

(3 Marks) Questions

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1. Contrastive Analysis

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Historically it has been used to establish language genealogies.

2. Methods for text comprehension

Text comprehension requires both a) language knowledge and b) recognition of key ideas and their relationships (through various comprehension strategies). Language knowledge, for purposes of this review, primarily involves vocabulary knowledge (see above) and grammar knowledge. There is a range of research that argues for a strong relation between grammar knowledge and reading. Furthermore, research on syntactic processing, or word integration processes (integrating lexical and syntactic information into clause-level meaning units), also suggests significant relations between syntactic processing abilities and comprehension abilities (Fender 2001).

3. Importance of background knowledge in reading?

In recent decades a great deal of attention in the applied linguistics view of reading has been devoted to “background knowledge”, particularly under the label “schema theory” (the terms “script” and “framework” are also used for what is essentially the same notion). Whatever labels may be used, the effects of prior knowledge have been frequently demonstrated in both L1 reading (Anderson et al. 1977), and L2 reading, where Steffensen and Joag Dev (1984) have demonstrated the importance of “general” or “cultural knowledge, while Alderson and Urquhart (1988) have done so for academic knowledge

4. Strategies of reading?

To improve students' **reading** comprehension, teachers should introduce the seven cognitive **strategies** of effective **readers**: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing.

5. Term cohesion?

The classic text on cohesion is Halliday and Hasan (1976) Cohesion in English. Their categorisation of the major cohesive devices is the model for the following activities. The arguments for focusing on cohesive devices are that they occur in every text so the learning from one text should readily transfer to the reading of another text, and that they focus learners'

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attention on the message of the text at a level beyond the sentence level. Cohesion involves the devices of reference words, substitution and ellipsis, comparison, conjunction relationships, and lexical cohesion.

6. Role of motivation in fluency building?

The motivation for a fluent reading program must be nurtured, modeled, and reinforced by the teacher, but the motivation must come from within the student. Motivation is energy transformed into constructive, methodologically sound, efficient and productive activities. It needs to be reinforced regularly by work with peers, rewards, and recognition of progress. Integrate motivational elements into the programs – team goals, a buddy system, posting of goals, posting of timed reading scores, posting of books or materials read, individual record keeping, reading logs, and anything that helps keep the learners' energy levels high.

7. What is Grammar Knowledge?

Grammatical ability refers to knowing how **grammar** is used in communication. ...

Grammatical competence: the **knowledge** of **grammar**, lexis, morphology, syntax, semantics and morphology.

Sociolinguistic competence: the **knowledge** of the sociocultural rules of language and rules of discourse.

8. Name 3 reading strategies?

There are **three** different styles of **reading** academic texts:

- i. skimming,
- ii. scanning, and
- iii. in-depth **reading**.

9. What is inductive guessing?

An inductive guessing procedure involves looking at the available clues—the part of speech of the unknown word, its immediate context, and the relationship between the clause with the unknown word and the adjoining clauses (for a detailed description, see Nation, 2001; Nation, 2008). It is worth spending small amounts of time over several weeks or months on practicing guessing because it is a very powerful and useful strategy.

10. Teaching phonics to students?

- i. Gather the materials listed below and store them together in a box. ...
- ii. Teach the 5 short-vowel sounds and consonant sounds. ...
- iii. Practice two-letter blends. ...
- iv. Practice three-letter blends. ...

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- v. Teach the twin-consonant endings, plurals, and two-consonant blends. ...
- vi. Teach the digraphs (ch, sh, th, wh, ng, nk).

11. Interactive model answer in 5 to 6 lines?

This interactive model was first elaborated by Rumelhart (1977), and it proposes that graphemic input (i.e., the marks on the page) passes to a visual information store, where “critical features” are extracted. The information extracted is then operated upon by what the reader knows about language, syntactic knowledge, semantic knowledge, lexical knowledge, orthographic knowledge as well as pragmatic information “about the current contextual situation”.

12. Academic and non-academic material?

Academic articles are written by professionals in a given field. ... **Non-Academic** articles are written for the mass public. They are published quickly and can be written by anyone. Their language is informal, casual and may contain slang.

