

ENG513 Final-term Solved Papers

By AQ

Q. Why did the linguists feel the need for integration of language skill for various learners? Briefly discussed 5 Marks

Theoretical as well as experiential knowledge pointed out the importance of integrating language skills. The learning and use of any skill can trigger cognitive and communicative associations with the others. Several scholars have attested this possibility. Emphasizing the connection between reading and other skills, Krashen (1989, p. 90) argues that reading may very well be “the primary means of developing reading comprehension, writing style, and more sophisticated vocabulary and grammar.” Similarly, listening activities have been found to help learners make the broader connection between the sociolinguistic concept of form and function and the psycholinguistic processes of interpretation and expression (Rost, 1990). Linking speaking with other skills, Bygate (1998, p. 34) found it inevitable that the real time processing of listening activities, the exposure to language via reading and listening, and the attention to form-meaning relations in all skills can wash forward to help the development of speaking. Such a connection is true of writing as well, observed by Rivers (1981, pp. 296–7). “Writing is not, then, a skill which can be learned in isolation the most effective writing practice, and the most generally useful, will have a close connection with what is being practiced in relation to other skills.”

In addition to these theoretical insights, there is another advantage for repeating the natural integration of skills in the classroom. Various learners bring various learning styles and strategies to the class. Integration of language skills has the potential to offer different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed (Davies & Pearse, 2000, p. 75). Selinker and Tomlin (1986) urge for more classroom-oriented research is required to determine the full impact of integration and separation of skills, all available theoretical and experiential information stress the need to integrate language skills for effective language learning and teaching.

Q. Keeping in view Task-based Language Teaching. Task activity and achievements are motivational? 5 Marks

Yes, Task Activity and Achievement are Motivational.

Tasks are also said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language, they have well-defined dimensions and closure, they are varied in format and operation, they typically include physical activity, they involve partnership and collaboration, they may call on the learner's past experience, and they tolerate and encourage a variety

of communication styles. One teacher trainee, commenting on an experience involving listening tasks, noted that such tasks are "genuinely authentic, easy to understand because of natural repetition; students are motivated to listen because they have just done the same task and want to compare how they did it" (quoted in Willis 1996, pp. 61-62).

Q. What is the aim of VOLL program? 3 Marks

A VOLL program aims to provide students with an English course integrated with vocational content. This vocational content is a starting point for designing English language programs based on vocational themes, tasks, and language.

Q. Considered the context of Pakistan enlist the important perspectives for learner autonomy? 5 Marks

The term 'autonomy' is derived originally from the fields of politics and moral philosophy and is widely confused with self-instruction and independent learning (Benson, 2001, 2007). The concept of learner's autonomy has first developed in the early 1970's in France. In educational circles, autonomy is considered a worthy goal for philosophical as well as for psychological reasons. From a philosophical point of view, one of the desirable goals of general education has been to make individuals autonomous who think independently and act responsibly.

We need to consider the Pakistani context from following perspectives:

- Pakistani education system
- Large classes
- Teacher centered classes
- Lack of teacher training
- Socio-cultural factors

Q. Role of the Internet in Teaching and Learning Pronunciation? 5 Marks

In the twenty-first century, the revolution in learning takes place by the use of computer and internet. Language learning has progressed from computer-assisted language learning (CALL) to web-enhanced language learning (WELL) and mobile learning. As computer technology advances, the modes of language learning vary accordingly from online language games, practice exercises, multi-media courses and materials, to chat room exchanges, and blogging. Dudeney and Hockly (2012) believe that mobile technology will definitely impact ELT in the future.

The learning of pronunciation should also incorporate advanced technology. The age of WELL, which makes use of the world-wide web emphasizes the cognitive development of the learners (Warschauer, 2004). Internet has almost become the default platform for learning among the e-generation. One of the powerful features of the Internet, which greatly enhances the effective learning of pronunciation, is its multimedia capability.

