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ENG-503¹ Finals Compilation

Objectives:

1. Learners of English; often no clear relation between **spellings** and pronunciation.
2. Grammar adds meanings that are **not easily inferable** from the immediate context
3. Pronunciation lessons work best if they involve students in **actual speaking**
4. Creative nonfiction usually takes **reality** as its origin
5. Which of the following types of corpus contains texts from different period? **Diachronic Corpus.**
6. In education the acronym ICE stands for: **INTERNATIONAL CORPUS OF ENGLISH**
7. Most of the literary works included in the language courses belong to **classical** English literature
8. Lesson plan works as a **Map** - shows where you start, where you finish and the route to take to get there
10. The process of collecting information about learner needs is called **Need Analysis**
11. An aim refers to a statement of a **General Change** that a program seeks to bring about in learners.
12. Which type of evaluation finds out what is working well, and what is not, and what problems need to be addressed? **Formative Evaluation**
13. Instruction Skills is what most people think of as **Teaching.**
14. Assessment and **Grading** are essential tasks for all educators.
15. Research is a process of constant exploration and **Discovery**
16. The performance of ELT has remained below **Satisfactory** in many EFL/ESL contexts including Pakistan.
17. In education, ELT stands for **(English Language teaching).**
18. The social contexts of Emily Bronte's novels need to be understood in the context of **Victorian** morality in Britain.
19. According to Fairclough (1995), **ideologies** are acquired, expressed and enacted with

• _____

the help of language.

20. All the prosperous nations have developed a/an **'research culture'**.

Subjective

Q. Ways Deductive Approach is criticized by Adamson?(3)

Criticism of DA (Adamson)

1. Teaches grammar in an isolated way.
2. Little attention is paid to meaning.
3. Practice is often mechanical.

Q. Three assumptions of Critical Discourse analysis?(3)

- Language use is always social.
- Discourse both reflects and constructs the social world.
- Power relations are discursive.
- Discourse does ideological work.
- Discourse is historical.
- The link between text and society is mediated. Discourse is a form of social action.

Q. What do you understand by the phrase "Controlled Practice" in the classroom? Enlist two examples. (3)

It focuses only on the target language giving students many opportunities to use it. Here are a few examples:

- Drills and gap-fill
- Sentence completion
- Quizzes and tests
- Games, Information search, dictation, etc.

Q. Elements of CA

CA introduced a continuing major theme of SLA research: 'the influence of L1 on L2'. It involves predicting and explaining learner problems based on the comparison of L1 and L2 to determine similarities and differences. It is influenced by the theories of Structuralism and Behaviorism. The focus of CA is on the surface forms of both L1 and L2 systems and on describing and comparing the languages one level at a time – generally contrasting the Phonology of L1 and L2 first, then morphology, and then syntax. Lexicon and discourse usually receive little attention. Following behaviorist view, CA assumed that language acquisition essentially involves habit formation in a process of Stimulus – Response – Reinforcement (S-R-R). Assumption – transfer of elements acquired in L1 to the target L2. The process of CA involves analyzing roughly comparable segments of the languages for elements which are likely to cause problems for learners. Effective teaching would concentrate on areas of differences and prepare materials accordingly.

Q. Socio- contextual and relational factors

Possible Relationships Between Language and Society

There are different theories on relationship between language and society.

- Social structure may either influence or determine linguistic structure and/or behavior (Age-Grading).
- Linguistic structure and/or behavior may either influence or determine social structure (Whorfian hypothesis).
- Language and society may influence each other (Marxist View).
- There is no relationship at all between linguistic structure and social structure (Chomsky).

Q. Factors affecting L2 motivation

There are multiple factors interfering learning L2 motivation:

Attitudinal Factors

Cultural Interest L2 learners are represented important aspects of the socio-cultural attributes Of L2 community. It was observed that the awareness about the cultural items of an L2 Community influenced L2 attitudes of the learners. Even where direct contact with the native Speakers TL is rare, cultural products, such as books, media and music provide L2 learners with The opportunity to be familiar with L2 community.

Attitudes Towards L2 Community Successful L2 learning is largely driven by learners' Attitudes towards L2 community. It focuses not only on learners' attitudes towards L2 Community and its ethno-linguistic vitality but also on their desire to meet with this community And travel to the countries that belong to it.

Integrativeness Learners may want to integrate into the L2 culture and become similar to the L2 speakers (Dörnyei et al., 2006).

Instrumentality (Promotion and Prevention) It is one of the most important and widely Accepted aspects of motivational research in L2 settings. A significant motivational factor in the previous Pakistani studies. Utilitarian value of the target language serves as an important incentive for the learners.

International Posture A tendency to see oneself as connected to the international community. It concerns for international affairs. The readiness to interact with the people other than those from the local context (Yashima, 2009).

Q. Factors of language knowledge and awareness

1. Linguistics Factors • Teacher needs to understand the system and function of the second language and the differences between L1 and L2 of the learner. • A teacher should know how to speak and understand a language. He/she should attain the technical knowledge required to understand and explain the system of that language - its phonemes, morphemes, words, sentences and discourses structures.