13. Contrastive analysis answer in 5 to 6 lines?

Contrastive analysis hypothesis is an area of comparative **linguistics** which is concerned with the comparison of two or more languages to determine the differences or similarities between them, either for theoretical purposes or purposes external to the **analysis** itself.

14. Define term Motivation?

The amount of time and effort that an intermediate-to-advanced students need to devote to becoming a fluent readers of English is substantial. Only students with high motivation, self discipline, and clear goals will achieve the levels they envision. Motivating students to do this much work is not easy, especially if they have not traveled or lived in the L2 environment at all. Fear and threats seldom work, and none of us want to teach in such a manner anyway. The motivation that will transform their wishes into the actions they must take to become fluent readers have to be internal, positive, and sustained. Day and Bamford’s (1998) chapter on motivating students to do extensive reading provides excellent suggestions that apply to a fluent reading program as well. Motivation that arises from stress, worry, or fear is exhausting, short-lived, and usually external. No matter how high the motivation, learners must have a realistic understanding of the time and effort it will take them to become fluent readers. In addition, they must be willing to adjust their learning methods, to accept that fluency is acquired gradually, and to know that fluent reading cannot be dependent only on translation.

15. Define Pragmatics Competence?

Pragmatic competence involves an understanding of the illocutionary force of an utterance by being aware of situational and participant variables within which the utterance takes place, as well as politeness issues. This competence has been regarded as essential to understanding spoken communication in which the social contextual factors are explicit (see Martínez-Flor and Usó-Juan this volume). However, this information is missing when interpreting the

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communicative intention of a given written text and, therefore, readers must rely on a set of graphic, syntactic and linguistic devices that may help them to interpret the writer's intended meaning. Kern (2000: 71-73), for example, characterizes the following features: 1) typographical issues such as the choice of capitalization, italic and bold font styles, underlining, the use of exclamation marks or punctuation, and layout of print, among many others; 2) syntactic issues such as cleft constructions to simulate spoken discourse; and 3) lexical issues such as the choice of verbs (i.e., command, ask) or adverbs (i.e., sharply, soothingly) which in a way parallel the tone of voice of oral speech. Additionally, Kern (2000) points out that the physical situation of a given text also provides information about the possible communicative intent of the text.

16. Define intensive Reading skill?

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and following useful principles, this can be a very useful procedure as long as it is only a part of the reading programme and is complemented by other language-focused learning and by extensive reading for language development and extensive reading for fluency development.

17. Define fluency and why its important/significant?

Fluency Development

- Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.
- Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.
- Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

18. Three features of intensive reading?

1. A good reading exercise directs the learners' attention to features of the text that can be found in almost any text, or to strategies for dealing with any text, with the aim "to develop in the language learner the ability to comprehend texts, not to guide him to comprehension of a text" (Davies and Widdowson, 1974: 172). To put it another way, when learners study a reading text, we want them to gain knowledge that will help them to understand tomorrow's

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reading text. We want them to learn things that apply to all texts. We want them to gain knowledge of the language and ways of dealing with the language rather than an understanding of a particular message. If a reading exercise does not focus on generalisable features of a text, it does not provide much opportunity for any useful, cumulative learning to take place. This requirement is particularly important for teaching reading.

2. A good reading exercise directs the learners' attention to the reading text. That is, the learners need to read the text or at least part of it in order to do the exercise. It is also important that some reading exercises require the learners to consider parts of the text in relation to their wider context, that is, other parts of the text, and information from outside the text.
3. A good reading exercise provides the teacher and the learners with useful information about the learners' performance on the exercise. If the learners were not successful on some parts of the exercise, then they should be aware of what they have to learn in order to do the exercise successfully with another text. Also, the teacher can get guidance from the learners' performance to improve teaching. Good exercises provide useful feedback for the teacher and the learners. Also, if the teacher understands what an exercise is trying to teach, they can judge the value of the exercise according to what they think is important for teaching reading.

