

Man From Nowhere Girl From Fairyland (MA ELT)

Eng504 Final Compilation



Objectives

1. the research invites to rethink the role of L1 and L2 classroom form **Two** theoretical perspectives.
2. In which explicit instruction the learners discover grammatically rules by themselves through conscious-raising tasks. (**Indirect explicit instruction**)
3. DeKeyser believes L2 learning should start with explicit rules that are later on proceduralized and automatized through **spontaneous performance**.
4. According to Izumi (2002) the other type of input enhancement, which is delivered orally through exact repetition, may be more effective.
5. According to **Kellerman** (1983), the complexity of transfer depends upon the interaction of learner's perception of distance from L1 and the degree of markedness in L1.

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6. Inner speech emerges when the learner faces difficulty and supports them in effective **manipulation** of the task.
7. Studies have shown that recasts contribute to the learners' **inter-language** development as measured by the performance tests.
8. According to researchers, **bilingual** medium oriented strategies must be not only allowed but actively encouraged to ensure real communicative competence.
9. Aljaafreh and Lantolf (1994) looked for increased accuracy over time, evidence of students' developing capacity to self-correct and reducing **dependency** on other-regulation by the tutor.
10. From a **cognitive** perspective, main developments have been the application of information processing models to grammar learning domains.
11. Language Awareness aims to evoke **analytical** insight into the learner and bridge the space between L1 and L2.
12. Language Awareness (LA) pedagogical theory is suggested as complementary to **communicative** language teaching for its unique stance between L1 and L2.
13. Researchers use learning style research with **personality** and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning.
14. Learning styles and strategies are often **interrelated**.
15. Biggs' model exploits the probable connection between **intrinsic** motivation and deep strategies and treats motivation in parallel with strategies.
16. As a result of different studies of French immersion programmes in Canada, researchers started to question **experiential** approaches to language learning, especially learning in context where input is limited to classroom setting.
17. Comparison of **visually** enhanced vs. non-enhanced input showed limited results for this mode of FonF.
18. Positive effects of strategy instruction emerged for proficiency in speaking and **reading**.

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19. Second language teachers must identify the key cultural items in every aspect of **language** they teach.
20. Research indicates that highly motivated successful learners (a) self-efficacy; (b) an internal locus of control; (c) social relatedness and autonomy. **(d) all of the above.**
21. Communicative language teaching (CLT) emerged when **teachers were skeptical** about the role of grammar in foreign language instruction and felt disillusioned with the results of audio-lingual teaching.
22. Self-knowledge is as important for teachers as it is for **students.**
23. research shows that SL learners frequently develop native-like **conversational** skills within two years.
24. Linguistic competence alone is not enough for language learners to be competent in that **language.**
25. Self-regulation is the capability of **autonomous** functioning that mature and skilled individual possess.
26. The methods of teaching and **learning** are both affected by culture.
27. In **Western** settings, the main function of communication is information presentation and information exchange.
28. The strengths of sociolinguistic tradition in SLA is the rich accounts offered for **cross-cultural** second language communication.
29. Negative feedback occurs on the spot in an unplanned way and plays no role in task designing.
30. Specifically in the **Japanese** culture, the words and statements of authority (hence of teachers) are not doubted or criticized.
31. Sociocultural theory emphasizes that there is a crucial link between **mental** processes and sociocultural settings.
32. Three main types of second language private speeches were identified by Ohta in **2001**
33. Socio-cultural theory rejects the classic view of **language** as a formal abstract system that is distinct from language use.

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34. The longitudinal study of **Norton's** (2000) explored changes in social identity over time, particularly, their struggle to achieve the right to speak in SL settings.
35. Learners are more likely to switch to first language (L1) in their **inner** speech when confronted with a difficult task.
36. The domain which fosters tolerance and acceptance of ethnic diversity in SL classroom is called **Social domain**.
37. The helps analyzing the language, drawing inferences, and categorizing new knowledge is called **Cognitive domain**
38. According to **Hawkin**, assigning a role to L1 in L2 learning provides the learners with the opportunity to view language objectively as a phenomenon.
39. In language-learning field, definitions of strategies imply **conscious** movement toward a language goal.
40. Deep processing is an active process of making associations with material connecting the new material with **personal** experience, and considering alternative interpretations
41. Surface processing is completion of the task with **minimum** conceptual effort that results in much less information retained in memory
42. In order to enable the most learners possible to learn **as much as** they can, we need to give them every advantage.
43. We need to give learners the opportunity to learn in their **preferred** styles rather than always outside of them.
44. . Research does not support the misconception the “The younger the child, the more skilled he is in acquiring an L2” in **school** settings
45. The students of **JAPAN** avoid risks and show little value for personal choice or freedom of thought.
46. Receptive skills in a language are: **Both reading and listening**
47. Productive skills in a language are: **both writing and speaking**.
48. Students can be successful in speaking SL only if the cultural issues are an inherent part of the **curriculum**.

