



ENG505

Mid-Term

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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Compilation

1. Constructivism Theory (Short & Long):

- **Short:** Learners construct knowledge through experience.
- **Long:** It emphasizes learner-centered instruction where knowledge is actively built via interaction with environment and experiences. Key figures: **Piaget, Vygotsky, Bruner, Dewey.**

2. Socio-Cultural Theory (Vygotsky)

Learning is both social and individual. Emphasizes **Zone of Proximal Development (ZPD)**, where learners develop with the help of more knowledgeable others.

3. Krashen's Monitor Model – 5 Hypotheses:

1. **Acquisition-Learning**
2. **Natural Order**
3. **Monitor**
4. **Input**
5. **Affective Filter**

Types of monitor users: Over-user, under-user, optimal-user.

4. BLC Theory (Basic Language Cognition)

Proposed by **Hulstijn (2015)**. BLC is what all native speakers have in common (phonology, morphology, lexicon). HLC refers to extended cognitive-linguistic use.

5. Community of Language (Situated Learning & Language Socialization)

Language is acquired through social interaction in **communities of practice** (Lave & Wenger).

6. Mediation Theory (Osgood)

Stimulus → Internal Response → Internal Stimulus → Outward Response. Connects behaviorism and cognition.

7. CUP Model (Cummins)

Common Underlying Proficiency: A single cognitive system supports multiple languages in bilinguals.

8. Processability Theory (Pienemann)

Language structures are acquired in a predictable sequence because of the learner's cognitive processing capacity.

9. Encoding & Perception

Part of **Information Processing Theory:**

- **Encoding:** transforming input into memory.
- **Perception:** organizing/interpreting sensory information.

10. Core and Periphery (Cognitive Linguistics)

- **Core:** Central, abstract concepts.
- **Periphery:** Context-dependent, real-world applications.

11. Affective Filter Hypothesis (Krashen)

Learners with low anxiety, high motivation, and confidence acquire language better. A high filter blocks input.

12. Operant Conditioning (Skinner)

Behavior is shaped through **positive/negative reinforcement** and punishment.

13. Positive & Negative Reinforcement (Examples):

- **Positive:** Teacher says "well done" → student repeats behavior.
- **Negative:** Removing homework for good class behavior.

14. Negative Evidence

Evidence that a learner's utterance is incorrect. Helps guide correct language use, e.g., teacher corrections.

15. Indirect Strategies (Oxford, 1990):

- **Metacognitive**
- **Affective**
- **Social.**

16. Implicit & Explicit Learning (Dörnyei)

- **Implicit:** unconscious, automatic.
- **Explicit:** conscious rule-based learning.

17. Awareness (Definition)

Conscious noticing of language input – crucial for learning (Schmidt's Noticing Hypothesis).

18. Memory (Atkinson-Shiffrin Model)

- **Sensory Memory**
- **Short-term Memory**
- **Long-term Memory.**

19. McLaughlin's Twin Theory

- **Automaticity:** fluency via practice
- **Restructuring:** reorganization of knowledge into more complex forms.

20. Needs Analysis

Identifies learners' needs for curriculum and teaching methods, especially in ESP.

21. 21st Century vs. Traditional Classrooms

21st century: student-centered, tech-integrated, critical thinking

Traditional: lecture-based, teacher-centered.

22. Subtractive Bilingualism

When learning L2 causes loss of L1 proficiency.

23. Language Input (Corder)

- Input = all language the learner is exposed to
- **Intake** = language that is actually processed and learned.

24. Awareness of Language

Metalinguistic awareness – the ability to think about and reflect on language.

25. Cognitive Ability

Includes attention, memory, reasoning, and learning. Affects language learning speed and success.

26. Five Principles of Cognitivism:

1. Mental processing
2. Meaningful learning
3. Encoding & retrieval
4. Use of schemata
5. Learner as active processor.

27. Three Key Concepts of Cognition:

1. Schema
2. Information Processing
3. Encoding.

28. Nature vs. Nurture (3 Points):

- **Nature:** Language is innate (Chomsky)
- **Nurture:** Learned via environment (Skinner)
- Interactionist views combine both.

29. Social Psychology (3 Marks)

Studies how attitudes, motivation, identity, and group dynamics influence language learning.

30. Micro Social Factors

Immediate social context: classroom interaction, peer group, teacher attitude.

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31. Attribution Theory (Weiner)

Explains how learners interpret success/failure: ability, effort, task difficulty, luck.

32. Communicative Competence (Cummins)

- **Grammatical**
- **Sociolinguistic**
- **Discourse**
- **Strategic.**

33. Three Aspects of Competence:

1. **Linguistic**
2. **Pragmatic**
3. **Strategic.**

34. Instrumental vs. Integrative Motivation:

- **Instrumental:** Learn for job, exam.
- **Integrative:** Learn to join the target culture.

35. Academic Competence

Ability to use language effectively in academic settings (reading, writing, comprehension).