2. Learning Processes • How can a person ensure success in language learning? • What cognitive processes are utilized? • What kinds of strategies are available to a learner and which ones are optimal?

3. Age and Acquisition • To know about differences between children and adults' learning process. It is a common observation that children are better language learners than adults.

4. Instructional Variables • What are the effects of varying methodological approaches, textbook, materials teacher styles and institutional factors?

Q. Cheating affects on individual and group learning.

Students do not remember when they copy from others when they do their own work. Students Are aware when cheating is allowed to occur – the teacher’s credibility is diminished, honest Students are disadvantaged, and they may feel compelled to cheat just to keep up. Unchecked Cheating can erode students’ motivation to learn.

Q. Approaches of need analysis

- Target-Situation Analysis (TSA) – focuses on the learner’s needs at the end of the course and Target level performance.
- Present-Situation Analysis (PSA) – focuses on the learners’ competence concerning skills and Language at the beginning of a course.
- Learning-Centered Approaches is a process of negotiation between individuals and society, the Latter including syllabus, materials, teaching method, etc., and divide needs into necessities, lacks And wants.
- Strategy Analysis focuses on methods of learning i.e. preferred learning styles and strategies.

Q. Two benefits of describing ‘objectives’(3)

- They facilitate planning: once objectives have been agreed on, course/ planning, materials Preparation, textbook selection, and related processes can begin.
- They ‘provide measurable outcomes and thus provide accountability: given a set of objectives, The success or failure of a program.

Q. Any six trends of research in ELT (3)

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

2.Individual Differences

L2 Motivation, anxiety, attitudes, aptitudes are powerful contributor to the learner’s ability to Learn a language.

3.Learner Autonomy and Self Efficacy

The learner’s autnomy is very much important to make him a successful learner.

4.Course and Material Development

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

5.Learning and Teaching Strategies

They are also very much important in various contexts.

6.Error Analysis

It includes systematic methods to analyze learners’ errors. It also includes identifying, Describing, and explaining student’s errors.

Q. Define the term “Face” in the context of Pragmatics.(3)

It is defined as “the public self-image that every member wants to claim for himself”, and the efforts made by interlocutors to “maintain each other’s face”. Under politeness theory, there is a positive and a negative face.

Positive face reflects the desire to have one’s self-image approved of by others.

Negative face is a part of personality that desires not to be imposed upon.

Q.View of the Critical Period Hypothesis about age factor in language learning. (3)

Some linguists support the idea, known as the Critical Period Hypothesis that a learner needs to begin learning the language before age 7 in order to develop native-like pronunciation. However, more recent research suggests that other factors (environment, motivation, etc.) may be more important factors in the development of native-like pronunciation (Schaezel, 2009). We do not yet have clear-cut evidence for a simple and straightforward link between age and the ability to pronounce a new language. The primary aim is that students be understood. Good pronunciation is needed for this, but a “perfect accent” is not (Harmer, 1991).

Q. What kind of educational learning material do computer Technologies promote?(3)

To Levy it is, ‘the search for and study of applications of the computer in language teaching and learning’. To find ways for using computers for the purpose of teaching and learning the language.

Computer technologies promote educational learning, including:

word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes.

Q. Benefits of Bilingualism.(5)

Bilingualism strengthens cognitive abilities.

Bilingual people tend to be more creative and flexible.

They can be more open-minded, and they also find it easier to focus on a variety of tasks simultaneously.

And being able to speak two languages helps in other ways TOO.

Q. Relationship between language and identify with reference to ELT. (5)

Language can be defined as a shared set of verbal codes and as a generic, communicative

phenomenon especially in descriptions of instructions. In ELT, teachers and students use both spoken and written language to communicate. Students learn to read and write - learn the discourse of academic disciplines (academic literacies). When it comes to the discussion of language and education, both definitions are important.

Relationship between Language and Education

Halliday divided language learning into three heuristic categories relevant to ELT:

- Language Learning
- Learning Through Language
- Learning About Language

Q. What kind of information is provided by curriculum?

Or

Q. What questions does the curriculum address?

1. What is the purpose of educating students in this particular institution / educational level?
2. What kinds of knowledge should students be taught?
3. What kinds of learning experiences do the students need to go through in order to acquire the knowledge and achieve our purposes?
4. What kinds of teaching methods should be used to help students acquire the knowledge and achieve our purposes?
5. How should these learning experiences be organized?
6. How should we assess learners in order to see whether the purposes have been achieved?

By answering these questions, a curriculum provides information on: the goals of education, subjects to be taught, activities learners should be engaged in (how), methods and materials, allocation of time and resources and assessment of students and of the curriculum itself.

Q. How does one gain cultural intelligence?

First -- Increase your awareness of your own cultural values, beliefs, traditions, and norms and how they affect your behavior.

Next -- Appreciatively observe everyday school life and ask non-judgmental questions. Make tentative assumptions about the culture. Check your assumptions through additional observations and/or discussions with individuals familiar with the culture. Learn from your mistakes. Study and practice the language. Finally - Adapt some behaviors that enable you to function in the

culture.

