that they have in order to evaluate their roles in the higher education sector.

In terms of tuition fees, public universities offer greater opportunity for access to higher education for students than private universities. Public universities are highly subsidised by the government and as a result they provide affordable access to higher education to all sections of society. However, since the number of public universities is limited, gaining a place in them is very difficult as competition is fierce. In comparison, places at private universities are more readily available but the tuition fees are many times higher than those of public universities. This makes them unaffordable for many poor but meritorious students who wish to enter higher education.

In terms of teaching and learning situations, both types of institution have some benefits and drawbacks. Public universities are usually more affected by national politics. Student politics are allowed in public universities and as a result political violence and bloodshed are common occurrences which often cause session jams. In contrast, student politics are banned in private universities and consequently students pursue higher education in a relatively safe environment without the interference of session jam. Public universities are generally vast institutions with large numbers of students in one class. In contrast, private universities are smaller with concomitantly smaller class sizes. As a result, private university teachers can give more individual attention to students in the class, which can be beneficial for students' learning. However, if extracurricular and co-curricular activities are considered, public universities offer a wider platform and more opportunities for participation in sports and culture-related activities. As a result, public universities contribute more to sports and culture at national level. Finally, with regard to developing a research tradition and being research-active, which according to Patton (2002) is an essential element of higher education institutions, neither public nor

private universities appear to place a strong emphasis on this aspect. However, private universities tend to offer fewer openings for students and teachers to conduct research (Alam, 2009).

Another area where private and public universities can be compared is infrastructure and technological advancement. Modern classroom infrastructure and state-of-the-art technological facilities are more widely available in private universities, while in public universities, the physical conditions for teaching and learning are often of a lower standard. Public universities tend to be based in regions across Bangladesh, therefore allowing for green and spacious campuses. These provide easily accessible facilities and congenial surroundings for students. However, most private universities are based in Dhaka which means some of them operate in cramped conditions in the midst of the busy and noisy traffic of Dhaka city (Alam, 2009). As a result of the varied university locations, public universities are able to provide accommodation facilities for students and teachers, which most private universities are unable to do.

In conclusion, it can be said that both public and private universities have their own distinctive roles in offering higher education opportunities to Bangladeshi students, and their own benefits and drawbacks. What is important for private universities is to seek to offer cost-effective education and to develop stronger research traditions. Public universities, on the other hand, should take steps to give priority to providing technological access and more updated infrastructural amenities. In this way the higher education sector of Bangladesh, and most importantly Bangladeshi students, will benefit from the shared contribution of public and private universities.

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Appendix 3: Example cause and effect essay, Unit 10

Causes and effects of drug addiction

Drug addiction has in recent years significantly increased worldwide including in South Asian countries such as Bangladesh. It is frequently the young generation who fall victim to drug addiction, and its complexity as a social problem is immense. The estimated number of current drug users in Bangladesh is nearly 6 million with more than 70 million taka being spent every day on drugs (The Daily Star, 2013). This paints an alarming picture, and the severity and scale of this social problem is now beyond question. Factors such as curiosity, peer pressure, poor family environment and inability to deal with life's pressures seem to be key causes of drug addiction amongst young people, leading to fatal consequences. This essay will explore these causes together with the potential effects of drug addiction on the young generation of Bangladesh.

Curiosity and peer pressure can cause the young people to develop an interest in drugs. Curiosity is often aroused due to exposure to media that present drug-taking as a common even glamorous social recreation or by press coverage of celebrities who take drugs. Drug addiction can also evolve as a result of peer pressure. In their research within Vietnam, Minar and Skinner (2006) found that peer pressure is the most significant cause of the young generation's addiction to drugs. A young person who doesn't try out drugs may be regarded as less trendy by their peers and consequently they can become a target of sarcasm and bullying.

When considering potential causes of drug addiction, a young person's family environment and other personal pressures are believed to play significant roles. Spooner's (1999) literature review found that, poor discipline, negative patterns of communication, such as criticism and blame, and poor bonding in the family increase a young person's predisposition to experiment with drugs. Because of personal pressures, such as instability in relationships with friends and family and economic insolvency, young people may turn to drugs as a means of coping with negative feelings and depression (Shemul, 2009). Drug-taking thus becomes the means of escaping the reality of everyday misery.

