



ENG522

Mid-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Q. AILA stands for

The International Association of Applied Linguistics

Q. Two Aspects of syllabus design

1. **Content Selection and Sequencing:** This aspect involves determining what material will be included in the syllabus and the order in which it will be presented. Content selection is guided by the course objectives, ensuring that the material is relevant and appropriate for the learners' level. Sequencing is about organizing the content logically and progressively, building on prior knowledge and gradually increasing in complexity. This systematic approach helps facilitate effective learning and retention of information.
2. **Needs Analysis:** This involves assessing the needs of the learners to ensure the syllabus meets their specific requirements and learning goals. It includes identifying the learners' current knowledge level, learning preferences, and the skills they need to acquire. Needs analysis helps tailor the syllabus to address gaps in knowledge, align with learners' interests, and meet external requirements such as industry standards or academic prerequisites. This learner-centered approach ensures that the syllabus is relevant, engaging, and beneficial to the students.

Q. Two rules of Traditional grammar

1. **Subject-Verb Agreement:** This rule states that the verb must agree in number (singular or plural) with its subject. For example, in the sentence "The cat (singular subject) runs (singular verb) fast," the singular verb "runs" agrees with the singular subject "cat." Conversely, in "The cats (plural subject) run (plural verb) fast," the plural verb "run" agrees with the plural subject "cats."
2. **Proper Use of Tenses:** Traditional grammar requires the correct use of verb tenses to indicate the time of action or state of being. This includes maintaining consistency within a sentence or related sentences. For instance, in the sentence "She was studying when he called," the past continuous tense "was studying" is used to show an ongoing action in the past, and the simple past tense "called" is used to show an action that occurred at a specific time in the past. Proper tense use ensures clarity and temporal coherence in communication.

Q. Two kinds of achievements test

- Final achievement test
- Progress achievement test

Q. Telegraphic stage

A child stays at the telegraphic stage for about half a year followed by a time when they constantly acquire more complex grammar into their speech along with a remarkable growth of vocabulary.

This happens when a child's utterances become longer and more complex, usually around the time they reach two years of age. It is called the telegraphic stage because children will not yet have acquired bound morphemes in their speech, making their utterances resemble telegrams.

The child's abilities at syntactic order are remarkably good at the telegraphic stage.

Q. 1978 researchers name (IDK what it means exactly)

Naiman, Fröhlich, Stern & Todesc

Q. Grammar translation method

Methods and approaches may differ in their theoretical background, their focus and goals, views on teacher and learner roles, typical techniques and forms of interaction, attitude to errors and use of mother tongue, role of instructional materials, etc. Each of them has its own strengths, weaknesses, opportunities and threats (SWOT).

Q. Validity test

Validity is also an important term related to tests and it is defined as the extent to which the instrument measures what it purports to measure. For example, in a test that is used to test students' listening ability, grammar should not be scored to preserve validity.

Q. Types of Validity

- Content validity
- Face validity

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- Criterion-related validity(or predictive validity) construct validity
- Factorial validity
- Concurrent validity

Q. Chomsky

According to Chomsky, language and human cognition develop at the same time. Language is innate; its characteristics are universal among humankind. This phenomenon is same like child's normal development, in spite of a skill learned by some and not by others, such as operating a computer or riding a horse.

Q. Two benefits of situational context

1. It provides for concrete contexts within which to learn notions, functions, and structures, thus making it easier for most learners to envisage.
2. It may motivate learners to see that they are learning to meet their most pressing everyday communication needs.

Q. What you expect from child to develop big rule during initial stages of Grammar acquisition. Define big rule of Grammar acquisition?

In order to figure that out the experimenter had to learn whether children learn a 'big rule' or a 'little rule' at each stage. If a child knows the 'big rule', he or she knows that the subject precedes the verb and that the object follows the verb. If, however, the child has only learnt the 'little rule', they make a rule out of the action verb.

Q. Strengths and weakness define karni thi direct method ki given points mai sai

In the Direct method, there is a:

1. Wide use of authentic materials.
2. Presenting language items in dialogues rather than in isolation.
3. Introducing natural order of skills presentation: listening, speaking, reading, and writing.
4. Both speech and listening comprehensions are taught.
5. Correct pronunciation and grammar are emphasized.
6. Students are taught from inception to ask questions as well as to answer them.