An Activity to Gain Insight into a School Culture: A cultural interview activity -- Encourage students or teachers to think about school culture and share their thoughts with the teacher.

Following questions can be helpful in such interviews:

- What would your friends tell a new student about this school?
- What is the one thing your friends would most like to change about this school?
- Who is a hero at this school? Why?
- What is your friends' favorite thing about this school?
- What do your friends think a new teacher should know about this school?

Q. Define plot

The primary threads of your story form the plot. The plot is moved forward through the actions of the characters. It is driven from the inciting incident or ordinary world, through the changes that lead to the conclusion and denouement. Plot is not the story. Plot is a series of events you have devised, and these events may not even occur linearly.

Q. Define preparing

The creative process begins in preparation, which includes active reading, imitation, research, play and reflection: all conscious actions. The time when you are settling your project, deciding exactly what you are going to do. In this stage, you are also researching ways to help you achieve it, including researching history and other factual data for fiction and creative nonfiction.

Ask yourself two questions:

- What am I preparing for?
- How shall I do this

Q. Guess work in vocabulary:

It is to infer meaning from the context in the same way as native speakers do. It can be more efficient in the long run. It give them confidence that many words can just be ignored. Encourage students to adopt a positive attitude towards new words instead of the negative one (Help!!).

Q. Importance of Vocabulary in Learning language:

The more words a learner knows, the more they will be able to understand what they hear and read, and the better they will become at expressing what they want to when speaking or writing.

Motivational impact raises achievement and confidence in L2 learning. Vocabulary helps

students in becoming independent learners. Without words to express a wide range of meanings, communication in an L2 just cannot happen in a meaningful way.

Q. Define CALL:

The acronym CALL appears to have been coined at the beginning of the 1980s. To Levy it is, 'the search for and study of applications of the computer in language teaching and learning'. To find ways for using computers for the purpose of teaching and learning the language. Computer technologies promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes.

Q. COHERENCE types:

- Referential coherence (consistency in who or what is being talked about)
- Temporal coherence (when the events occur)
- Locational coherence (where the events occur)
- Causal coherence (why events happen).

Q. Common Communicative Methodologies:

There are some basic ideas which are common in modern communicative methodology such as:

- 1. Use of the Mother Tongue:** Everyone has a different opinion about when, how and how often a teacher should use the mother tongue of her/his students. You may find it necessary to give instructions or explain certain items of grammar in the mother tongue.
- 2. Eliciting:** By drawing on the board or use pictures to elicit such things as rooms, methods of transport, etc. • To use mime to elicit such things as sports, everyday activities, etc. • To work backwards from answers to elicit question forms; e.g., write 'She's a doctor' on the board to elicit
- 3. Board Work:** When writing new vocabulary, try to make it clear what part of speech the word is from. • If you only write single words, students may not remember whether it's a verb or a noun. • Write 'a house' instead of just 'house'.
- 4. Drilling:** The opportunity to practice saying a new word, phrase or structure in a highly controlled environment.
- 5. Pronunciation:** It involves 'modelling' the pronunciation of new language for students to imitate. The modelling can either be done by the teacher or by playing the course book cassette.

Q. Discuss 'Incubation' as a process of writing creativity.(3)

It is about planning and preparation, may overlap with the incubation stage. In evolution stage, dreams, daydreams, unconsciousness, and random writing play an important role. Incubation creates an incoming wave of the subconscious that washes over the pages you will write.

Q. Write about use of 'Generic Nouns and Pronouns' as a Salient features of African English.(3)

Use of generic nouns or pronouns in regionally characteristic ways.

E.g.,

he is a real/whole person [i.e. an adult]. Other examples include the use of 'boy' by girls for their friends and 'footing' to mean 'walking' in Zambia (Tripathi, 1990).

Q. Advantages of CALL:

It offers great flexibility for class scheduling and pacing of individual learning, choosing activities and content to suit individual learning styles (Oxford, et. al 1998). It allows us to incorporate multimedia applications, video, sound, and text. CALL widened its scope, embracing the communicative approach and a range of new technologies. It allows the learner to interact with both the program and other learners (Felix, 1998). It is no longer one subject - division between computer mediated communication and CALL. In the past, teachers had to book computer rooms or language labs to go with their learners and allow them to use CALL software with mostly drill-type exercises. Today, technology has become integrated into the classroom physically and pedagogically rather than being an ad on. Computers particularly have come to be seen and used as a tool to accomplish certain tasks or to communicate. Therefore, Garrett (2009: 719) defines CALL now as 'the full integration of technology into language learning' with its three elements of theory, pedagogy, and technology, playing an equally important role.

Q. Parallel Corpus:

It is a corpus consisting of the same text in two languages. The texts are aligned (matching segments, usually sentences are linked). The corpus allows searches in one or both languages to look up translations. The user can then observe how the search word or phrase is translated.

Q. Language and Culture:

Language is formed by culture, while culture is influenced by language. Without language, culture cannot be completely acquired nor it can be effectively expressed and transmitted and

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without culture, language cannot exist. Thus, culture shapes languages and language is also formed by it. Language is the medium of culture. Thanasoulas (2001) stated: "Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives. In a sense, it is 'a key to the cultural past of a society' -a guide to 'social reality' (Sapir, 1929, p. 209, cited in Salzman, 1998, p. 41).