Addiction to drugs can lead to several serious physical and mental hazards. The cardiovascular, liver and neural systems of the human body can become seriously affected, which can result in being more susceptible to stroke, brain damage, liver and heart diseases (National Institute on Drug Abuse, 2012). Another outcome of addiction is that the immune system of the body is weakened and it becomes more vulnerable to infection. Finally, young people who develop a drug addiction might lose their mental stability and hence become susceptible to a range of mental health problems including depression, anxiety and mood fluctuations.

Apart from the physical and mental consequences, drug addiction can have severe socioeconomic effects. As a consequence of being addicted to drugs, the educational and professional capabilities of young people may be weakened (The Daily Star,

2013). In their quest to procure drugs, addicts may become involved in various criminal activities, such as hi-jacking and theft. As a result, not only the individuals themselves but other members of society are also affected and suffer.

This essay has sought to explore some of the underlying causes that might trigger drug taking amongst the young generation and to identify some of the potential effects of drug addiction that may subsequently occur. Addiction to drugs subjects addicts to considerable physical and mental turmoil and instability and can lead to severe health effects. Young people need to be made aware of the dangers of drug taking and the disastrous consequences of addiction. Social awareness campaigns at both government and non-government level may help make young people more conscious of the factors which lead to drug addiction and the dangers. As a result, this may encourage them to refrain from taking drugs, even out of curiosity. Finally, creating opportunities where young people have greater access to positive recreational, sporting and cultural facilities where they can develop self-esteem and communication skills may also help prevent young people turning to drugs.

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Appendix 4: Example argument essay, Unit 11

Should student politics be banned?

Student politics has been an issue in higher education institutions for many years. It comes into focus periodically when some students strike or demonstrate, resulting in violence, damage to public property or even death. This has led to a call for the banning of student politics on higher education campuses. However, historically student politics has had a positive influence on both the university environment and the wider society (Abbas, 2009). In more recent times it has been argued that student politics has been negatively affected by party political interests influencing student political activities (Zaman, 2011). Instead of focussing on aspects of student life that could or should be improved or negotiated, student politics is being used by political parties to serve their own party interests. This essay will argue that instead of banning student politics, all students should strive to make student politics a force for good.

Student politics provides students with opportunities to develop personal qualities that can be beneficial to society. Getting involved in discussions, negotiations and collective decision-making within student political organisations will prepare them to take part in civic issues within their local community and in the national decision-making process (Zaman, 2011). This could lead to a new generation of active and socially responsible citizens who could have a positive impact on both the local and national communities.

Student politics in its non-party affiliated form can also be a platform for serving students' interests and ensuring their welfare. Students are often dissatisfied with aspects of their colleges and universities such as the quality of teaching, accommodation facilities, libraries and teaching aids (Talukder et al, 2009). Student politics that focuses on campaigns to address these concerns would vastly enrich student experience.

On the other hand, it can be argued that student politics has become so influenced by national party politics that it cannot be a force for good any more, and should thus be banned. Many academics and even students believe that student politics is an activity that hampers educational activities in their institutes (Talukder et al, 2009). It is not unusual for student political unrest to force higher education institutions to close, resulting in session jams and the loss of twenty or more tuition days in an academic year (Zaman, 2011). The resulting impact on students' education could also affect the economic development of the country, as achieving good education is vital for equipping Bangladeshis to compete globally.

Despite these problems, student politics should not be banned in higher education institutions. While many current complaints about student politics may be valid, history has shown that it can be a powerful force for good, protecting the interests of students and fostering protest against injustice within society (Abbas, 2009).

Furthermore, the right to engage in politics is a basic constitutional right. Many of the problems and concerns that prompt the call for banning student politics stem from the pollution of the original aim of student politics, which was and should be to serve the interests of the student body and thereby improve the academic environment. If all students engaged in true student politics, this would develop both their academic and civic skills. This would in turn ensure that all students finished their education well-equipped to serve their community and contribute to good economic development.

Student politics, its value and purpose remains a contentious subject. Many opponents of student politics argue that student politics has moved too far from its original aims and has become too influenced by party politics to be a credible voice for all students and that its on-going potential for creating serious strife and unrest on university campuses means it should be banned. However, as this essay has sought to show, there are many valid and important reasons for encouraging the right kind of student politics on campuses, not least opportunities for personal development which will benefit both the individuals and society as students return to their local communities after their studies. Therefore, rather than banning student politics, steps should be taken to return student politics to its true purpose. Moreover, all students should be encouraged to participate actively in the right kind of politics. In this way student politics will become a force for good both within the academic environment and in the wider society.