As far as Weaknesses of the method are concerned, they include:

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1. Underestimated role of reading and writing.
2. Counterproductive prohibition of using mother tongue.
3. Overestimated role of mechanical drilling where meaning is often irrelevant.
4. Lack of flexibility.

Q. What is second language learning and acquisition?

Second language learning and acquisition refer to the processes by which individuals learn a language other than their native one. Learning typically occurs in structured, formal environments like classrooms, emphasizing explicit instruction in grammar, vocabulary, and pronunciation, with a focus on conscious effort and regular assessment. Acquisition, in contrast, happens more naturally and implicitly, often through immersion in environments where the language is used daily, prioritizing communication and intuitive understanding over formal rules. While learning involves deliberate study and practice, acquisition mirrors how children learn their first language, emphasizing fluency and natural use. Many language programs blend both methods to enhance overall proficiency.

Q. Write two rules of traditional grammar.

- **Emphasis on Grammar Rules and Syntax:** The Grammar-Translation Method involves the explicit teaching of grammatical rules and the syntax of the target language. Students are taught to analyze and translate sentences and texts from their native language to the target language and vice versa. This involves a thorough understanding of grammar rules, verb conjugations, sentence structure, and parts of speech.
- **Vocabulary Memorization:** Vocabulary is typically taught through direct memorization of word lists. Students are expected to learn extensive vocabulary lists and their translations. This vocabulary is then used in translation exercises to reinforce both the meanings of the words and their correct grammatical usage within sentences.

Q. What are the stages of error analysis. Mention name only.

- Collection of data
- Identification of errors
- Description of errors
- Explanation of errors

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- Evaluation of errors

Q. Write two examples of phrases a child utters during telegraphic stage.

- Mom, water
- MAMA, go
- I good boy
- What her name?

Q. What do you know about the early attempt to describe a language in a systematic way.

The earliest known attempts to describe a language in a systematic way originated in ancient northwestern India, where the desire for a faithful transmission of the sacred scriptures known as the Vedas brought about the need to describe Sanskrit. The best known member of that grammatical tradition, commonly dated 5th century BCE, is Pāṇini—arguably the first descriptive linguist. Similar grammatical traditions were later established in other civilizations and gave birth to the first grammars of Greek, Latin, Tamil, Chinese, Hebrew, and Arabic. Due to the dominance of Latin in medieval Europe, most modern languages had to wait until the Renaissance to be described for the first time— for example, Spanish in 1492, French in 1532, and English in 1586—whether in the form of grammars or lexicons. At the same time, the languages spoken in the newly discovered Americas also became objects of description—often as a result of missionaries’ religious agendas. Nahuatl, the language of the Aztecs, had its first grammar written in 1547 and Quechua, the language of the Inca Empire, in 1560.

Q. how do critical applied linguistics deal with?

Critical applied linguistics deals with critical social studies. In so doing it does not only study the problem plainly just for the sake of studying. But through description, expression, explanation and interpretation of the problems, it works on how to establish harmonious life among individuals, groups, societies and the nations. Thus, the preferred future for all was the main concern and dream of critical applied linguistics. The subject believes that humans are created equally irrespective of nothing else, and life is too short so that everyone needs to entertain life equally, peacefully, richly, abundantly and harmoniously

Q. Write two approaches of error?

There are two main approaches to study learner’s errors.

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- Contrastive approach
- Error analysis

Q. Direct method?

By the end of the 19th century, the GTM as a method had failed to meet the requirements of time and society and the reaction to the failure was the creation of the Direct Method, which more stressed the ability to use rather than to analyze language as the goal of language instruction.

Q. Second language learning acquisition? Define

Second language acquisition and learning is defined as learning and acquisition of a language once the mother tongue or first language acquisition is established.

Q. Weakness of GTM lies?

- Grammar–translation classes are usually conducted in the students' native language.
- Grammar rules are learned deductively.
- Students learn grammar rules by rote.
- Then practice the rules by doing grammar drills and translating sentences to and from the target language.
- More attention is paid to the form of the sentences being translated than to their content.

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