Example: This is clearly seen in immigrant societies, for example, in America. These immigrants are accustomed to a certain language, and therefore, despite the assimilation, will continue to use it and keep it alive, creating different and cultured societies in this foreign land to keep the language alive.

Q. Factors of fiction Writing:

Merriam Webster defines fiction as, "literature in the form of prose, especially novels, that describes imaginary events and people." The key elements of writing fiction are character, plot, setting, structure, issues, narrative voice, narrative viewpoint, action, dialogue, language, and style or genre (Griffith University, 2012, p. 17).

Character: These are the people (or animals, or creatures). They provide a human element that allows readers to imagine themselves inside the story. John Gardner once wrote that character is the heart and mind of your story – it is what makes it live.

Plot: The primary threads of your story form the plot. The plot is moved forward through the actions of the characters. It is driven from the inciting incident or ordinary world, through the changes that lead to the conclusion and denouement. Plot is not the story. Plot is a series of events you have devised, and these events may not even occur linearly.

Scenes: They are often perceived beforehand by the writer as they dream their way through the story. They are usually a location in which characters are seen and heard at close quarters, and they accomplish some action which has an outcome directly bearing on the forward movement of the story.

Form and Structure: are interchangeable terms because it is almost impossible to separate them in the act of writing. The structures of literary fiction allow you to frame your decision: the architecture of all the action; how you place incidents, and when; where you position and resolve conflicts.

Issues: Stories have problems. These are the things that make characters take action and that

drive the story forward. It is the problems and the way characters solve these problems that make stories interesting, and building an arcing theme or moral or meaning into the story.

Q. Functional Notational Approach:

People who study and use a language are mainly interested in how they can do things with language - how they can make meanings, get attention to their problems and interests. They are only interested in the grammatical structure of the language as a means to getting things done.

Objectives

- To explain language in terms of how people use it to live.
- Adopts a semantic and pragmatic orientation inside the grammar.
- It does not see semantics and pragmatics as extra levels of organization but sees them as integral to the organization of the grammar.
- Communicative meanings that learners would need in order to express themselves and to understand others effectively.

Q. Background CDA:

Backgrounding: What is chosen to de-emphasize or leave out of the text. It can easily be identified in newspaper reporting.

Presupposition: Background knowledge, assumptions, attitudes and points of view that the text presupposes.

Q. Limitations of conversational analysis

- Lack of systematicity - list of all adjacency pairs is not exhaustive.
- Does not take into account pragmatic or sociolinguistic aspects of interaction.
- May be coupled with discourse analysis and cultural approaches.

Q. 5 points regarding Difference ASPECTS OF discourse ANALYSIS:

- Discourse as the social construction of reality.
- Discourse and socially situated identities.
- Discourse and Performance: 'a Discourse is a 'dance' (Gee, 2005, p. 19).

While we say something, we also do it.

- Discourse and Intertextuality.
- Difference between spoken and written Discourse: Writing is more structurally complex; spoken discourse has its own complexity.

- Grammatical intricacy.

Q. Strategies for teaching pronunciation

Instructional strategies for teaching pronunciation that can help students to meet their personal and professional needs.

1. Cultivate Positive Attitudes Toward Accuracy

Teachers should create a classroom atmosphere in which learners work on their English pronunciation in order to be understood. Background lesson on varieties of English will help students work on specific pronunciation features.

2. Identify Specific Pronunciation Features that Pose Problems for Learners

Prior language experiences have an impact on the way a language is learned, but these experiences do not consistently have predictive value (Brown, 2000; Wardhaugh, 1970). Develop lists of sounds that native speakers of particular languages may find problematic in learning English. For example, speakers of Asian languages may have difficulty producing /l/ and /r/ sounds; speakers of Spanish may have difficulty in distinguishing between and producing /sh/ and /ch/ sounds. The checklist can also be used to make learners aware of particular problems.

3. Make Learners Aware of Prosodic Features

It is extremely important to comprehensibility. Prosodic training is for:

- Listen for rising intonation in yes/no questions.
- Compare question intonation in English with that of their native languages, imitate dialogues.
- Lead perception exercises on the duration of stress, loudness of stress, and pitch.

4. Focus on Developing Learners' Communicative Competence

Learners need exposure to conversations so they can hear variation in pronunciation. Using audio-, videotapes, especially of speakers of different varieties of English

Q. Types of reference

Major Forms of Reference

Endophoric Reference (Endophora) - where the interpretive source lies in the co-text. An

Endophoric reference can be divided into two sub-types:

- **Anaphoric Reference (Anaphora)**: where the referent lies in the prior text, e.g. respect a man, he will do the more.
- **Cataphoric Reference (Cataphora)**: where the referent lies in the text to come, e.g. When I

met her, Mary looked ill.

Exophoric Reference (Exophora): where the interpretive source lies in the context, e.g. (Mary is standing there) I like her.