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Appendix 5: Example problem-solution essay, Unit 11

Road accidents in Bangladesh: How can these be reduced?

Worldwide over a million people die each year as a result of road traffic accidents. Urbanisation and the subsequent increase in the number of vehicles on the road have led to a steep rise in the number of accidents and fatalities. Rahman (2011), referring to Bangladesh Road Transport Authority (BRTA), states that road accidents in Bangladesh claim on average three thousand lives a year with a further four thousand road users suffering non-fatal injuries. As well as the terrible human consequences of road accidents, the economic cost (1–3% of the gross national product) for the country is huge (BRAC 2011). However, WHO (2013) also state that road accidents are to a large extent predictable and preventable, which means a solution is achievable. This essay will investigate the problem of road traffic accidents in Bangladesh and evaluate a range of possible solutions to address this problem.

Pedestrians, drivers and road conditions are all responsible for the high number of road accidents in Bangladesh. Many pedestrians do not know which way to walk along roads or where and how to cross them, and therefore often cross carelessly. In Bangladesh a staggering 52% of accidents involve pedestrians (BRAC, 2011). Unskilled drivers and their reckless attitudes are also responsible for a large proportion of road accidents. Drivers drive whilst drunk, exceed the speed limit, overtake dangerously, or overload vehicles leading to unnecessary accidents. Their vehicles are often in poor condition or even unroadworthy. Equally, poor road conditions such as narrow and under-construction roads, slippery road surfaces and their irregular maintenance contribute to the high number of road accidents.

One possible solution is to impose more severe punishments on the perpetrators of avoidable accidents. Traffic laws should be strictly enforced and stiffer penalties and fines should be given for careless and reckless driving and for poorly maintained vehicles. The owners of unroadworthy vehicles need to be made aware of their responsibilities to maintain vehicles to meet recognised safety standards and at the same time vigilance by traffic police should be increased to check the fitness of vehicles. These measures would require legislative changes and have big financial implications, for example the recruitment and training of more traffic police would be needed to enforce the traffic laws and impose fines. Furthermore, the huge number of drivers and vehicles that use the roads make it difficult to enforce these measures.

Another suggestion is to try to improve the road networks. Road conditions could be improved through regular maintenance. Traffic signs need to be installed at strategic points and should be clearly visible. However, there are significant long-term cost implications in implementing these measures. In addition, the traffic chaos resulting from congestion during road improvements could also lead to further road accidents.

An alternative solution is to try to raise public awareness of this problem. Media, NGOs, students and the government could work together to build mass awareness; for example, rallies, human chains and workshops could be organised; traffic accident statistics and road safety posters could be displayed in newspapers, public places and on official websites (BRAC, 2011). In addition, learning about traffic and safety rules could be included in primary and secondary level education to teach young people from an early age about safe road behaviour. These cost-effective measures would develop both drivers' and pedestrians' awareness of safe and responsible road behaviour and could significantly decrease the rate of casualties and deaths.

Clearly, there is a range of potential solutions available for solving this problem. All of the solutions have potential for reducing the number of accidents and the subsequent injuries and fatalities. However, developing people's awareness appears to be the most important and effective solution because it involves stakeholders. In addition, it is participatory, motivating, and achievable, impacting both drivers and pedestrians, and requires less monetary investment.

In conclusion, the high number of road traffic accidents in Bangladesh is clearly a significant problem for the country. Nevertheless, this problem can be solved, or at least significantly reduced by implementing some of the suggested solutions, in particular by raising awareness of road safety issues in all sectors of the community. Individuals as well as organisations and government all share responsibility for the problem. Similarly, all should be involved in embracing the solutions to create a safer and more prosperous environment for all people in Bangladesh.

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Appendix 6: Example report, Units 12-13

Making higher education in Bangladesh English-medium: Students' attitudes

Abstract

The unparalleled spread of English as a language of academic studies and research raises one important question: whether English should be made the language of instruction where currently it does not enjoy this status. In the linguistic context of Bangladesh, this study attempts to find out what students in general think of any initiative to make English the language of instruction at the higher education level. Data for this research have been collected through semi-structured interviews among students and teachers of eight higher education institutions. The findings of the research show that most students welcome this possible change. However, the apprehension of some students that the use of English may hamper their performance in their subject has also been articulated. The report recommends a smooth transition between the present practice and the possible change of medium of instruction by introducing English as the medium of instruction gradually and by improving the present standard of English literacy at the secondary and higher secondary levels.