19. Define bottom up model of reading?

Most researchers agree that reading is an interactive process that involves both bottom-up and top-down activities. Recent emphasis on top-down processes (e.g., schema building, guessing words in context) is now being balanced with more attention to de-coding and word recognition exercises (Birch 2002). Exercises that push learners to recognize and process words quickly are good correctives for those who read very slowly and translate even the simplest words. Positive results with bottom up vocabulary study are reported by Ichiyama (2003). The exercises used in her study included rapid and repetitive exposure to vocabulary that appeared to help students not only to recognize but also to memorize and remember words (see also Grabe 1988; Segalowitz, Poulson, and Komoda 1991; Paran 1996). For beginning readers, the bottom-up strategies are critical, and some recent approaches have neglected them sadly. If high-intermediate-to-advanced readers are lacking some of these bottom-up skills, additional or new training may be necessary.

20. Define grammar in five lines?

In linguistics, **grammar** (from Ancient Greek γραμματική) is the set of structural rules governing the composition of clauses, phrases and words in a natural language. The term refers also to the study of such rules and this field includes phonology, morphology and syntax, often complemented by phonetics, semantics and pragmatics.

Fluent speakers of a language variety or *lect* have a set of internalized rules for using that form of speech. This rule set constitutes the lect's grammar.^[1] The vast majority of the information in the grammar is – at least in the case of one's native language – acquired not by conscious study or instruction but by hearing other speakers. Much of this work is done during early childhood; learning a language later in life usually involves a greater degree of explicit instruction.^[2] Thus, grammar is the cognitive information underlying language use.

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21. Narrow reading in five lines?

The final element in a comprehensive vocabulary study plan must address the specialty vocabulary necessary for study or work in an English-speaking environment. Most people already know the subject, career track, or specialization that they will pursue in another country. They need a program, concurrent with the three types of vocabulary study described above, that will help them recognize quickly the words and phrases in their academic or career area. Schmitt and Carter's (2000) experiment with "narrow reading" provides an illustration of how the teacher can design, with the student's input, some narrow reading exercises, gather materials for narrow reading on one topic, and re-enforce the learner's familiarity with a specialized vocabulary. For example, asking students to read 1 or 2 newspaper articles specifically in their area (such as economics, computer science, business management, biology) will begin the process.

22. Extensive reading in five lines ?

Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development

23. phonemic awareness

Phonemic awareness is the knowledge that spoken words are made up of sounds that can be separated, that is, that /kæt/ (cat) is made up of the sounds /k æ t/. If the learner can already read in their first language, and the writing system of the first language is alphabetic, the learner will already have phonemic awareness.

24. Summarization

To summarize means to sum up the main points of something — a **summarization** is this kind of summing up. Elementary school book reports are big on **summarization**. When you're a trial lawyer, the last part of the argument you make before the court is called a summation.

25. Define Reading component and language competence.3 mrks

Reading Components

The proponents of simple two-component models of reading put forward what may be roughly characterised as a reading component, and language component. Prominent advocates of the two-component view of reading are Hoover and Tunmer (1993: 1) who say "this view holds that reading consists of only two components, one that allows language to be recognised through graphic representation, and another that allows language to be comprehended." In short, their intuitively appealing claim is that in order to understand a written text, the two necessary components are the ability to read, and competence in the language of the text.

Language Competence:

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Vellutino and Scanlon (1982: 196) are particularly assertive in their claim that “reading is primarily a linguistic skill [...] it is the linguistic components of printed words that imbue them with meaning and substance.” A number of studies have looked at language in terms of syntax and lexis, and examined how they contribute separately to the construction of meaning in reading. Other studies have examined the effect of “language” holistically, more in accordance with our intuitions of how we read (it is rather implausible that in normal reading syntactic decoding operates in a lexical vacuum, or vice versa).

26. What is grammar? answer in three line 3mrks

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

27. Reading material for intensive reading 3 marks

Good reading exercise focuses on:

- o Items
- o Strategies
- These can be applied to any text
- It requires reading text, providing useful feedback, easy to make

28. Grammar activities

- i. Recognizing part of speech in a given context has three values:
 - 1) Meaning guessed
 - 2) Easier use of dictionary
 - 3) Understand sentence in better way
- ii. What does what? Exercise makes learners look for n. v. relationship
- iii. Coordination activity:
- iv. Simplify sentences
- v. Simplify noun groups: looking for essence of sentence

29. pronominal questions

These questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions. If the answers the learners have to make are short, then more questions can be answered, thus increasing the reliability and validity of the test. These questions can be used for all focuses of comprehension. They are suited to checking literal comprehension because it is not difficult to write the questions avoiding the same words that are used in the reading text. They are suited to inferences, application and responding critically because the learners have to search for and construct their own answers using what is found in the text. Another positive feature of these types of questions is that they can be marked using a grading scale, for example 0, ½, 1 or 0, 1, 2, 3 marks for each question depending on the completeness and accuracy of the answer. This allows credit to be given for partial comprehension and credit to be given for high quality comprehension.