Q. Scope of Research in ELT

In recent years, there has been a dramatic change in the scope of English language teaching worldwide and an increasing demand for competent English language teachers, as well as for language programmes. Its focus is on English language skills and competencies needed by today's global citizens. The teaching of English consumes a considerable portion of available educational resources in many countries. English is not necessarily a neutral commodity offering equal opportunities for all. English teachers need to appreciate the special status English has in modern life. Research has gained significance in ELT and the façade of research has also changed tremendously over the last decade. It subjects to numerous changes, innovations and perspectives. The global spread of English and its impact is a major reason of increasing research trends in ELT.

Q. Teacher as an organizer

Teachers use many metaphors to describe what they do. Within the classroom, teacher's role may change from one activity to another. If they are fluent at making changes, the effectiveness as teachers may greatly enhance. Teacher's role such as prompter, resource, or tutor may well fulfill this concept.

Resource

Students do not know everything so they need the teacher's help as a resource. Teachers give information, such as teaching grammar, explaining vocabulary, showing how to write essay or how to prepare a presentation and equip them for creative writing tasks. Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity or they might want information about where to look for a book or a website. This is where a teacher can be one of the most important resources they have.

Controller

They are in charge of the class and of the activity taking place. Controllers take the role, telling students things, organize drills, read aloud, and exemplify the other qualities of a teacher-fronted classroom.

Prompter

When students are involved in a role play activity and lose the thread of what is going on and may not be quite sure how to proceed: what should teachers do in these circumstances? They should hold back and let the students work things out for themselves or instead nudge them forward in a supportive way. Controller makes announcements, orders to be restored, provide explanations in a question and answer session. If we opt for the latter we are adopting some kind of a prompting role. Being a prompter, teacher will occasionally offer words or phrases, suggest that the students say something, or what could come next in a paragraph. E.g., often they can prompt students in monolingual groups to speak English rather than using their mother tongue

Q. Course rationale

- Developing a course rationale
- Describing entry and exit levels
- Choosing course content
- Sequencing course content
- Planning the course content
- Preparing the scope and sequence plan
- Course Rationale -- starting point in course development

Q. Usage of corpus

The use of corpus contributes to language teaching in a number of ways.

1. The insights derived from native-speaker corpora contribute to a more accurate language description, which then feeds into the compilation of pedagogical grammars and dictionaries.
2. The analysis of learner language provides insights into learner's needs in different contexts, which then form learner dictionaries and grammars.
3. Research on learner corpora also contributes to our understanding of language learning processes (Granger et al., 2002).
4. Corpora of language teaching course books enable the examination of the language to which learners are exposed.
5. Facilitate the development of more effective pedagogical materials.
6. Corpus-based research has also revealed the inadequacy of many of the rules that still dominate ELT materials.

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7. Learner corpora have the potential to contribute to the construction and evaluation of language tests in a multitude of ways, however, this potential has remained underexploited.

8. Corpus research in English language teaching has led to real innovations in material design and classroom practice

Q. Disadvantages of IA

It may make learning process slow. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice. Students may hypothesize the wrong rule - a danger where there is no overt testing of their hypotheses. It can place heavy demands on teachers in planning a lesson; need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule. Some language areas (e.g., aspect and modality) resist easy rule formulation. It may frustrate those students who prefer simply to be told the rule.

Q. How to prevent cheating any 3 ways=3marks

- Make sure that your test accurately represents what you have taught.
- Define what cheating is before the first quiz or examination.
- Discuss what you consider cheating, what is unacceptable, and what you expect from your students. (Peace Corps, n.d)

Q. Six sub-genres of umbrella under non-fiction=3 marks

OR

Six Sub-genres of Non-Fiction

Under the umbrella, it is called “Creative Nonfiction”, we might find a long list of sub-genres such as: memoirs, personal essays, meditations on ideas, nature writing, travel writing, journals or letters, cultural commentary, hybrid forms, and even, sometimes, autobiographical fiction. In creative nonfiction, reality must be transformed into literature but remains recognizable. It is grounded in life and vivid detail

Q. L2motivation self wla question=3 marks

Components of L2 Motivational Self System

1. Ideal L2 self •

Portrays a range of qualities and aspirations one would like to own.

- Underlines the L2- related image of one’s ideal person.

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- Can be an influential motivating factor provided the person one inspires to become is proficient in L2.
- Relies on 'the desire to reduce the discrepancy between [their] actual and ideal selves' (Dörnyei, 2009, p. 29).
- The promotion of a hoped-for future self' (MacIntyre et al., 2009, p. 195).
- Includes both 'integrative and internalized instrumental motives' (Dörnyei, 2009)

2. Ought-to L2 Self

- One's inclination to develop certain qualities or skills to prevent negative and feared outcomes in the future (Dörnyei, 2005, 2009).
- Primarily extrinsic and preventional in nature.
- It also incorporates those aspects of an individual's future self which other people (such as parents, family, friends) are perceived to desire for her/him – e.g., obligations.
- May play a more prominent role in Asian L2 contexts.