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49. The issue of the **acceptance** of L1 classroom must be discussed at length in teacher education programmes.
50. The analysis of **Pavlenko's (1998)** autobiographical narratives revealed that many female SL users accepted second language English as the language that gives them enough freedom
51. Approximative system is a system of L2 that is near the native language. **TRUE**
52. SLL is a simple process that takes time. **FALSE**
53. Interactionist research show how ongoing character of SL interaction can systematically affect learning opportunities it makes available. **TRUE**
54. The superiority of recasts was confirmed by many researchers. **True**
55. The factor related to the environment or social context within which the learner of SL is grounded are termed as **Social** factors
56. The changes in ZPD _____ the learners to solve similar problems without help.
55. The teaching of culture in SL classroom is a/an **non judgmental** idea
56. The use of L1 in the _____ domain leadsto develop cross cultural and cross linguistics links. Effective cognitive social power
57. The concept of providing maximum exposure of L2 to itsleaners while excluding L2 from the classroom is based on _____Menatism behaviourism universalism all of the given.

Subjective:



Q. Norton's theory 3marks

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Norton (2000) shows that learners' motivation to succeed in SLL and the amount of effort they are willing to 'invest' are closely related to the social identities they were aiming to construct over time. Norton's (2000) longitudinal study explored changes in social identity over time, particularly, their struggle to achieve the right to speak in SL settings. The study presented different examples, such as a young worker Eva's transformation from an unskilled immigrant with no right to speak to multicultural citizen possessing the power to impose reception.

Q. Five point that Buret and Dulay presented in their study of 1974 regarding "Contrastive Analysis"(5)

Dulay and Burt presented a study in 1974 in which they:

1. Challenged the very assumptions of CA.
2. Marginalized the role of L1 in L2 learning.
3. Presented the concept of 'creative construction of language'.
4. Emphasized that notion of 'interference' was built on the negative transfer of L1.
5. Argued that CA led to 'unlearning the habit of L1' – not the aim of L2 learning.

Q. According to DeKeyser (1998) which activities can be meaningful for fostering automatization?

In explicit instruction, the pedagogical intervention impinges on the learners' L2 knowledge by deliberately directing them to attend to form. Explicit Declarative knowledge is assumed to foster development of implicit procedural knowledge through intake facilitation. DeKeyser (1998) takes a different position about the role of explicit knowledge. He advocates for explicit grammar instruction followed by first form-focused exercises to develop declarative knowledge, then by open-ended activities to foster automatization. In this way, practice may gradually bridge the gap between explicit knowledge and its use.

Q. Ohta

Three main types of second language private speeches were identified by Ohta (2001),

- 1) Repetition Utterances of ts or other ss Newly introduced lexical items by teacher
Imp sentences
2. Vicarious responses When learner respond privately to a question from teacher
Repair or complete someone else's utterances

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3. Manipulation – learners construct their own SL utterances

Q. Krashen made fundamental distinction between learning and acquisition.

According to Krashen, learning system has only one function, i.e., as a monitor or editor. It comes into play only to ‘make changes in the form of our utterance.’ Acquisition initiates the utterances and is responsible for fluency, thus, monitor is thought to alter the output of the acquired system. Krashen’s theory was well tuned to the needs of teachers. It was criticized for having methodological problems. Its main weakness was presenting hypotheses as empirically valid models when those have not been tested.

Q. According to the role of mainstream SLA research criticize who give the teacher for their decisions.(3)

Those critical of the role of mainstream SLA research reject the view of teaching as mainly propositional knowledge, as a set of behaviours that can be prescribed by researchers. Instead they view teaching as intuitive knowledge that takes form of theories or as a craft where the context guides the teachers’ moment-to-moment decisions. Because of these views, basic SLA research has been criticized for paying little attention to the social context of L2 acquisition.

Q. The nature of primary elements that promote learning in sociocultural Theory: (3)

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can’t deflect learner’s overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech

Q. Understanding culture is important for second language acquisition learners. Three situations are important for understanding culture.(5)

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1) Greetings ,2) Eating Ice-creams , 3) Forms of address, 4) Promoting business, 5) Making

requests

Ans: 1,4 and 5

Q. Socio cultural theory 3

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech.

Q. Socio-cultural theory Features:

Socio-cultural theory is relatively newcomer to the field. Its distinctive features are:

1. It rejects conventional separation between social and psychological aspects of cognition and development.
2. It also rejects the classic view of language as a formal abstract system that is distinct from language use.
3. Learning is seen as a social and inter-mental activity taking place in the ZPD which precedes individual development.

Q. Benefits of producing language

Production practice aims at noticing in several ways i.e. through specifically designed tasks to elicit use of preselected target linguistic items, or through communicatively oriented tasks followed by meta talk.

According to Swain (1995) Producing language may have three benefits:

- (1)It makes learners aware of their own limitations,

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(2) It fosters hypothesis formation and testing, and

(3) It promotes reflection on one's own and others' language use

Dec and Ryan's (1985) model distinguishes between intrinsic and extrinsic motivations. The former comes from within the individual and is related to the individual's identity and sense of well-being. It comes when learning is the goal itself; while, the latter comes from outside when learning is done for the sake of rewards. Students' total motivation is most frequently a combination of both. External rewards can either increase or decrease intrinsic motivation depending on how they affect self-efficacy. Thus, motivation depends greatly on the context, people involved, and specific circumstances.