30. Principles of extensive reading

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- i. Students read a great deal, quite quickly (at least 150-200 words a minute) and often.
- ii. The reading material is relatively easy for the level of the students. Too much unknown language prevents students from reading quickly and fluently.
- iii. It is the student, not the teacher, who chooses what to read.
- iv. Students have a wide variety of genres and topics to choose from.
- v. Students read for pleasure, information or general understanding.
- vi. Reading is individual and silent.
- vii. The teacher asks as a guide, monitor and role model.

31. comprehension type question

Comprehension questions can be

1. factual:

The most straightforward type of questions.

for example: What did Ethan Bring to class

2. inference

These questions are less direct compared to factual questions.

For Example: Which phrase tell you that Sana was angry

3. sequencing

These questions require to figure out the order in which events happened in a story.

For Example: It was a recess time

32. communicative competence

The notion of communicative competence, which included both grammatical competence as well as the rules of language use in social context and the norms of appropriacy. From the 1980s on, various models of communicative competence have given specifications of the different components which should integrate the communicative competence construct in order to make the process of L2 teaching more effective (Canale and Swain 1980; Canale 1983; Savignon 1983; Bachman 1987, 1990; Celce-Murcia, Dörnyei, and Thurrell 1995; Alcón 2000; Usó-Juan and Martínez-Flor this volume).

33. fluent reading

Anyone who is reading this book is almost certainly a fluent reader of his or her L1 and possibly of one or more second languages. Defining fluent reading is not an easy task, however, specifically because we all have some deep-set notions about the meaning of fluency.

(5 Marks) Questions

- 1) Five benefits of extensive reading?

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1. Enhanced language learning in such areas as spelling, vocabulary, grammar, and text structure
2. Increased knowledge of the world
3. Improved reading and writing skills
4. Greater enjoyment of reading
5. More positive attitude toward reading
6. Higher possibility of developing a reading habit

2) Interactive model

This interactive model was first elaborated by Rumelhart (1977), and it proposes that graphemic input (i.e., the marks on the page) passes to a visual information store, where “critical features” are extracted. The information extracted is then operated upon by what the reader knows about language, syntactic knowledge, semantic knowledge, lexical knowledge, orthographic knowledge as well as pragmatic information “about the current contextual situation”. The crucial point about this interactive model is that the knowledge sources operate in parallel: the information in the pattern synthesiser is scanned to yield the “most probable interpretation”, and the higher level processing of meaning may affect the lower level processing of the orthographic word (i.e., there is “top-down” as well as “bottomup” processing). The compensatory interactive model (Stanovich 1980) likewise represents reading as involving interaction between bottom-up and top-down processing. The compensatory element in Stanovich’s model claims a reader’s lack of ability at one level may be compensated for by proficiency at another. Thus a reader may compensate for weakness at word meaning level by drawing on appropriate background knowledge. There are clear advantages of such a view for L2 reading.

3) intercultural competence

Intercultural competence refers to the knowledge of how to interpret written texts appropriately within their sociocultural context. Therefore, it involves knowledge of the cultural factors such as knowledge of the sociocultural background of the target language community, knowledge of dialects, and cross-cultural awareness (Celce-Murcia, Dörnyei, and Thurrell 1995). Thus, readers’ background knowledge on the cultural factors involved in a given written text will help them to construct its meaning and will prevent possible misinterpretations. Williams (this volume), in fact, pays attention to the social perspective on reading and contends that the teaching of L2 reading should not be detached from the social context within which the text has been created.

4) Name 5 purpose oriented strategies.