Q. Halliday wla question chapter no 38 start mein he ha 3= marks

Relationship Between Language and Education Halliday divided language learning into three heuristic categories relevant to ELT:

- Language Learning
- Learning Through Language
- Learning About Language Language, education and development are interrelated in language acquisition

Q. Code switching=5 marks

It is a process in which the bilingual speakers shift back and forth between one language or a dialect and another language or dialect within the same conversation (Trudgill, 2003). Myers-Scotton (1993) coined a cover term for "alternations of linguistic varieties within the same conversation".

Kinds of Code-switching

1. Situational Code-Switching

It is a tendency to use different codes in different situations. When code switching is constrained by where speakers happen to be, it can be called 'domain-based' or 'situational code switching'. When it is constrained by who a speaker happens to be talking to, it can be called

addressee-based.

2. Metaphorical Code-switching

Each of the code represents a set of social meanings is called metaphorical code switching.

Reasons for Code-Switching

- To show identity with a group
- Lack of facility/vocabulary
- Lack of register
- To seek attention (advertisements)
- To express emotions and amusement

Q. 5 strategies for class room management=5 marks

1. Create an Effective Learning Environment

- Arrange the room to facilitate your proximity to students and your mobility.
- Greet students at the classroom door and tell them what to do when they enter the classroom.
- Learn every student's name and something about each student.
- End class with a routine that summarizes the day's accomplishments, reminds students what they need to do to prepare for the next day, ensures materials are put away, and leaves the room clean.
- Develop a set of written behavior expectations (rules and procedures) with the class.
- Make parents your allies.

2. Establish Classroom Procedures

3. Create a Motivational Environment

- Create an attractive, enriched environment by asking students to decorate their own classroom.
- Develop lessons at a level that challenges students.
- Give clear directions.
- Demonstrate consistently that you believe all students will learn.
- Make learning interesting by relating lesson content to the students' life and society.
- Use vivid, novel, or different attention getters at the beginning of the lesson.

4. Make Every Minute Count - Begin on Time

- End on time.
- A few minutes of class time saved every day could add up to hours of additional academic

instruction.

5. Keep Everyone Engaged:

Both low and high achievers to participate in discussions and answer questions.

Q. Activities for Teaching Vocabulary:

- Semantic Map
- Word Cards
- Reading Technique
- Venn Diagram Technique
- Cross Word Puzzle
- Anagrams
- Word Definition
- One Word Substitution
- Linking Words
- Finish the Sentence

Q. Teaching Pronunciation to Beginners:

A teacher can decide the resources, lesson plans and activities to improve student's pronunciation skills according to their level. For the beginners the teacher may follow these areas.

- Syllable stress
- Voiced and voiceless consonants
- Silent letters

Pronunciation Activities

- Slap That Word!
- Fun game for learners asking them to associate words that are posted on the wall of the classroom - reinforce pronunciation patterns.
- Read and Rhyme - asking students to come up with words that rhyme with others presented on cards.
- Encourage them to speak as much as they can.

Q. Word Stress Rules : (goggled the answer)

To communicate clearly when you are speaking in English, it's important to stress the correct syllables in each word. This is called word stress, which means pronouncing one syllable of a

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multisyllabic word with greater emphasis (stress) than the other syllables in the word. Here are four general rules to keep in mind about word stress as you practice pronunciation:

1. Stress the first syllable of:

- o Most two-syllable nouns (examples: CLImate, KNOWledge)
- o Most two-syllable adjectives (examples: FLIPpant, SPACious)

2. Stress the last syllable of:

- o Most two-syllable verbs (examples: reQUIRE, deCIDE)

3. Stress the second-to-last syllable of:

- o Words that end in -ic (examples: ecSTATIC, geoGRAPHic)
- o Words ending in -sion and -tion (examples: exTENSion, retriBUTION)

4. Stress the third-from-last syllable of:

- o Words that end in -cy, -ty, -phy and -gy (examples: deMOCracy, unCERtainty, geOGRAPHy, radiOLOGy)
- o Words that end in -al (examples: exCEPTional, CRITical)

Q. Diglossia:

Diglossic situation exists in a society when it has two distinct languages which show clear functional separation; that is, one is employed in one set of circumstances and the other is entirely different set. “High” Versus “low” variety of a language.

Q. Monolingual Corpra:

Monolingual Corpus is texts in one language only. Usually tagged for parts of speech and is used by a wide range of users for various tasks from highly practical ones, e.g., checking the correct usage of a word or natural word combinations, to scientific use, e.g., identifying frequent patterns or new trends in language.

Q. Define Linguistic imperialism: (3)

Linguistic imperialism means the transfer of dominant language (and all the aspects of its culture) to the speaker of other languages. For instance, the transfer of aspects of English language to Urdu. Linguistic imperialism lingers not only in cultural spheres, but in ideological, social, political and economic practices as well. To Phillipson (1992) “Linguistics imperialism assumes the ‘active promotion’ of the language by the dominant class as an active expression of power of the powerful over the powerless”. It is closely related to cultural imperialism, because

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it is language which acts as a tool to mediate or permeate imperialism. Linguistic imperialism is concerned with the study of 'linguistic hierarchizations'. It addresses the issues of why some languages come to be used more and others less.