Q. What are the student's goals of an immersion program? 3 Marks

Student goals of an immersion program include:

- I. Developing a high level of proficiency in the foreign language;
- II. Developing positive attitudes toward those who speak the foreign language and toward their culture(s);
- III. developing English language skills commensurate with expectations for a student's age and abilities;
- IV. gaining designated skills and knowledge in the content areas of the curriculum.

Q. Briefly discussed the principles provided by Wells 2005 on practical side within the paradigm of teaching pronunciation? 3 Marks

Wells (2005) agrees that it is not realistic to ask for a choice between EFL and EIL, our students need both (Wells, 2005). Indeed, learners learn English to interact with all speakers of English, not exclusively with RP or GA speakers. The most important theme of ELF in ELT is to realistically acknowledge the existence of variability in language use.

Q. Three main areas we need to consider for training of language teacher? 3 Marks

- Mentoring: the allocation to each beginning teacher of an experienced teacher, specifically trained as a mentor; the mentor may provide emotional and professional support and guidance; in many U.S. states, induction is limited to the provision of a mentor.
- A peer network: for mutual support but also for peer learning.
- Input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality).

Q. Does digital media support reading materials in L2 classrooms? 3 Marks

Technology has supported L2 language theories since the 1950s, such as the chalkboard's support of grammar translation and the cassette tape's support of the audio-lingual method. By the 1980s, communicative approaches to language learning had emerged, which focused on student interaction in meaningful exchanges (Warschauer & Meskill, 2000).

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- Gaining designated skills and knowledge in the content areas of the curriculum.

Q. Define self direction with reference to learner autonomy? 2 Marks

Self-instruction refers to situations in which learners are working without the direct control of the teacher.

Q. How would you define reading? 2 Marks

Reading is usually understood as a process of deriving meaning from the printed words, sentences, paragraphs, or a whole text.

Q. How many types of speaking tasks are there? Give names. 2 Marks

There are broadly three types of speaking tasks that encourage genuine communication among learners: communication-gap tasks, discussion tasks, and monologic tasks

Q. What is the aim of VOLL program? 2-3 Marks

A VOLL program aims to provide students with an English course integrated with vocational content. This vocational content is a starting point for designing English language programs based on vocational themes, tasks, and language.

Q. Define eclectic approach of language teaching? 2 Marks

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners.

Q. Why did the linguists feel the need for integration of language skill for various learners? Briefly discussed. 5 Marks

Theoretical as well as experiential knowledge pointed out the importance of integrating language skills. The learning and use of any skill can trigger cognitive and communicative associations with the others. Several scholars have attested this possibility. Emphasizing the connection between reading and other skills, Krashen (1989, p. 90) argues that reading may very well be “the primary means of developing reading comprehension, writing style, and more sophisticated vocabulary and grammar.”

Various learners bring various learning styles and strategies to the class. Integration of language skills has the potential to offer different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed (Davies & Pearse, 2000, p. 75). Selinker and Tomlin (1986) urge for more classroom-oriented research is required to determine the full impact of integration and separation of skills, all available theoretical and

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On the practical side, Wells (2005) provides a few principles to follow within such a paradigm. He suggests that the teaching of English pronunciation in an EFL/EIL context should focus on areas which impede communication and at the same time we should not undermine learners' confidence. While the importance of effectively communicating with NSs should be maintained, NSs should be educated too, so as to achieve mutual intelligibility from both sides.

Wells appeals to contrastive analysis (CA) as a way to locate areas of difficulty. Despite its rather simplistic approach, CA is a useful initial step to identifying potential areas of unintelligibility. It is through the careful comparison and contrast of L1 and English that teachers and learners of different language backgrounds can be made aware of the pronunciation features that cause problems in understanding speakers of different varieties. Such awareness is crucial in language learning and is of primary importance in language teaching.

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- A peer network: for mutual support but also for peer learning.
- Input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality).
- Support for the process of self-reflection that all teachers engage in (e.g. through the keeping of a journal).

Q. Does digital media support reading materials in L2 classrooms? 3 Marks

Yes, digital media do support reading materials in L2 classrooms.

Q. Define self direction with reference to learner autonomy? 3 Marks

Self-direction refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions.

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