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- Planning what to do next, steps to take
- Reminding oneself about the purpose for reading
- Evaluating information in terms of whether it leads to one's purpose
- Deciding whether a text is relevant to one's purpose
- Comparing information from one text with that of another
- Reflecting on how well objectives were met

5) Strategies for unknown words?

- Using other information in the context to understand an unknown word
- Skipping/ignoring an unknown word
- Waiting to see if more information is provided later
- Analyzing the structure or parts of a word in order to understand it
- Asking someone the meaning of a word
- Looking up a word in a dictionary
- Pronouncing a word
- Thinking about other related words that one already knows
- Thinking about cognates in the L1
- Translating a word/phrase into the L1
- Checking the spelling of a word

6) Krashen input hypothesis

The input hypothesis, also known as the monitor model, is a group of five hypotheses of second-language acquisition developed by the linguist Stephen Krashen in the 1970s and 1980s. Krashen originally formulated the input hypothesis as just one of the five hypotheses, but over time the term has come to refer to the five hypotheses as a group. The hypotheses are the input hypothesis, the acquisition–learning hypothesis, the monitor hypothesis, the natural order hypothesis and the affective filter hypothesis. The input hypothesis was first published in 1977.^{[1][2]}

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The hypotheses put primary importance on the comprehensible input (CI) that language learners are exposed to. Understanding spoken and written language input is seen as the only mechanism that results in the increase of underlying linguistic competence, and language output is not seen as having any effect on learners' ability. Furthermore, Krashen claimed that linguistic competence is only advanced when language is subconsciously *acquired*, and that conscious *learning* cannot be used as a source of spontaneous language production. Finally, learning is seen to be heavily dependent on the mood of the learner, with learning being impaired if the learner is under stress or does not want to learn the language.

Krashen's hypotheses have been influential in language education, particularly in the United States, but have received criticism from some academics. Two of the main criticisms state that the hypotheses are untestable, and that they assume a degree of separation between *acquisition* and *learning* that has not been proven to exist.

7) Characteristic of strategic reader 5 marks

1. Good readers summarize as they read. To summarize is to retell the main ideas or events in a story in your own words. This helps you focus on the key points and make sure you understand what you're reading.
2. Good readers make and revise predictions as they read. When you make predictions you try to figure out what is going to happen in the text. This keeps your interest level high. It also causes you to notice details and to change and update your predictions.
3. Good readers make inferences as they read. When you make an inference you draw a reasonable conclusion based on information in the text. Authors often expect you to make inferences; they don't come right out and say everything you need to know.
4. Good readers ask questions as they read. Good readers ask themselves questions to make sure that they're understanding the text, and that the meaning they're constructing makes sense.
5. Good readers visualize as they read. To visualize is to try to picture what the author is describing. This helps give you a very clear image of what you're reading. It can also help you get into a story and imagine you're there.

8) Innatist approach 5 marks

The early view of reading as a passive, perceptual process was first challenged by the 1960s by Chomsky (1957, 1965) with his theory of language and language development which undermined the behaviourists' models of language learning that prevailed throughout the 1950s. Chomsky's (1957, 1965) theory of language provided the basis for the innatist theory of language learning (see Usó-Juan and Martínez-Flor this volume), which claims that children are born with a predisposition to language acquisition. Thus, together with the advent of the discipline of psycholinguistics which attempted to test Chomsky's contentions of language and language development, cognitive processes began to gain more attention. By the mid 1960s

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reading practitioners were wondering how an innatist position would work in studying the acquisition of reading and a new generation of reading research began to test that idea. This research came mainly from the work carried out in psycholinguistics and in particular from the work of Goodman (1965, 1967) and Smith (1971).

9) Techniques for High frequency Vocabulary:

- Pre-teach a small amount of vocabulary from the passage before reading the passage. Such teaching must involve a reasonable amount of time on each word, focusing on several aspects of its form, meaning and use, such as its pronunciation, its word parts, its meaning, different senses of the word, common collocations, its grammar and any restrictions on its use, such as being technical, colloquial, impolite, etc.
- Put the word in an exercise after the text. Such exercises can include completing word family tables, matching words and meanings, classifying collocational patterns, and working out core meanings.
- Spend time on a word during the reading looking at several aspects of its form, meaning and use.
- Make a glossary before the learners read the text. The glossary is there to help learn the words.