Introduction

The unprecedented global spread of English has resulted in English becoming an important language in higher education. As an international language, English clearly dominates in global research publications, academic communication, international conferences and information technology. Ammon (2003) shows that by 1995, 87.2% of journal publications in Natural Sciences and 82.5% of journal publications in Social Sciences were in English. This dominance of English language in education and research raises the question whether English should be made the medium of instruction in higher education institutions. The issue of the medium of instruction is very significant as this may have a substantial effect on the academic performance of the students and the professional performance of teachers (Tollefson and Tsui, 2008). In Bangladesh, there is currently no national policy on the medium of instruction. However, in the context of the prevalence of English in higher education research and publication, this study tries to explore the perceptions towards English being the medium of instruction in the higher education sector of Bangladesh.

Methodology

Data for this research have been collected through interviews which were semi-structured in nature (See Appendix A for the interview schedule). In total twenty students and ten teachers from eight higher education institutions have been interviewed to find out the attitudes towards making English the medium of instruction. The oral data have been transcribed and relevant sections have been translated (see Appendix B). Collected data have been qualitatively content analysed

(Silverman, 2006). Good ethical practices have been maintained by using pseudonyms of the participants.

Findings

Responses of the participants reveal that most students are in favour of making English the medium of instruction at the higher education level. However, there were participants who thought making English the medium of instruction would close the door of higher education for many students given their poor proficiency in English. In answering the question in what ways the use of English as the medium of instruction would be beneficial for them, most participants replied that this would help them to get a better job and to study abroad after their graduation: "If English was made the medium of instruction at the higher education level, students would move one step forward in attaining global studentship since English is the predominant language of the academic world" (S3). Participants also said that since most textbooks are in English and students are also assessed in the language, the use of Bangla as the medium of instruction would only complicate the situation. Participants believed that even though students would have difficulty at the beginning adapting to the use of English as the sole medium of instruction, they would be able to cope with the situation gradually. Participants who objected to making English the medium of instruction did so on the grounds that since at the secondary and higher secondary level the overall standard of English proficiency was not very strong, students' academic performances would suffer greatly.

Discussion

The study attempted to find out what students think about making English the medium of instruction in the higher education institutions of Bangladesh. The findings mostly reveal positive attitudes of students. Participants who position themselves in favour of English medium higher education appeared to be motivated by possible global employment prospects and overseas study opportunities which they thought English could create. Indeed multi-national companies typically use English as a lingua franca for communication (Kankaanranta, 2009), therefore requiring employees to have a good command of English. Similarly, a good standard of academic English is generally required to access overseas academic opportunities. Apart from the future benefits, participants' motivation can also be understood from a pedagogic perspective as they believe that making English the medium of instruction will help them to read English textbooks and allow them to participate in English-based assessment systems. However, the data also present the negative attitudes of some participants to making English the medium of instruction. As the findings show, such negative feelings are based on their apprehension that use of English may deter them from understanding their subject fully. Similar apprehension among the students can also be noticed in the study conducted by Miller, Bardbury and Pedley (1998) in South Africa. The present study shows that, in the case of Bangladesh, such apprehension is grounded in the present poor condition of English literacy at the secondary and higher secondary levels.

Conclusion

This research attempted to find out the attitudes of students regarding making English the language of instruction at the higher education level in Bangladesh. The findings of the research reveal generally positive attitudes among the students although some of them have negative feelings about any attempt to change the language of instruction to English. Overall, an urge for the internationalisation of higher education can be seen among most students who are more pragmatically geared for future employment and overseas study opportunities. However, the negative attitudes of students should also be taken into account and the perceived unpreparedness among undergraduate students to switch to English be considered seriously before initiating the change. What can be recommended is the gradual strengthening of English literacy at the secondary and higher secondary level which will prepare the students more for English medium instruction at the higher education level. In addition, further research should be conducted regarding the perceived proficiency of the undergraduate learners and their actual proficiency. Finally, one limitation of the study is that it was conducted among a small group of participants in Dhaka city which therefore does not give a wider picture particularly about the attitudes of the students of rural higher education institutions. In summary, it can be said that the present hegemony of English in academic and research areas is undeniable. However, uncritical and hurried acceptance of this situation may be problematic. What is required is a gradual but sustained introduction of English as the medium of instruction with Bangla playing the role of 'support medium' for clarifying difficult matters and for tutorials with teachers.