According to attribution theory, expectancy is tied to attribution about one's success. Some

learners believe that their language learning success is attributable to their own actions or abilities. Others believe that their success depends on other people or on fate.

Long's interaction hypothesis according to which negotiation of meaning in interaction between learners and other speakers plays a crucial role for language development, particularly L2. Negotiation of meaning also elicits negative feedback that leads the learner to focus on form. Formal instructions are said to be beneficial in both acquisition-rich and acquisition-poor environment.

Clément et al. (1994) identified five orientations of foreign language learners:

(a) Friendship and travel-related (b) Identification with the target language group (c) General interest in the culture and in world events (d) Knowledge expansion and career improvement (e) Desire to understand L2 media

Q. What do you know about Cognitive perspectives, Connectionist model, Functionalist Traditions?

From a cognitive perspective, main developments have been the application of information processing models to grammar learning domains. The connectionist models radically challenge traditional thinking in grammar learning. The functionalist tradition added substantially to our understanding of the course of SL

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development. Variationist studies suggest that much second language variability can be accounted for by evolving links between form and function.

Q: Cognitive and sociocultural perspective

Ans: From cognitive perspective, main developments have been the application of information processing model to grammar learning domain. From sociolinguistic perspective, learners engagement in SL interaction is influenced by power relations and other cultural factors which are not inferably fixed but can be negotiated as learner built new identities.

Sociolinguistic Perspectives to SLL: Sociolinguistics or the study of language in use. Sociolinguists are interested in explaining why we speak differently in different social contexts. It focuses upon;

1) Variability in SL use – Refers to the fact that SLLs produce different versions of a construction
Factors affecting variability

- Internal factors – includes, universal developmental constraints and First language transfer

- External factors – includes, variation in context, variation based on gender

2) SL socialization - language and culture are not separable. They are acquired together, each supporting the development of the other.

3) Communities of practice – how SLL occurs during speech events or refers to the people who come together for mutual goal.

Q. Define activity theory Activity

Activity theory comprises a series of proposals for the social context within which individual learning takes place. Activity is defined in terms of sociocultural settings in which collaborative interaction, inter-subjectivity, and assisted performance occur. It contains a subject, an object, actions, and operations. Actions are always goal-directed; different actions or strategies may be taken to achieve the same goal. Operational level of activity is the way an action is carried out and depends on the conditions under which actions are executed.

Four Macro-options of Focus on form by Ellis (1998)

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1. Processing instruction - pedagogical intervention takes place at the input stage when learners are actively engaged in comprehension
Less Explicit Processing Instruction Options
Input flood Input enhancement Involvement of comprehension-based activities

2. Explicit instruction - pedagogical intervention affects learners' L2 knowledge by deliberately directing them to attend to form. It can be delivered in two modes;

Direct explicit instruction – Deduction - grammatical explanation is directly communicated either orally or in writing

Indirect explicit instruction – Induction - learners discover grammatical rules by themselves through conscious-raising tasks

3. Production practice - pedagogical interventions take place at output stage through tasks that include language production. It aims at noticing through; Specifically designed tasks Communicatively oriented tasks

4. Negative feedback - provides information to the learner as to what is not grammatically possible in the target language. Its techniques include; Recasts (implicit negative feedback) in which learners don't feel totally rejected
Metalinguistic clues (explicit negative feedback) in which learners may feel totally rejected
Conscious-raising tasks - These tasks develop awareness at the level of 'understanding' rather than at the level of 'noticing.'

Q. What Pavlenko's analysis of autobiographical narratives reveal in SLA (3)

Pavlenko's (1998) analysis of autobiographical narratives revealed that many female SL users accepted second language English as the language that gives them enough freedom to be the kind of women they would like to be, because of the positive association between American English and feminist discourses. Norton (2000) shows that learners' motivation to succeed in SLL and the amount of effort they are willing to 'invest' are closely related to the social identities they were aiming to construct over time.

Q. Izumi input enhancement.

A comparative study by Izumi (2002) of the effects of input enhancement vs. output activities failed to show any advantage for the former instructional mode. The other type of input enhancement, which is delivered orally through exact repetition, may

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be more effective. In contrast to these input modes, research carried out in nineties on form-focused output has been of descriptive nature. It proved validity of dictogloss as a task that promotes attention to form as a result of the students' collaboration. Text reconstruction seemed to be a more effective procedure to get learner to focus more often on the targeted features.

Q. Wigfield and Eccles motivation.

According to Eccles (1984) and Wigfield (1994), motivation is based on how much students expect to succeed at a task; and how much they value that success. Eccles proposed four dimensions: attainment value, intrinsic value, extrinsic utility value, and cost attainment value

Q. 4-biggs model

Biggs' model exploits the probable connection between intrinsic motivation and deep strategies and treats motivation in parallel with strategies. Biggs (1992) categorizes learning strategies differently, that is, by grouping learning approaches by the purpose of learning. This model and instrument address both motivation and learning strategies:

- A) Surface (to get a task done with little personal investment)
- B) Achieving (to succeed in competition and get good marks)
- C) Deep (to make personal investment in the task through associations and elaboration)

Q. Oxford strategies Oxford (1990)

identified six major groups of L2 learning strategies:

1. Cognitive strategies (reasoning, note-taking, synthesizing)
2. Metacognitive strategies (identifying one's own preferences and needs, planning, monitoring mistakes and evaluating task success)
3. Memory-related strategies (acronyms, sound similarities, images, key words)
4. Compensatory strategies (guessing from context, circumlocution, gestures, and pause words)

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5. Affective strategies (identifying one's mood and anxiety level, talking about feelings, rewarding oneself etc.) Social strategies (asking questions, asking for clarifications, asking for help, talking with native-speakers, exploring culture and social norms)

Q. Variables that effects SLA:

There are numerous variables that affect the duration to acquire a second language and the approaches and methods effective in teaching the student. Such as: social and cultural factors, previous educational background, age, oral literacy skills in primary/home language, parental attitudes, and experiences etc. SLL is a complicated process that takes time. Teachers must know how children learn a second language; intuitive assumptions are often mistaken and children can be harmed if teachers have unrealistic expectations of the process of L2 learning and its relationship to the acquisition of other academic skills and knowledge.

Role of L1 in language awareness=3marks

L1 facilitates self-regulation functions. It maintains the vital dialect relationship between speech and thought. One of the ways of inducing salience is that the learners are encouraged to analyze and over generalize on the basis of L1 knowledge which is later used to serve as negative evidence to draw learner's attention to the differences between both languages. It enables them to appropriate their current assumptions about L2 by noticing the gap between their current and target knowledge. In communicative language teaching, as the sole focus is on meaning processing, learners often fail to 'notice' the difference in form, leading to fossilization of errors.

Q. Attribution theory

According to attribution theory, expectancy is tied to attribution about one's success. Some learners believe that their language learning success is attributable to their own actions or abilities. Others believe that their success depends on other people or on fate.

Q. Scaffolding 5 functions

The process of supportive dialogue that prompts them through successive steps of a problem is known as 'scaffolding'. The domain where learning can most productively take place is named as the 'Zone of Proximal Development'. This is a

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domain where learner is not yet capable of independent functioning but can achieve the desired outcome through relevant scaffolding.

Scaffolding has following functions:

Recruiting interest in the task

Simplifying the task

Maintaining pursuit of the goal

Marking critical features and discrepancies between what has been produced and the ideal solution

Controlling frustration during problem solving

Demonstrating an idealized version of the act to be performed

Q. Role play as useful in teaching culture

The role of L1 in L2 learning has been a subject of much research and debate. Shifting paradigms in the debate are discussed in this paper, and teachers and educators are invited to rethink and restructure second language teaching toward more facilitative account of the role of L1. It points out the institutional policy of completely excluding learners' home or first language from SL classrooms in the context of elite private schools and universities in Pakistan. This policy is driven by the assumption that maximum L2 input will force learners to eventually think in L2 and that the habit of using L1 interferes and delays L2 learning. The evidence informs that Pakistani elite schools frequently punish, fine, or humiliate students for speaking Urdu or a home language in English classrooms. Despite much emerging evidence of the positive role of L1, its role is condemned in L2 classrooms. This practice not only infests the learners' identities with a sense of shame but also excludes a majority of students from meaningful learning.

Q. Learning strategies beneficial in learning

1. Cognitive strategies (reasoning, note-taking, synthesizing)
2. Metacognitive strategies (identifying one's own preferences and needs, planning, monitoring mistakes and evaluating task success)
3. Memory-related strategies (acronyms, sound similarities, images, key words)

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4. Compensatory strategies (guessing from context, circumlocution, gestures, and pause words)
5. Affective strategies (identifying one's mood and anxiety level, talking about feelings, rewarding oneself etc.)
6. Social strategies (asking questions, asking for clarifications, asking for help, talking with native-speakers, exploring culture and social norms)

Q. Micro genetic development of ZPD:

Aljaafreh and Lantolf (1994) conducted a study to examine SL development during scaffolded teacher-student talk. Researchers looked for increased accuracy over time, evidence of students' developing capacity to self-correct and reducing dependency on other-regulation by the tutor. The researchers argued that the reduced need for other-regulation constituted evidence for microgenetic development within the learner's ZPD.

Q. Y important to add buffer in speech.gv example og Asians go in UK:

The normally developing child is well buffered against variation in the input. Buffering implies either small amount of social support or any of several different environmental events (Snow, 1994). Researchers agree that multi-dimensional models of acquisition are necessary, and the way forward in clarifying how input and interaction may be facilitating language acquisition lies at present in close.

Q. scaffolding in socio cultural theory:

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech.

Q, Dialogic process:

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Scaffolding is a dialogic process that assists learners to move from 'other regulation' to 'selfregulation.' It is a process of supportive dialogue that directs the learners through successive steps of a problem and enables them to achieve higher linguistic performance that was originally beyond them. Language mediates scaffolding of the learner within Zone of Proximal development (ZPD). First language (L1) assists to establish ZPD of the learner and ensures scaffolding by affording dialogic opportunities for 'expansion of established knowledge.' This concept is strikingly different from Krashen's (1982) input concept that perceives learner receiving input as a passive listening body

Q. difference bt scaffolding and ZPD:

The concept of ZPD and scaffolding are social practices of assistance that shape, construct, and influence learning in which learner actively participates. In this, the value of L1 cannot be underestimated as it mediates mutual problem-solving and interaction.

