

## **Eng505 Finals Compilation**

### **Objectives:**

1. Behavior is never random and reflectives of one's distinctive mental capacity? **(Caral Jung)**
2. McDonough broadent the scope of teachers training in \_\_\_\_\_ by redefining the term. **(ESP)**
3. The psychometric view equates intelligence with \_\_\_\_\_. **(Mental capacity)**
4. Kolb's model is based on a..... -stage learning cycle. **(Four)**
5. The emphasis on teachers training in ESP emerged in..... by J. R. Ewer. **(1970)**
6. CALP model primarily deal with? **(Academic situations)**
7. according to Schmidt, learning requires? **(noicing)**
8. Steenburgen distinguishes..... Types of intelligence. **(Three)**
9. The individual initial state of readiness and capacity for learning a foreign language is called....? **(foreign language aptitude)**
10. The process of putting yourself into someone else shoes is called....? **(empathy)**
11. The second language learner as a social being inculcates the values of..... In the learning process. **(culture)**
12. Which of the following theories proposes observable behavior as a core factor that influence learning. (Not sure)
13. Humman cognition devolops..... Throughout the first sixteen years of life. **(two)**
14. Learning strategie are special thoughts or behaviors that learner use to..... Retain and use the information. **(comprehend)**
15. Which of the following learning styles is included in neuro linguist program NLP. (not sure)
16. Which of the following trait is not tru for learning style. **(musing info)**
17. Theory CAT was developed by..... In 1971 **(Howard Giles)**

### **Subjective:**

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#### **Q- Language input according to Corder?**

Corder emphasized that language input needs to be differentiated for intake. According to him, input deals with utilization of existing rules, whereas, intake is a part of input and results from the comprehension of intake. Two factors 'Availability' and 'Accessibility' determine the input. For comprehensible output, the input has been observed to be comprehensible too. The language users use correct forms of utterances for successful transmission of the intended meaning; 'sometimes, under some conditions, output facilitates second language learning in ways that are different from, those of input' (Swain and Lapkin, 1995, p. 371). For the development of frequency, processing is the key factor that has the ability to match the outcome with the intended meaning.

#### **Q- Direct and indirect strategies?**

A language learning strategy system was developed by Rebecca Oxford which consists of Direct and Indirect strategies.

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**Direct strategies** involve use of language; these are sub-divided into memory (mnemonics), cognitive and compensation strategies.

**Indirect strategies** do not directly involve using the language, but support language learning (Ehrman & Oxford, 1990). These are further divided into metacognitive, affective, and social strategies (Lee 2010).

### **Q- Learning styles?**

The learning styles have been classified as:

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**Sensory Preferences:** Visual (seeing), Auditory (hearing), Kinesthetic (moving), Tactile (touching)

**Personality Types:** Extrovert/Introvert, Intuitive-random/Sensing-sequential, Thinking/Feeling, Judging/Perceiving

**Degree of Generality:** Holistic/Analytic, Field dependent/Field independent

**Strategies (Oxford 1990):** Cognitive, Metacognitive, Memory based, Compensatory, Affective, and Social strategies

### **Q- Motivation?**

Motivation has been defined as ‘a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity’ (Hall, 2011).

Another definition by Loewen & Reinders (2011, p. 119) is that ‘it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process’

### **Q- McLaughlin concept?**

McLaughlin (1990) introduced the distinction between controlled processing and automatic processing. He claimed that SLA has no adequate theory that could explain the mental states or operation that can be determined as ‘conscious’ or ‘unconscious.’ He did not discard SLA’s claim of unconsciousness and proposed that distinction should be between the controlled and automation processing instead of conscious and unconscious dichotomy.

Controlled processing requires attention, and attention has a limited capacity; automatic processing does not require attention, and takes up little or no processing capacity. McLaughlin uses the twin concepts of Automaticity and Restructuring to describe the cognitive processes involved in SLA.

### **Define integrative motivation and instrumental motivation?**

Instrumental motivation refers to the one that drives human beings to reaching goals and objectives. Integrative motivation is the one that employees feel when they want to be part of the company and thrive with it

#### **Instrumental motivation:**

task or goal-oriented, this type of motivation mainly focuses on expanding, reaching and growing

Always looks ahead and outside those whose motivation is mainly instrumental will set and pursue goals and objectives more than anything else.

routine will be their number one enemy, destroying their drive and desire

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the perfect driving force when looking to expand, grow or disseminate o A must in entrepreneurs and visionaries. No company can grow without it.

