



ENG511

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.

Maha Malik
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1. _____ motivation refers to L2 learners desire to either integrate with with the L2 culture or attain their personal goals utilizing L2. (Intrinsic)
2. English language has the _____ mood (Subjunctive)
3. Whorf hypothesis has parts. (2)
4. The method in I1 did not take well in public education? (cognitive)
5. children acquire a second language quicker than adults this is known as _____ (Proficiency difference)
6. The whole word proponent advocates that the focus be on..... (meaning)
7. In language production language choice is essentially aprocess. (Top_ down)
8. Intercultural..... Means the ability to effectively interact in an intercultural situation or context. (competence)
9. _____ is the process of "putting yourself into someone else's shoe. (empathy)
10. SLA stand for _____ (Second language acquisition)
11. According to Lenneberg at which age does the critical period for language deposition begin? (2)
12. What is the term for the memorized phrases that learners used to accomplish basic communication? (Linguistics Chunk)
13. Teach language to other primates may be divided into _____ group (Three)
14. Which type of children grown up with little human contact. (Isolated children)
- 15.: A person who can speak more than one or two language is known as (Bilingual)
16. Another term for broac aphasia is ? (Expressive)
17. Animal communication system is interesting but? (Cognitive)
18. Rubin 1981 categories (Three)
19. Reading and language based learning disabilities (Dyslexia)
20. Writing disorder is termed as? (Dysgraphia)
21. Winner describes attribution theory (Four)
22. Babbling period (6-8)
23. UG – Universal Grammar
24. LAD – Language Acquisition Device
25. FLA – First Language Acquisition
26. CPH – Critical Period Hypothesis
27. SILL – Strategy Inventory for Language Learning
28. SBI – Strategy-Based Instruction

1. Bioprogram by Bickerton / Language Bioprogram Hypothesis

Proposed by Derek Bickerton, this hypothesis suggests that humans have an innate biological program for language development, evidenced by how creole languages emerge with

grammatical structures despite limited input (pidgin input). It supports the idea of a universal grammar.

2. Whorf Hypothesis (Sapir-Whorf Hypothesis)

The hypothesis posits that language determines or influences thought. There are two versions:

- **Linguistic Determinism** (strong): Language determines thought.
 - **Linguistic Relativity** (weak): Language influences thought.
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3. Criticism on Whorf Hypothesis

Major criticisms include:

- Overstating language's control over thought.
 - Lack of empirical support.
 - Thought can occur without language (e.g., visual thinking).
 - Not all cognitive differences are due to linguistic differences.
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4. Theory: Language is Essential for Thought (and Its Inadequacies)

This theory claims thought cannot exist without language. Inadequacies include:

- Evidence from non-verbal reasoning.
 - Infants and animals show problem-solving before language.
 - Thought processes like visual or emotional thinking occur without words.
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5. Cognitive Development: Piaget vs. Vygotsky

- **Piaget**: Language is a result of cognitive development; children construct knowledge individually.
 - **Vygotsky**: Language plays a central role in cognitive development; social interaction is key.
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6. Continuity vs. Discontinuity Theories in Language Evolution

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- **Continuity:** Language evolved gradually from animal communication.
 - **Discontinuity:** Language appeared suddenly due to genetic mutations or brain reorganization.
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7. John Locke's Theory: Language is Essential for Thought

Locke believed that language helps organize thoughts and knowledge but acknowledged that ideas can exist before they are labeled by language.

8. Cultural Transmission

It refers to how language and culture are passed from one generation to the next, emphasizing the role of society and environment in language development.

9. Linguistic Relativity

This is the weaker form of the Whorf Hypothesis, suggesting that language shapes habitual thought, but doesn't determine it.

10. Zipf's Law

This law states that in any given corpus of natural language, the frequency of a word is inversely proportional to its rank. The most frequent word will occur approximately twice as often as the second most frequent, etc.

11. Birdsong (Innate Ability)

Birdsong is often used in comparison with human language to support the **innateness hypothesis**, showing critical periods and brain specialization in vocal learning.

12. Innateness Hypothesis

Noam Chomsky's idea that humans are born with a Language Acquisition Device (LAD) and Universal Grammar (UG), enabling them to acquire language naturally.

13. Linguistic Creativity

Humans can generate infinite sentences from a finite set of rules and vocabulary — a key feature distinguishing human language from animal communication.

14. Critical Period Hypothesis (CPH)

States that there is a biologically determined window (usually before puberty) during which language acquisition occurs most easily and fully.

15. Language Acquisition vs. Language Learning

- **Acquisition:** Subconscious, natural process (like L1).
 - **Learning:** Conscious, formal instruction (like L2 in classrooms).
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16. Second Language Acquisition (SLA)

Study of how people learn a language other than their native one. Influenced by age, motivation, environment, cognitive styles, etc.