Q. vygotsky view about ZPD:

Vygotsky believed that language is one of the most important psychological tools that effects children's cognitive development. Firstly, language is an essential factor for communication (social speech). Next, children begin to use egocentric or private speech to control their own thinking. Furthermore, understanding of cognitive perceptual processes enables the learners to analyze the mental processes involved in learning process. Vygotsky has been the key figure who supported Constructivism and introduced his famous theory of Zone of Proximal Development (ZPD) which explained the distance between learners' existing developmental state and their potential development.

Q. Which capabilities do mature learner and unskilled learner possess as described in socio-cultural theory

Socio-cultural perspective sees early language learning as a process of meaning-making with other members of a given culture as well as other users of target second language. The radically different

view challenges the compartmentalization of social and psychological aspects of language learning. The concept of microgenesis of new language forms disputes the distinctions between surface performance and underlying competence. The concept

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of Zone of Proximal Development links processes of instruction, organized learning, and 'naturalistic' acquisition. It assumes that knowledge is constructed through collaborative activity and then appropriated by the learners, seen as active agents in their own development.

Q. Why cultural perspectives and objectives be the part of lesson planning.

Cultural information should be presented non-judgmentally without placing value or judgement on distinction between students' native culture and the culture explored in the classroom.

Kramsch (1993) describes the 'third culture' of the language classroom – a neutral space that learners can create and use to explore and reflect on their own and target culture and language. Teachers must allow students to observe and explore cultural interactions from their own perspective to enable them to find their own voices in the SL speech community. Cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching content.

Q. Social identity in psychological links

The concept of social identity has been borrowed in SLL studies from social psychology. Social identity is the sense of 'belonging' to a particular social group, whether defined by ethnicity, by language, or any other means. This concept has been criticized for being too static and too focused on the individual. Norton's (2000) longitudinal study explored changes in social identity over time, particularly, their struggle to achieve the right to speak in SL settings. The study presented different examples, such as a young worker Eva's transformation from an unskilled immigrant with no right to speak to multicultural citizen possessing the power to impose reception.

Effective Strategies for teaching Culture

1.Literature 2. Film 3.Use of authentic materials (websites, newspapers)4.Proverbs (discussion of common proverbs)5.Role play (they can act out miscommunications based on cultural differences) 6.Culture capsules (presenting objects like, jewelry, and art originated from the target culture)7. Students as cultural resources (exchange students and immigrant students who speak target language at home can be invited

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as expert resources)8. Ethnographic studies (carrying out interviews with native speakers, having discussion activities etc.)

Q. What do you know about Cognitive perspectives, Connectionist model, Functionalist Traditions:

From a cognitive perspective, main developments have been the application of information processing models to grammar learning domains. The connectionist models radically challenge traditional thinking in grammar learning. The functionalist tradition added substantially to our understanding of the course of SL development. Variationist studies suggest that much second language variability can be accounted for by evolving links between form and function.

Q. Research L1 in SLA:

The role of L1 in L2 classrooms confounds L2 teachers and thus remains in debate among researchers and educationists. The paper challenges the assumptions of official dismissal of L1 from L2 classrooms. It has analyzed the issue from dual theoretical perspectives: the sociocultural theory and language awareness pedagogical theory. It argues that L1 can be positively utilized to play a significant role in L2 learning; though, the use must be pre-planned; its effective role is acknowledged by the sociocultural and LA theorists. It is said to be related to affective, cognitive, social, power, and performance domains. Therefore, more informed institutional policy making is recommended to develop greater acceptance of L1 in L2 classrooms. The issue must be discussed at length in teacher education programmes. A more positive role of L1 should be advocated to allow teacher to move beyond mere methodological and procedural knowledge. Teachers also need to identify with the struggle and strengths of their learners for meaningful relationships and enhanced L2 learning outcomes.

Q. RECAST importance in Inter-language Development:

Studies have shown that recasts contribute to the learners' inter-language development as measured by the performance tests. Recasts were considered more beneficial than models on form. Recasts can also be beneficial on forms of low perceptual salience and little communicative value. The superiority of recasts was confirmed by many researchers.

Q. Motivational Strategies in SLL classrooms.

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The term learning styles is commonly reserved for preferred forms of brain activity associated with information acquisition and processing. Researchers and practitioners use learning style research with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning. The terms learning style, cognitive style, personality type, sensory preference and modality etc. are often used loosely and interchangeably. Cognitive-style research initially addressed phenomena as perceptual speed and flexibility; later, researchers focused on processing styles from the point of view of 'ego psychology.'

How deep processing is different from surface processing?

Deep processing is an active process of making associations with material that is already familiar, examining interrelationships, elaborating stimulus, connecting the new material with personal experience, and considering alternative interpretations. While surface processing is completion of the task with minimum conceptual effort that results in much less information retained in memory because there is no emotional or cognitive investment in it. Biggs' model exploits the probable connection between intrinsic motivation and deep strategies and treats motivation in parallel with strategies. Ehrman indicates that students may not have a choice for using deep strategies due to weak educational background, lack of aptitude for learning, inexperience, or inflexible learning style. Some other important treatments of language learning strategies are to be found in Cohen (1998) and Wenden & Rubin (1987).