### **Integrative motivation:**

- o the motivation of permanence and stability
- Always looks inside
- those whose motivation is mainly integrative will strengthen the company's values and philosophy and will seek every opportunity to create greater internal cohesion and team spirit. risk will be their number one enemy, paralyzing them the perfect force when stabilizing a new company or in situations of crisis Basic in departments seeking to consolidate the company: human resources, accounting, and so on.

### **Q- Memory and long term memory?**

Memory is the process by which we encode, store, and retrieve information.

Long-term memory is our brain's system for storing, managing, and retrieving information.

Working memory is the short-term memory wherein the information is kept in mind for a short-time before either dismissing it or transferring it to long-term memory. Transfer occurrence refers to application of knowledge from one language to another.

### **Q- Some emerging trends in ESP?**

Some of the emerging trends in ESP are:

Teaching and learning is to create such a learning environment where students' knowledge construction can be facilitated. Such an environment is one in which students are challenged without being frustrated, and in which they are focused on intentional learning to fulfill a set of learning goals (Jonassen et al., 2003).

ESP digital learning environment that is 'learner-centered, knowledge-centered, community centered and assessment-centered' (Bransford et al., 2000).

Blended Learning (BL) and attitudes of ESP students towards it. Tafazoli (2012) argues that technology-based course is best regarded as a student motivator.

Replacing traditional ESP classroom with flipped classroom.

Authentic material for situated learning.

Training for 'skills gap analysis' – assess the current state and formulate a desired state

### **Q- Difference between CUP and SUP?**

(CUP) model was introduced by Cummins and Swain (1986) as common underlying proficiency model. According to Cummins and Swain, people who are learning second language follows a framework of language structures and

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functions driven from a person's knowledge of one language to help him or her learn the second or additional language known as CUP.

The CUP model is represented with the 'dual iceberg metaphor' and is the basis of the hypothesis called the

'Linguistic Interdependence Hypothesis' according to which the first language has a relationship with other languages which is different from the surface but interdependent internally. The relationship is based on Separate Underlying Proficiency (SUP) vs. Common Underlying Proficiency (CUP).

'Additive bilingualism' and 'subtractive bilingualism' were also proposed by the model for determining the proficiency.

### **Q- Types of competence?**

**Academic Competence:** is the ability to demonstrate the language knowledge which the learner acquires for some subjects and use it as medium for developing research. It focuses on the acquisition of specific vocabulary for reading and writing purposes. According to Diperna and Elliot Model, the academic

competence consists of 'the skills, attitudes, and behaviors of learners who contribute to success in the classrooms.' (p. 294).

To develop the academic competence, the learners must have the academic self- efficacy which is the learners' belief that they can accomplish any academic task successfully. Academic outcome expectations and academic efficacy expectations are the two general elements of academic self-efficacy.

### **Q: Interpersonal Competence**

It refers to the learners' ability to use the appropriate L2 vocabulary, primarily in the face-to-face interaction with other speakers. The learner must be equipped to adjust his/her interaction according to other people's responses.

### **Q- Attribution theory?**

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**Attribution Theory** introduced by Weiner (1980, 1992) is based on the notion that learners' motivation is subject to the pleasant outcome of being able to feel good about themselves; whereas, self-efficacy emphasizes learner's self-perception of his/her ability to perform well.

According to attribution theory, three sets of characteristics explain success and failure:

Internal and external causes

Stable and unstable causes

Controllable or uncontrollable causes

### **Q- Three factors under constructivist theory?**

The following factors are vital for bridging language learning research and language education:

**1. Needs analysis:** Needs Analysis calls for 'situations where the student has some specific reasons to learn a language' (Harmer, 1983, p. 1).

**2. Determining methodologies include**

Grammar Translation

Direct Method

Audio-Lingual Method

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Situational Language Learning  
 Suggestopedia  
 The Silent Way  
 Total Physical Response  
 Community Language Learning  
 Communicative Language Teaching  
 Task Based Learning

### **3. Evaluation includes:**

Placement assessment  
 Observation of learning  
 Short-term achievement assessment  
 Diagnostic achievement assessment  
 Proficiency assessment     [Download More Files from VUAnswer.com](http://VUAnswer.com)

### **Q- Knowledge for practice teaching learning?**

For effective teaching practices, it is imperative to make research accessible to teachers. It contributes to the professional development of teachers and equips them with the updated methodologies.

### **Q- Define affective strategies?**

The Affective domain is primarily concerned with the emotional state of a person. It can be best understood in the words of Oxford (1990, p. 140), 'the affective side of the learner is probably one of the most important influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning.'

