



ENG505 Most Important questions for Midterm 2024 By Vu360

SHORT QUESTIONS (2 &3 MARKS)

- ❖ Generalization
- ❖ Learning Styles
- ❖ Different Theories (Like Processing, Variation, Attribution, Processability)
- ❖ Information Language, Accommodation, Constructivist Theory)
- ❖ Different types of Hypothesis (Like Threshold)
- ❖ Communication Language Strategies
- ❖ CPH
- ❖ Stereotypes
- ❖ Empathy
- ❖ Affective Strategies (Definition)
- ❖ Memory (Complete)
- ❖ CALP
- ❖ Intelligence
- ❖ Different Types of Learning
- ❖ Motivation (Complete)
- ❖ Competence (Complete)
- ❖ Monitor Model
- ❖ Basic Interpersonal Communication Skills (BICS)
- ❖ Strategies (Complete)
- ❖ Self Esteem
- ❖ 4MAT System
- ❖ Long's Interaction Hypothesis



LONG QUESTIONS (5 MARKS)

- ❖ Traditional Teaching Methods
- ❖ Piaget Stages Of Intellectual Development
- ❖ Different Theories (Like Processing, Variation, Attribution, Processability
- ❖ Information Language, Accommodation, Constructivist, CREED Theory)
- ❖ Modern Teaching Methods
- ❖ Trends in ESP
- ❖ Acquisition Learning Hypothesis
- ❖ Need Analysis (Complete)
- ❖ Proficiency Models (Like CUP and SUP)
- ❖ Factors in SLA
- ❖ Generalizations From SLA Research
- ❖ Linguistic Consideration
- ❖ Types of processes (Controlled vs. Automatic) also Mclaughlin concept
- ❖ Culture Acquisition



Here are the answers From Vu360:

1. Generalization

Generalization refers to the ability to apply learned language rules and structures to new situations. It involves recognizing patterns and relationships between language elements. Generalization is essential for effective language use and communication.

2. Learning Styles

Learning styles refer to the individual approaches and preferences learners use to acquire language. Visual, auditory, and kinesthetic learning styles are common examples. Understanding learning styles helps tailor instruction to meet learners' needs.

3. Different Theories

Various theories explain language acquisition and development, such as Processing Theory, Variation Theory, Attribution Theory, and Processability Theory. These theories offer insights into how learners process and use language. Understanding different theories informs language teaching and learning.

4. Information Language

Information language refers to the language used to convey meaning and content. It involves the use of vocabulary, grammar, and discourse structures to communicate information. Effective information language use is crucial for academic and professional settings.

5. Accommodation

Accommodation refers to the process of adjusting language use to meet the needs of the listener or context. It involves using appropriate language varieties, vocabulary, and grammar to facilitate communication. Accommodation is essential for effective communication.

6. Constructivist Theory

Constructivist Theory posits that learners construct their own knowledge and understanding through experience and social interaction. It emphasizes the role of active learning and discovery in language acquisition. Constructivist Theory informs language teaching and learning approaches.

7. Threshold Hypothesis

The Threshold Hypothesis proposes that learners must reach a certain level of language proficiency before they can access more complex language structures and vocabulary. It suggests that learners progress through stages of language development.

8. Communication Language Strategies

Communication language strategies refer to the techniques and approaches learners use to convey meaning and negotiate communication. These strategies include using gestures,



paraphrasing, and clarifying. Effective communication language strategies facilitate language use and communication.

9. CPH

CPH (Cognitive, Phonological, and Lexical) refers to the cognitive, sound, and vocabulary aspects of language. Understanding CPH is essential for language teaching and learning.

10. Stereotypes

Stereotypes refer to oversimplified and inaccurate beliefs about language groups or cultures. Stereotypes can hinder effective communication and language learning. Awareness of stereotypes is crucial for language teaching and learning.

11. Empathy

Empathy refers to the ability to understand and share the feelings of others. Empathy is essential for effective communication and language use, as it helps learners connect with others and navigate social situations.

12. Affective Strategies

Affective strategies refer to the techniques and approaches learners use to manage their emotions and attitudes towards language learning. These strategies include setting goals, self-motivation, and seeking support. Effective affective strategies promote language learning and engagement.

13. Memory

Memory refers to the cognitive process of storing and retrieving language information. Memory plays a crucial role in language acquisition and use, as learners need to remember vocabulary, grammar, and language structures.

14. CALP

Cognitive Academic Language Proficiency (CALP) refers to the ability to use language for academic purposes. CALP involves complex cognitive skills such as critical thinking, problem-solving, and analytical reasoning. CALP is essential for success in academic settings.

15. Intelligence

Intelligence refers to the ability to learn, understand, and apply language knowledge. Intelligence is a complex trait that involves multiple cognitive abilities. Understanding intelligence informs language teaching and learning approaches.

16. Different Types of Learning

Different types of learning include visual, auditory, kinesthetic, and experiential learning. Understanding individual learning preferences and styles is essential for effective language teaching and learning.

17. Motivation

Motivation refers to the driving force that initiates and sustains language learning. Intrinsic



and extrinsic motivation are two types of motivation that influence language learning. Understanding motivation is crucial for language teaching and learning.

18. Competence

Competence refers to the ability to use language effectively and appropriately in social contexts. Competence involves linguistic, sociolinguistic, and pragmatic knowledge. Developing competence is essential for language learners.

19. Monitor Model

The Monitor Model proposes that learners use a monitoring system to correct and refine their language output. The model involves the use of internal and external feedback to improve language accuracy and fluency.

20. Basic Interpersonal Communication Skills (BICS)

BICS refer to the language skills necessary for everyday communication, such as greetings, introductions, and basic conversation. BICS are essential for social interaction and language use.

21. Strategies

Strategies refer to the techniques and approaches learners use to manage language learning and communication. Effective strategies promote language development and use.

22. Self Esteem

Self-esteem refers to the learner's sense of self-worth and confidence in language learning. Positive self-esteem promotes language learning and engagement.

23. 4MAT System

The 4MAT System is a learning approach that involves four stages: Why, What, How,

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