Q. Identify the criticism done by teacher regarding SLA research from the following:

Those critical of the role of mainstream SLA research reject the view of teaching as mainly propositional knowledge, as a set of behaviours that can be prescribed by researchers. Instead they view teaching as intuitive knowledge that takes form of theories or as a craft where the context guides the teachers' moment-to-moment decisions. Because of these views, basic SLA research has been criticized for paying little attention to the social context of L2 acquisition.

Q. 'Age' is the internal factors that affect the learning speed of learners during second language acquisition process. Describe the brief.

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Some students learn a new language more quickly and easily than others. The factors influencing their success are categorized as internal and external. It is their complex interplay that determines their learning speed and facility. The internal factors include age, personality, motivation (intrinsic), experiences, cognition, and L2's similarity to their native language. The external factors include curriculum, instruction, culture and status, motivation (extrinsic), and access to native speakers. Moreover, there are individual differences in language learning as they are reflected in learning styles, strategies, and affective variables.

Q.What are Productive Skills?

Productive Activities are designed for the development of the productive skills. Speaking and writing are known as productive skills as they produce language. Writing is the most important productive activity for L2 learners to express themselves for developing relevant texts according to the target situation requirements. The learners need to follow the following steps for writing

proficiency:

- Formulating mental concepts, that are to be expressed centrally, requires content knowledge.
- Recognizing what content will be relevant for intended readers, and what will be shared versus new information, requires context knowledge.
- Constructing text within socially defined conventions of expression (including selecting linguistic forms and organization patterns that are appropriate for the topic, purpose, and audience) also requires other aspects of knowledge of culture.

Q. five point that Buret and Dulay presented in their study of 1974 regarding “Contrastive Analysis”(5)

Dulay and Burt presented a study in 1974 in which they:

1. Challenged the very assumptions of CA.
2. Marginalized the role of L1 in L2 learning.
3. Presented the concept of ‘creative construction of language’.
4. Emphasized that notion of ‘interference’ was built on the negative transfer of L1.

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5. Argued that CA led to ‘unlearning the habit of L1’ – not the aim of L2 learning.

Q. Do you agree that bilingual medium oriented strategies may be not only allowed but actively encouraged to ensure real communicative competence? Elaborate your views.(5)

It has been observed that the learners have a very strong association with their native culture even after spending decades in another country. Ignoring this cultural bond can only add problems for L2 learners. Thus, bilingual medium oriented strategies must be not only allowed but actively encouraged to ensure real communicative competence. Inter-relationship between L1 and L2 lies at a much deeper level than surface or even near-surface categories. The role of L1 as prior knowledge is well founded in the light of human information processing, perceptual mechanism, and memory. Learners must not be deprived of the opportunity to use their language. Instead, they should be encouraged to exploit the richness of bilingualism by developing connections, comparisons and contrasts in formal functions of languages, cultural association, and crosslinguistic reference for knowledge building.

Q. Define approximate system in L2 learning.(3)

Approximative system is a system of L2 that is near the target language. It is almost like the target language but not exactly like the target language.

Q. The nature of primary elements that promote learning in sociocultural Theory: (3)

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech

Q. Informal names of BICS and Calp (3)

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Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) for the sake of simplicity. BICS are often referred to as conversational English, the surface language that native speakers use in informal talk. Although there are individual differences, research shows that SL learners frequently develop native-like conversational skills within two years. BICS are often referred to as conversational English, the surface language that native speakers use in informal talk.

CALP is referred to as academic English, the proficiency to read, write, and learn at an appropriate grade level.

Q. Teaching and learning in Japan:

The methods of teaching and learning are both affected by culture. When we look at Japanese culture, we find that watching, imitating, memorizing, and other receptive methods are well represented in their teaching and learning of Japanese. Good communication is the keystone of all teaching-learning situations. We will examine Japanese teaching-learning interface using Hofstede's cultural dimensions theory as a framework. These dimensions are: identity, hierarchy, truth, and virtue.

Identity: There is definite shift in Japanese values toward the western values, but these changes are traceable on consciousness level; very few of these manifest on behavior level. Like, students confess to a strong preference for individualism above collectivism, but in real-life situations they often behave according to the collectivistic behavior patterns. Students do not volunteer in answering question in class. Not because they do not have knowledge, but because no one takes the odium to be singled out from the group. This preference of cooperation and group achievement leads toward less competitiveness and behavior and attitude, and less assertiveness in their communication than their scores suggest in surveys. In Western settings, the main function of communication is information presentation and information exchange. While in Japanese communication, this function is only of secondary importance. The primary function is to maintain good relationships. Therefore, Japanese sacrifice individual preferences or convenience, keep back opinions, and control their communicative behavior to meld into the group.

Truth: The Japanese students avoid risks and show little value for personal choice or freedom of thought. They would rather be quiet than risk thinking differently. If

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they are unsure of how to do something, they would either refuse to do it or they would follow the crowd as carefully as possible.

Hierarchy: In the Japanese culture, the words and statements of authority (hence of teachers) are not doubted or criticized. Their truth-value is taken for granted and also treated so. Their interaction is less mutual; students are not active and dynamic players of communication.