Q. Teacher as tutor:

- Reads interesting materials aloud to students on the consistent basis
- Visits the school library regularly and set aside time for browsing and reading
- Explains to students, how to make a choice of what to read according to genre, level of understanding and interest
- Tells them what s/he expect over a period.

Q. Lesson Planning:

A lesson plan is a framework for a lesson. It is an important tool that makes both the instructor and the learner focus on the purpose of the lesson and enables learners to efficiently meet their goals. A lesson is a unified set of activities that focuses on one teaching objective at a time.

Lesson plan works as a map - shows where you start, where you finish and the route to take to get there. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. They are usually, though not always, in written form.

As many different kinds of plans as there are teachers.

Q. Define Coherence...

It refers to the relationship which links the meanings of utterances in a discourse. Coherence focuses on the unity of meaning. What is said or written should make sense in terms of people's normal experience of things. The key to the concept of coherence ("everything fitting together well") is not something that exists in words or structures, but something that exists in people. Not all relations among the various parts of a discourse are explicitly marked. Still, we are able to understand it because sociocultural and background knowledge.

A: Could you give me a lift home?

B: Sorry, I'm visiting my sister.

Q. Define Pidgin and creol...

Pidgin is a variety of language without native speakers which arises in a language contact situation and operates as a lingua franca. Pidgin language, later on, can have native speakers, but that pidgin is called creole

Q. Explain Rhythm...

English speech resembles music as it has a beat. There are groups of syllables, within each group there are strong and weak beats.

Our sense of self and community are bound up in the speech-rhythms of our first language (L1). Therefore; it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language (L2). They “sound foreign” to themselves usually unconsciously. Teachers and students can overcome the difficulties and boredom often associated with pronunciation by focusing their attention on the development of pronunciation that is “listener friendly.”

Q. Explain Narrative view point...

Narrative Viewpoint :-

It relates to who is telling the story. Sometimes this is a character in the story and sometimes it is an anonymous voice in the abstract that can be presumed.

Narrative Voice: It is unique characteristics of the narrator that make him distinguishable from other narrators

Q. Importance of Writing poetry...

Poems are made up of lines of words that do not usually reach the far side of the page. Words themselves possess a small amount of music because they are made up of syllables, which are themselves made up of short and long speech sounds, and gradations between, just like birdsong. It is hearing your own nature. Poetry is more natural an art form than you might have been led to believe. Lines in your poetry are units of your time. Those units of time operate with the rhythm of language, the beat of your species and of you.

Hugo suggests, how we feel about ourselves may color how we write poems.

Inside Poetry: In writing poems, you hear, see and feel every word, space and punctuation marks intimately. Some poets write to preserve moments of significance, often small and apparently trifling instants or perceptions

Observation and Memory are as talismanic to poetry as character and story are to fiction. Poems try to create a small and clear world that goes on recreating itself every time somebody reads it - perceptual and temporal clarity.

Awakening Language - Language is made to live through poems, but the living language of

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poetry does not simply begin and end with the meaning of your words, and those words combed into lines and stanzas. Words are sticky with meaning, history and association, and these elements are brought to life through their choice and combination – and by chance created by meter, rhyme and form.

Q. vocabulary and disruptive vocabulary...

Vocabulary (the knowledge of words and word meanings) is one of the key building blocks in learning a new language. Majority of meaning is carried lexically. Vocabulary is the total number of words in a language one knows. It largely consists of ‘content’ words as opposed to ‘structure’ words. The term ‘word’, in vocabulary teaching, refers to expressions made up of one or more terms which form units of meaning (Campillo). Therefore, idioms and multi-word verbs such as phrasal and prepositional verbs (e.g., give up, to put up with) will be considered words in the same way as single words (e.g., fan).

Q. >>motivation

Motivation involves the factors behind human actions; ‘why people think and behave as they do’ (Dörnyei, 2005, p. 1). Dörnyei, et al. (2006, p. 9) further elaborate that motivation deals with ‘the direction and magnitude of human action, that is, the choice of a particular action, the persistence with it and the effort expended on it’. It arises from a purpose and then guides human actions. The concept of motivation seems to be a difficult and complex area to define. The multi-dimensional nature and wide range of motives for human behavior make it impossible to develop a comprehensive theory of motivation. A kind of cognitive stimulation, which encourages somebody to make ‘sustained intellectual and/or physical effort’ in order to achieve a goal (Williams and Burden, 1997, p. 120). Similar to its important contribution in influencing human behavior, motivation also plays a key role in successful educational learning.

Q. Status of English in Pak. 5 Mark.

English remained a foreign language in India for several decades after independence. Kachru defines modern South Asian English (SAE) as ‘the educated variety of South Asian English’, with, ‘varieties within this variety’. The passage of the Official Languages Act 1967 made English co-equal with Hindi ‘for all official purposes of the union, for Parliament, and for communications between the union and the states’ (Ferguson, 1996: 31). One important aspect of the value of English in South Asia is its capacity to provide neutralization. Choosing a given

code in a multilingual context asserts one or more identities, for example, of religion, caste, and educational attainment, in addition to signaling the message. Similar to India, in contemporary Pakistan, English continues to have a central position in the national life.