17. Process of Lexical Development in Children/Bilinguals

Children learn words by mapping them to meanings, influenced by exposure and context. Bilinguals develop dual lexicons, and their vocabulary size depends on input in both languages.

18. Interference between First and Second Language

Also known as transfer, where structures from L1 influence the learning of L2, sometimes causing errors.

19. Factors Affecting Children's SLA

Include age, exposure, motivation, input quality, cognitive development, and social context.

20. SLA Strategies: Cognitive, Social, and Affective

- **Cognitive:** Repetition, summarization.
 - **Social:** Asking questions, cooperation.
 - **Affective:** Managing anxiety, motivation, and confidence.
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21. Learning Strategies / Habitual / Metacognitive

- **Learning strategies:** General approaches to learning.
 - **Habitual:** Routine practices.
 - **Metacognitive:** Planning, monitoring, and evaluating learning.
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22. Positive and Negative Evidence in Language Learning

- **Positive:** Correct forms heard by learners.
 - **Negative:** Feedback on errors, helping learners adjust.
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23. Constructivist Approach to Motivation

Learners build knowledge actively. Motivation arises from self-efficacy, autonomy, and meaningful goals.

24. Operating Principles (Order of Acquisition)

Children acquire language in predictable orders (e.g., -ing before past tense), suggesting internal mechanisms at work.

25. Explicit Learning Strategies

Conscious efforts to learn language, such as grammar rules memorization, error correction, or using flashcards.

26. Strategy-Based Instruction (SBI)

Instruction that includes teaching learners how to learn by integrating learning strategies into language teaching.

27. SILL (Strategy Inventory for Language Learning)

A self-report questionnaire developed by Rebecca Oxford to assess learners' use of language learning strategies.

28. Broca's Aphasia (Symptoms)

Characterized by non-fluent, effortful speech, good comprehension, and impaired syntax.

29. Wernicke's Aphasia (Symptoms)

Fluent but meaningless speech, poor comprehension, and difficulty understanding others.

30. Conduction Aphasia

Damage to the arcuate fasciculus causes difficulty in repeating words despite fluent speech and good comprehension.

31. Syntactic Disorders

Language disorders involving difficulty in sentence structure and grammar, often seen in developmental language delays.

32. Reading Disorders / Alexia

- **Reading Disorders:** Dyslexia is the most common, involving difficulties in decoding words.
 - **Alexia:** Loss of ability to read due to brain damage.
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33. Hemispherectomy

Surgical removal or disconnection of one hemisphere of the brain, sometimes used to treat epilepsy. Language can shift to the other hemisphere if done early.

34. Lateralization

Language is typically processed in the left hemisphere (especially Broca's and Wernicke's areas).

35. Role of Right Hemisphere in Language

Handles prosody (intonation, emotion), metaphors, and sometimes language in left-handed individuals or after brain injury.

36. Split-brain Studies

Studies of patients with severed corpus callosum show how language is lateralized; e.g., left visual field (processed by right hemisphere) cannot verbalize.

37. Dichotic Listening Task

Experimental task where different sounds are presented to each ear to study hemispheric dominance in language processing.

38. Bilingualism

Ability to use two languages proficiently; can be simultaneous or sequential.

39. Multilingualism

Ability to use more than two languages. May influence cognitive flexibility and cultural awareness.

40. Simultaneous vs. Sequential Bilingualism

- **Simultaneous:** Learning two languages from birth.
 - **Sequential:** Learning a second language after the first is established.
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41. Effects of Bilingualism on Child Creativity

Bilingualism enhances cognitive flexibility, problem-solving skills, and creative thinking due to constant switching between languages and managing dual linguistic systems.

42. Reasons Children Become Bilingual

Children may become bilingual due to:

- Parental influence (one parent speaks each language)
 - Migration or multicultural environment
 - Education in a second language
 - Socioeconomic or political advantages
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43. Language Politics

Involves how language influences and is influenced by power, policy, and identity. Decisions about national or official languages often reflect political ideologies.

44. Need for Language Policy

A language policy ensures equitable access to education, preserves minority languages, promotes national unity, and addresses linguistic diversity in a country.

45. Social Structures and SLA

Social class, community networks, and access to resources influence language learning opportunities and exposure in second language acquisition.

46. Social Strategies in SLA

Learners use social strategies like asking questions, cooperating with peers, and seeking clarification to improve communication and language skills.

47. Social Distance in Culture

Refers to the perceived gap between language learners and the target language community, affecting motivation and integration in SLA.

48. Elements of Culture

Include language, beliefs, values, norms, customs, and institutions that shape societal behavior and interaction.

49. Cultural Anthropology

The study of human cultures, languages, traditions, and behaviors across time and geography. It informs how language and identity are socially constructed.

50. Discursive Psychology

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Focuses on how psychological phenomena (e.g., attitudes, emotions) are constructed through language and discourse in social interactions.