Q. Negative feedback as recasts:

The negative feedback provides information to the learner as to what is not grammatically possible in the target language. It occurs on the spot in an unplanned way and plays no role in task designing. Its techniques include recasts (implicit negative feedback) and metalinguistic clues (explicit negative feedback). Recasts are viewed as a more attractive option due to its implicit nature.

Q. Socio-cultural theory Features:

Socio-cultural theory is relatively newcomer to the field. Its distinctive features are:

1. It rejects conventional separation between social and psychological aspects of cognition and development.
2. It also rejects the classic view of language as a formal abstract system that is distinct from language use.
3. Learning is seen as a social and inter-mental activity taking place in the ZPD which precedes individual development.

Q. CALP:

There are different aspects of second language proficiency. Canadian researcher Jim Cummins (1981) formally defined the two aspects as Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) for the sake of simplicity. CALP is referred to as academic English, the proficiency to read, write, and learn at an appropriate grade level. This aspect of proficiency is much more critical to students' academic success and takes about five to seven years to develop. Educators sometimes mistakenly assume that student with fluent conversational English no longer require language instruction. It is difficult to know how long the academic language process will take for an individual student. There are numerous variables that affect the duration to acquire a second language

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and the approaches and methods effective in teaching the student. Such as: social and cultural factors, previous educational background, age, oral literacy skills in primary/home language, parental attitudes, and experiences etc.

Q. Krashen made fundamental distinction between learning and acquisition.

According to Krashen, learning system has only one function, i.e., as a monitor or editor. It comes into play only to 'make changes in the form of our utterance.' Acquisition initiates the utterances and is responsible for fluency, thus, monitor is thought to alter the output of the acquired system. This hypothesis is criticized because the monitor doesn't operate all the time as pressures and demands of conversing in real time often doesn't allow it. Moreover, it is impossible to test the claims empirically.

Q. What does CLT stand for? Write at least three characteristics of it.

Communicative language teaching (CLT) emerged when teachers were skeptical about the role of grammar in foreign language instruction and felt disillusioned with the results of audio-lingual teaching. Scholars like Widdowson and Candlin advocated for a view of language as a communication system with focus on language in use. According to Krashen (1985), SL acquisition requires comprehensible input and motivation. Krashen made fundamental distinction between learning and acquisition. He mentioned that the teachers in his environment took it for granted that pointing out students' errors was not good nor was it recommended to focus on one single grammatical point at a time. These ideas fostered the adoption by some of the strong versions of CLT. According to which, communicative activities are an integral part of instruction where students' attention is focused on the meaning of the message to the exclusion of any focus on the code.

How deep processing is different from surface processing?

Deep processing is an active process of making associations with material that is already familiar, examining interrelationships, elaborating stimulus, connecting the new material with personal experience, and considering alternative interpretations. While surface processing is completion of the task with minimum conceptual effort that results in much less information retained in memory because there is no emotional or cognitive investment in it. Biggs' model exploits the probable connection between intrinsic motivation and deep strategies and treats motivation in

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parallel with strategies. Ehrman indicates that students may not have a choice for using deep strategies due to weak educational background, lack of aptitude for learning, inexperience, or inflexible learning style. Some other important treatments of language learning strategies are to be found in Cohen (1998) and Wenden & Rubin (1987).

Q. Identify the criticism done by teacher regarding SLA research from the following:

Those critical of the role of mainstream SLA research reject the view of teaching as mainly propositional knowledge, as a set of behaviours that can be prescribed by researchers. Instead they view teaching as intuitive knowledge that takes form of theories or as a craft where the context guides the teachers' moment-to-moment decisions. Because of these views, basic SLA research has been criticized for paying little attention to the social context of L2 acquisition.

Q. Ethnographers study about second language:

Second language ethnographers believed that learning is a collaborative affair and language knowledge is socially constructed through interaction. They have paid less attention than sociocultural theorists to the linguistic detail of expert or novice interaction or to 'microgenesis' of new language forms in learner's SL repertoire. On the other hand, current ethnographies of SL communication and language socialization offer rich evidence of the influence of learning context and learner's evolving style of engagement with it. SL ethnographers take a more rounded view of the learner as a social being; thus, dimensions as gender and ethnicity are seen as significant for language learning success.

Q. What is the second language

A person's second language or l2, is a language that is not the native language (first language L1.) of the speaker, but is learned later (usually as foreign language,) but it can be another language used in the speaker's home country.

For Example:

There are two official language of Canada (English and French) and some people use both.

Two pedagogical proposals by SLA research

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1) Communicative language teaching

2) Focus on form

Q. Three processes of language input.

1. Linguistic data is actually processed from the input.

2. It is held in working memory for further processing.

3. Input processing theory does not offer a complete model of successful processing input.

4. It offers a set of principles.

5. It explains the apparent failures of learners to process the input.

Explicit Declarative knowledge 5 mrks

Explicit Declarative knowledge is assumed to foster development of implicit procedural knowledge through intake facilitation. DeKeyser (1998) takes a different position about the role of explicit knowledge. He advocates for explicit grammar instruction followed by first form-focused exercises to develop declarative knowledge, then by open-ended activities to foster automatization. In this way, practice may gradually bridge the gap between explicit knowledge and its use.