Q. CDA 5 tools discuss .5

CDA and Framing:

The way in which the content of the text is presented to its audience, and the sort of perspective, angle and slant the writer or speaker is taking.

Foregrounding:

What is chosen to emphasize.

Backgrounding:

What is chosen to de-emphasize or leave out of the text. It can easily be identified in newspaper reporting.

Presupposition: Background knowledge, assumptions, attitudes and points of view that the text presupposes.

Topicalization: What has been put at the front of each sentence to indicate what it is about.

Agency: Who initiates the action, agent-patient relationship – who does what to whom? ,Who has the most authority and power in the discourse? What agents have been left out of sentences ?

Ideology.variety.and culture define 5

Simpson (1993, p. 5) defines ideology as "assumptions, beliefs, value- systems which are shared collectively by social groups". These concepts are dependent on language, because it is with the help of language that people express everything. The relationship of language and ideology has been explicitly studied in CDA. To Fairclough (1995), ideologies are acquired, expressed and enacted with the help of language. He further contended that any variable structure of language is ideologically 'marked'. When it comes to ELT, an understanding of the relationship between language and culture is important for language learners, users and for all those involved in language education.

Language is formed by culture, while culture is influenced by language. Without language, culture cannot be completely acquired nor it can be effectively expressed and transmitted and without culture, language cannot exist. Thus, culture shapes languages and language is also formed by it. Language is the medium of culture. Thanasoulas (2001) stated: "Language does not

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exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives. In a sense, it is 'a key to the cultural past of a society' -a guide to 'social reality' (Sapir, 1929, p. 209, cited in Salzmann, 1998, p. 41).

Q. Curriculum vs syllabus . 3 marks

While a curriculum is a theoretical, policy document, a syllabus is a guide for teachers and learners that indicate what is to be achieved. A curriculum is concerned with making general statements about language learning, learning purpose, and experience, and the relationship between teachers and learners. A syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum.

Q. Novel As communication.3 Marks

According to Helton, Asamani and Thomas (1998), the benefits of novels are:

- Stimulate imagination.
- Help students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences.
- Examination of moral attitudes, while developing communication skills.
- Motivate students to become a lifelong readers.
- Help them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions.

Q. Types of dialect 3. Marks

Idiolect –

The speech variety of an individual speaker.

Sociolect –

A variety or lect which is thought of as being related to its speaker's social background rather than geographical background. E.g., in India, social system "caste" determines which variety of a language a speaker uses. Factors that contribute to bring variation in a Language : There are many factors to cause variation like social situation, occupation, age, geography, education, gender, social status/class, and ethnicity.

Q. Relationship between language and identify with reference to ELT. (5)

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Language can be defined as a shared set of verbal codes and as a generic, communicative phenomenon especially in descriptions of instructions. In iLT, teachers and students use both spoken and written language to communicate. Students learn to read and write - learn the discourse of academic disciplines (academic literacies). When it comes to the discussion of language and education, both definitions are important.

Relationship between Language and Education

Collida divided language learning into three heuristic categories relevant to iLT:

- Language Learning Learning Through Language Learning About Language

Role of a Learner

Negotiator – Between the self, the learning process, and the object of learning

Contributor - Learner is not a passive recipient of knowledge

Roles of a Teacher

- Facilitator - between all participants in the classrooms, and between these participants and the various activities and texts.
- Participant - within the learning - teaching group.
- Organizer, guide
- Researcher, learner
- Needs Analyst, counselor

Q.Role of a teacher: Teacher as an organizer Teachers use various strategies to describe what they do. Within the classrooms, teacher's role can change from one activity to another. If they are fluent at making changes, the effectiveness as teachers can greatly enhance. Teacher's role such as monitor, resource, or tutor can all fulfill this function.

Resource Students do not know everything so they need the teacher's help as a resource.

Teachers give information, such as teaching grammar, explaining vocabulary, showing how to write essays or how to prepare a presentation and equipping them for creative writing tasks. Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity or they might want information about how to look for a book or a website. This is where a teacher can be one of the most important resources they have.

Controller They are in charge of the class and of the activity taking place. Controllers take the role, telling students things, organize drills, read aloud, and exemplify the other qualities of a

teacher-fronted classrooms.

Prompter When students are involved in a role play activity and lose the thread of what is going on and cannot be quite sure how to proceed: what should teachers do in these circumstances?

They should hold back and let the students work things out for themselves or instead nudge them forward in a supportive way. Controller takes announcements, orders to be restored, provides explanations in a question and answer session. If the port for the latter are adopting some kind of a monitoring role. Being a monitor, teacher will occasionally offer words or phrases, suggest that the students do something, or what would come next in a paragraph. i.e., often the main monitor students in monolingual groups to speak English rather than using their mother tongue

Qualities of manager in a classroom Classroom management refers to teachers' behavior that facilitates learning. A well-managed classroom increases learning. Effective classrooms managers are those who understand and use a variety of techniques and most effective instructional strategies. Effective teachers appear to be effective with students of all levels, irrespective of diversity in their classes. Even if the school the work in is highly ineffective, individual teachers can produce successful gains in student learning