51. Sociolinguistics

Studies the relationship between language and society, including dialects, language variation, and social factors affecting language use.

52. Self-Esteem (Levels and Definitions)

Self-esteem is one's overall sense of self-worth. In language learning, high self-esteem boosts participation, while low self-esteem may hinder risk-taking and communication.

53. Three A's in Learning Strategies

- **Awareness:** Being aware of one's learning process
 - **Autonomy:** Taking control of learning
 - **Action:** Applying strategies in real situations
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54. Learning Styles (Auditory, Visual, Physical, Social)

- **Auditory:** Learn through listening
 - **Visual:** Learn through seeing/reading
 - **Physical (Kinesthetic):** Learn through movement/touch
 - **Social:** Learn best with others
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55. Characteristics of Learners (Auditory, Visual, Physical)

- **Auditory:** Enjoy lectures, discussions
 - **Visual:** Prefer diagrams, notes
 - **Physical:** Engage in hands-on activities, movement
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56. Teaching of Spoken Language

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Involves developing fluency, pronunciation, listening comprehension, and interactive communication skills through real-life dialogue and practice.

57. Language Awareness in SLA

Refers to learners' consciousness about language forms, functions, and usage, helping them become more effective and autonomous learners.

58. Family Involvement and Education

Parental support (help with homework, encouragement) positively influences academic achievement and language development.

59. Attributes of Fluent Readers

Include automatic word recognition, wide vocabulary, good comprehension, and the ability to read quickly and accurately.

60. Mass vs. Count Nouns

- **Mass nouns:** Cannot be counted (e.g., water, sugar)
 - **Count nouns:** Can be counted (e.g., apple, car)
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61. Taxonomic Bias

Tendency of children to extend new labels to objects of the same kind (taxonomy) rather than to thematic relations (e.g., dog → other animals, not leash).

62. Lexical Decision Task

An experiment where subjects decide as quickly as possible whether a string of letters is a word or non-word, used to study mental lexicon.

63. Functional vs. Content Words

- **Content words:** Carry meaning (nouns, verbs)
 - **Function words:** Grammatical purpose (prepositions, articles)
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64. Sensorimotor Schema / Sensorimotor Stage

- **Sensorimotor Schema:** Mental representations formed through physical interactions
 - **Sensorimotor Stage:** Piaget's first stage (0–2 yrs), where knowledge is gained through senses and actions.
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65. Syntax / Codability (Brown)

- **Syntax:** Rules governing sentence structure
 - **Codability:** Refers to how easily a concept can be expressed in a language; easier concepts are learned earlier.
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66. Pidgin and Creole

- **Pidgin:** Simplified language that develops for communication between speakers of different languages.
 - **Creole:** When a pidgin becomes a native language for a community.
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67. UG (Universal Grammar)

Chomsky's theory that all humans are born with a set of grammatical principles shared across all languages.

68. LAD (Language Acquisition Device)

A hypothetical innate mental capacity that enables infants to acquire language naturally and rapidly.

69. FLA (First Language Acquisition)

Refers to the natural process by which infants acquire their native language, typically effortlessly and without formal teaching.

70. Attribution Theory

Explains how people interpret events and how this relates to thinking and behavior; in education, how learners attribute success or failure affects motivation.

71. Social Cognition Hypothesis

Suggests that social interaction and understanding others' intentions play a key role in language learning and cognitive development.

72. Inhibition

A psychological barrier in SLA where fear of making mistakes leads to reduced participation and risk-taking in communication.

73. Object Perception in Infants

Infants gradually develop the ability to perceive and distinguish objects, an important precursor to conceptual development and language acquisition.

74. Instrumental vs. Integrative Orientation

- **Instrumental:** Learning language for practical goals (job, school)
 - **Integrative:** Learning to integrate into the culture or community of the language
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75. Discursive Psychology (repeated – already covered at #50)

76. Role of Anxiety in Learning (3 Feelings)

Anxiety in language learners may manifest as:

- **Apprehension** (fear of speaking)
 - **Embarrassment** (fear of making mistakes)
 - **Withdrawal** (avoidance of interaction)
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77. Psychological Factors in SLA

Include motivation, self-esteem, anxiety, empathy, inhibition, and attitude, all affecting how well a second language is learned.

78. Auditory/Visual/Kinesthetic Learning Characteristics

- **Auditory:** Learn best by hearing
 - **Visual:** Learn best by seeing
 - **Kinesthetic:** Learn best by doing and moving
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79. Four Theories of First Language Acquisition

1. **Behaviorist Theory** (Skinner) – language learned through imitation and reinforcement
2. **Nativist Theory** (Chomsky) – innate capacity (UG)
3. **Social Interactionist Theory** (Vygotsky) – language from interaction
4. **Cognitive Theory** (Piaget) – language as part of cognitive development

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Compilation