Q. Interlanguage=3 marks

It is not essential that all language L2 learners speak like natives. The language (L2) that the L2 learners speak while learning L2 is known as 'Inter-language.' It is not the target language but a language in its own right. Selinker (1972) described L1 'transfer' as the first of five processes at work in learners' interlanguage.

Q. Researchers views against L1 use in L2 Classroom 250 words

Selinker (1972) described L1 'transfer' as the first of five processes at work in learners' interlanguage. Corder (1981) suggested that L1 basic grammar is the starting point of this continuum and L1 transfer is a learner strategy for formulating hypothesis about L2, not resulting from the negative transfer but from borrowing. It reformulated the concept of transfer as 'intercession.' Research focus was shifted to when and how of transfer rather than if. It was suggested that certain similarities may lead to negative transfer; these similarities can also lead to fossilization and

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'retardation' of L2 development. Corder suggests that borrowing from L1 would be positive in case of close similarities between both languages and would lead to errors if only moderately similar. Jackson (1987) asserts that interference occurs in proportion to the contrast between the two languages. According to Kellerman (1983), the complexity of transfer depends upon the interaction of learner's perception of distance from L1 and the degree of markedness in L1. Zobl (1982) emphasizes that L1 can accelerate or inhibit the developmental sequence of L2 learning but cannot alter it. Mainly the role of L1 transfer is regarded as facilitative in terms of universal grammar. It is also suggested that L2 learners can only approach L2 through the parameters set for their L1. Corder finds it 'predominantly heuristic' and facilitative in the 'process of discovery' upon which the learning and elaboration of SL must proceed. Many methodologists endorse 'systematic' use of L1 in L2 classrooms, urging a 'paradigm shift' in L2 classrooms. It is argued that many teachers intuitively make use of L1 to ensure comprehension and meaningful involvement. There is a need to legitimize judicious use of L1 in L2 classrooms so that teachers can get rid of the guilt and conflict they feel with its use. Cook (2001) suggests that teachers should use L1 in view of four factors: 'efficiency,' 'learning,' 'naturalness,' and 'relevance.'

Q. Arguments against L1 in classroom 5

The use of L1 in L2 classrooms has been appraised as too complex for learners, requiring them to operate in two different ways. It has been argued that frequent resource to L1 would lead to slower L2 learning because of the habit of translation. However, stopping the flow of L1 information and thoughts is not possible, hence it is best to utilize it rather than ignore it. It is argued that focus on form and consciousness-raising could lead to cognitive development and better L2 performance. It has been observed that the learners have a very strong association with their native culture even after spending decades in another country. Ignoring this cultural bond can only add problems for L2 learners. Thus, bilingual medium oriented strategies must be not only allowed but actively encouraged to ensure real communicative competence. Interrelationship between L1 and L2 lies at a much deeper level than surface or even near-surface categories. The role of L1 as prior knowledge is well founded in the light of human information processing, perceptual mechanism, and memory. Learners must not be deprived of the opportunity to use their language. Instead, they should be encouraged to exploit the richness of

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bilingualism by developing connections, comparisons and contrasts in formal functions of languages, cultural association, and cross-linguistic reference for knowledge building.

Q. Idiosyncratic dialect 3

The language (L2) that the learners use while learning the second language can be identified as idiosyncratic dialect. It is not the target language; it is simply another language. According to Corder, the learner's language is unique and the grammar of this language is particular to that individual. Eg language of poems or language of an infant learning his mother tongue.

1.Task-naturalness: Target structure can be expected to arise naturally and frequently in performing the task, even though it may not be necessary for completion. The task that you have designed at the production stage or the task that you have designed for your learners so that they use along that you want to be focused on almost arises or emerges naturally so that means that the task is such that the use of the language is almost automatic and it is embedded in the kind of task that is being given to the learners. For instance if somebody is making a request the language that is used for requests is embedded in the task if somebody is showing gratitude to someone else then the language that expresses gratitude is embedded within the task although the language that the learners use for that specific language that you have chosen for focus on form that can be avoided yet it's very naturally there

2.Task-usefulness: Targeted feature is not essential for completing task but it is very useful.

3.Task-essentialness: Learners are required to use the essential feature to complete the task successfully.

iQ. Mthys = 3marks Some common misconceptions and myths about children and SL

learning are:

1. Children learn SL quickly and easily as their brains are more flexible. Current research challenges it. Learning SL is as difficult for a child as it is for an adult or even more difficult since children do not have access to memory techniques and other strategies.

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2.The younger the child, the more skilled he is in acquiring an L2. Research does not support this conclusion in school settings.

3.The more time spent in SL context, the quicker they learn the language. Research indicates that increased exposure does not necessarily speed the SL acquisition. Children in bilingual classes acquired SL skills equivalent to those acquired by children who have been in English-only programs.

4.Children have acquired an L2 once they can speak it. For school-aged children, proficiency in face-to-face communication does not imply proficiency in the more complex academic language.

5.All children learn an L2 in the same way. This assumption underlies a great deal of practice. Teachers must be aware of cultural differences. They need to plan varied instructional activities that consider children's diversity of experience, as children are likely to be more responsive to a teacher who affirms the values of the home culture.

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