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Glossary

| | |
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| adapt | To get and modify (if necessary) for a new context. |
| adjective | A word that describes a noun. |
| apposition | Where two noun phrases appear one after the other in a sentence and the second one tells you some extra information about the first one (e.g. Abid, a student). |
| bibliography | A list of all the sources you read to write your essay/report. (This includes sources you read for background information but didn't specifically cite in your essay). |
| brainstorm | To quickly think of as many different ideas as you can about a topic and write them down in any order on a page. |
| bullet point | a symbol  you can use to list your points instead of numbers. |
| clause | A group of words containing a subject and a verb. |
| cohesive devices | Words which are used to connect or bind sentences. |
| component | A part of something that combines with other parts to make something complete. |
| concluding sentence | A sentence which sums up a paragraph by restating or building on the main idea. It is usually the last sentence of the paragraph. |
| critical analysis | Careful, detailed and objective examination of an idea. |
| critical thinking | When you objectively question, analyse and evaluate an idea in order to make a judgement about it. |
| data | Statistical or factual information that you collect and analyse as evidence, for example for a report. |
| draft | The first version of a piece of writing. |
| element | A part or feature |
| feedback | Ideas and advice given by your teacher or peers on how to improve your work |

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| hedging | Using <i>cautious</i> or <i>tentative language</i> to avoid making statements that can be contradicted. |
| in-text citation | This term describes the information you write in your essay about the sources you are using to support your ideas. Usually this is the author's surname and the year of publication of the source |
| in-text referencing | This term describes the information you write in your essay about the sources you are using to support your ideas. Usually this is the author's surname and the year of publication of the source |
| mind map | A diagram you can make which helps you organise your information and ideas |
| noun phrase | A group of words built up around one noun to express one idea. The whole phrase can be replaced with one pronoun. (e.g. 'the oldest living survivor' > he) |
| objective | Based on observable examination and analysis. |
| paragraph | A collection of sentences developing one main point. |
| paraphrase | To rewrite someone's ideas in your own way, but you retain the main idea, and you must also cite the original author. |
| participants | Respondents – the people who take part in a research study. |
| plagiarism | Using someone else's ideas without saying so, that is without citing the original author, as if they are your own original ideas. |
| precise | Writing that is <i>precise</i> is exact, correct and clear to understand. |
| pronoun | A word such as he, they, it used instead of a noun or noun phrase. |
| qualitative | Research focusing on in-depth analysis. Results are shown in words or pictures. |
| quantitative | Research focusing on number or quantities. Results are shown in numbers. |
| questionnaire | A list of questions used to gather information. |

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| quotation / quote | The exact words of another writer/ speaker which you use to support your ideas in your writing. |
| references | A list of the sources you referred to in your essay by paraphrasing, summarising or quoting them to support your ideas. |
| rote learning | Learning by repetition and memorisation. |
| scope | The specific limits that a research paper tends to cover. It includes the ranges of theory, activity and experience of a study. Judging the scope of a research source will help you understand what you will be studying. |
| semi-structured | Not having a rigid structure, rather allows flexibility and introduction of new items (e.g. an interview). |
| source | The original text, such as a book, journal or website in which you found the idea/information to support your point in your essay. |
| strategies | Techniques / helpful ways to do something |
| structure | organisation (noun), to organise (verb) |
| subjective | Based on personal beliefs, viewpoints and interpretations. |
| supporting sentence | Sentences which provide support for the main idea of a paragraph. |
| suffix | a letter / letters (e.g. -ly, -ness, -ed) which you add to the end of the word to make a new word and/or change its grammatical form – happy (adjective) > happiness (noun); chop > chopped |
| survey | Question- or statistics-based data collection method among a large group of participants. (A synonym for questionnaire). |
| synonyms | Words having similar meaning. |
| topic sentence | A sentence which introduces the main idea of a paragraph (usually the first sentence of a paragraph) |

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| vocabulary | The words in a language. |
| wh-questions | Questions in English starting with wh-words such as 'why', 'when', 'where' that need an appropriate answer rather than 'yes' or 'no'. |
| word class | (also known as parts of speech) Categories of words according to their property and role in sentences, such as noun, adjective, adverb. |
| word order | Syntactic arrangements of words in sentences, for example, in English sentences, verbs are generally preceded by subjects and followed by objects (SVO). |