36. Schumann's 4 Cultural Acquisition Model Steps:

1. Euphoria
2. Culture shock
3. Cultural stress
4. Gradual & full recovery.

37. Ethnography Theory

Studies cultural practices and language in context; helps understand L2 acquisition in real-world settings.

38. Needs vs. Wants

- **Needs:** Essential for achieving learning goals
- **Wants:** Learner preferences.

39. Learning Styles (Dunn & Dunn, Reid)

- Visual
- Auditory
- Kinesthetic
- Reflective vs. Impulsive.

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40. CAT – Computer Adaptive Testing

A test that adjusts difficulty based on responses, used for L2 proficiency assessment.

41. Three Types of Social Theories

1. Socio-cultural theory
2. Acculturation theory
3. Social identity theory.

42. Generativists

Chomsky: Language is generated from innate grammatical rules (Universal Grammar).

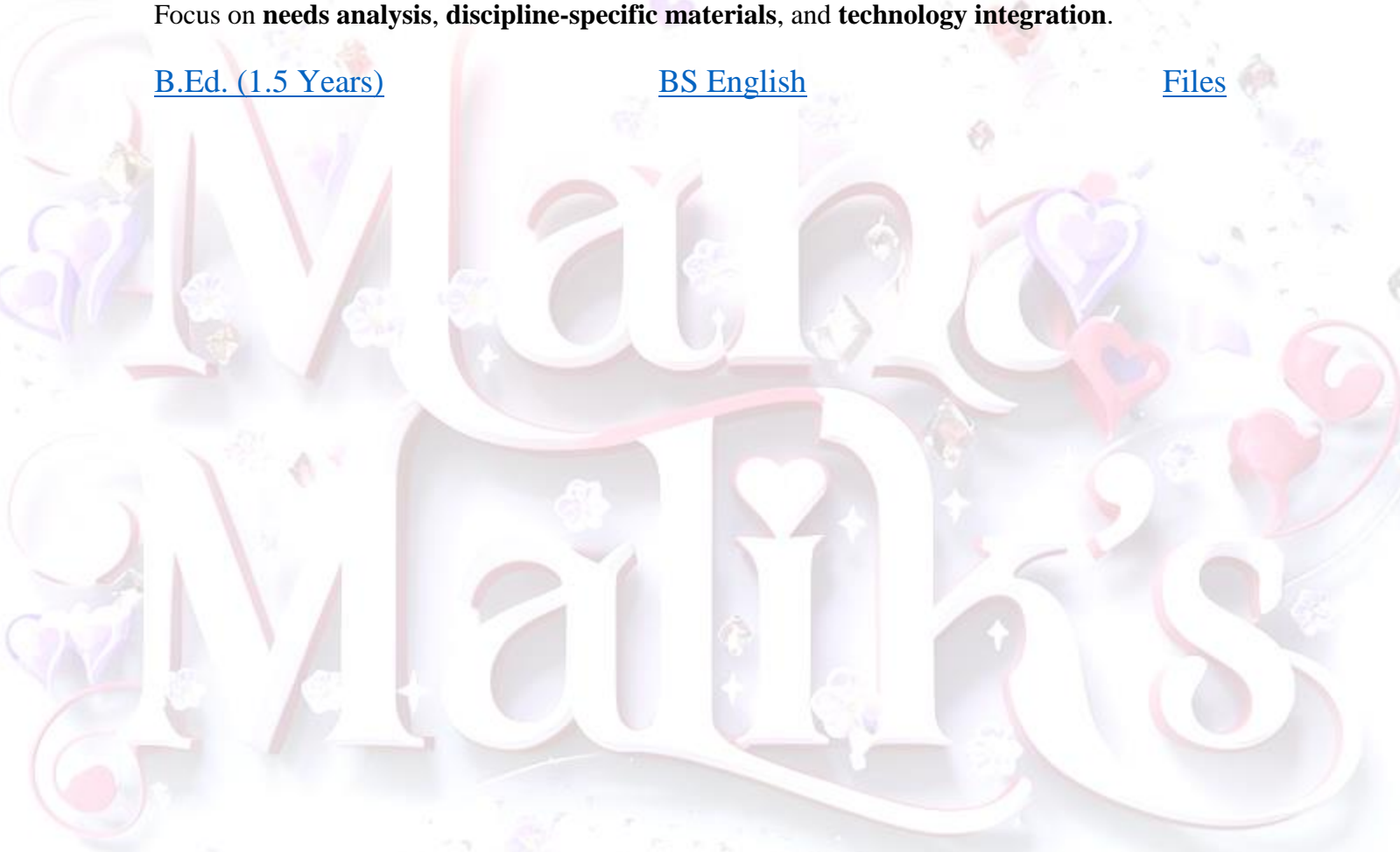
43. Emerging Trend in ESP

Focus on **needs analysis**, **discipline-specific materials**, and **technology integration**.

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