Oxford (1990) further divided affective strategies as follows:

making positive statements

taking risks wisely

rewarding oneself

Metacognitive, Affective, and Social strategies are the major groups of strategies dealing with affective factors.

### **Q- How stereotypes are harmful for language learning?**

Stereotyping is the cognitive component in the perceptions of group members, the positive or negative beliefs that we hold about the characteristics of social group; whereas,

### **Q- Information processing theory?**

The **information processing theories** approach to the study of [cognitive development](#) evolved out of the American experimental tradition in [psychology](#). Developmental psychologists who adopt the information-processing perspective account for mental development in terms of maturational changes in basic

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components of a child's mind. The theory is based on the idea that humans process the information they receive, rather than merely responding to stimuli. This perspective equates the mind to a computer, which is responsible for analyzing information from the environment. According to the standard information-processing model for mental development, the mind's machinery includes attention mechanisms for bringing information in, [working memory](#) for actively manipulating information, and [long-term memory](#) for passively holding information so that it can be used in the future.<sup>[1]</sup> This theory addresses how as children grow, their brains likewise mature, leading to advances in their ability to process and respond to the information they received through their senses. The theory emphasizes a continuous pattern of development, in contrast with Cognitive Developmental theorists such as Jean Piaget that thought development occurred in stages at a time.

### **Factors for Understanding Linguistics Consideration**

Bilingualism

Interference between L1 and L2

Interference in adults

Order of acquisition

### **Q- Difference between controlled process and automatic process?**

McLaughlin (1990) introduced the distinction between controlled processing and automatic processing. He claimed that SLA has no adequate theory that could explain the mental states or operation that can be determined as 'conscious' or 'unconscious.' He did not discard SLA's claim of unconsciousness and proposed that distinction should be between the controlled and automation processing instead of conscious and unconscious dichotomy. [Download More Files from VUAnswer.com](#)

Controlled processing requires attention, and attention has a limited capacity; automatic processing does not require attention, and takes up little or no processing capacity. McLaughlin uses the twin concepts of Automaticity and Restructuring to describe the cognitive processes involved in SLA.

### **Q- Define intelligence?**

Individual differences among learners vary based on the intelligence which has been defined by Moaafian (2008, cited in Hernandez et al., 2010) as a very general mental capability that among other things, involves the ability to reason, plan, solve problems, comprehend complex ideas, learn quickly, and learn from experience. Researchers believe that individuals demonstrate different results even after being exposed to the same learning procedures which is due to the differences of intelligence.

### **Q- Characteristics of need analysis according to Dudley and St john?**

Dudley-Evans and St. John proposed the following as key characteristics for needs analysis:

Professional information about the learners

Personal information about the learners

English language information about the learners

The learners' lacks: the gap between (C) and (A) – lacks.

Language learning information

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Professional communication information about (A)

What is wanted from the course?

Information about the environment in which the course will be run

### **Q- Types of learning?**

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Some of the major types of learning include:

Learning is known as an act of acquiring or modifying new knowledge.

Learning is seen as a process whereby new knowledge is built based on the previous knowledge.

Declarative Knowledge

Procedural knowledge

Other more general types include:

Formal learning

Technology-based learning

Monolingual/mono-cultural context learning

Multilingual/multicultural context learning

Practical/functional learning

Personalized learning

### **Q- Language anxiety and difference between language anxiety and individual learning?**

#### **Language Anxiety**

Spielberger (1983, p. 1) defined anxiety as ‘the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.’ It causes demotivation and often results into a failure of a task. More uneasy a learner feels about certain task, more are the chances of failure. Language anxiety specifically deals with a learner’s feelings of fear and apprehension once being exposed to the target language. Empathy and extroversion are the personality traits that affect the second language acquisition process. Empathy refers to people’s willingness and ability to identify with others. It helps in developing an accommodating behavior and overcoming language anxiety. The feeling of alienation that a learner experiences while being exposed to the target language, is often removed with the sense of empathy.

### **Q- Accommodation theory?**

The Accommodation Theory, also known as Communication Accommodation Theory (CAT), was developed by Howard Giles in 1971. It argues that people adjust their communication according to others’ responses. The theory has two elements, namely, **divergence** which highlights group identity and **convergence** which occurs when there is a strong need for social acceptance.

### **Q- Types of communicative competence?**

Socio-culture competence

Discourse competence

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Interactional competence

Linguistics competence

Formulaic competence

Strategic competence

### **Q: Action research by Coley? (its not by Coley..so plz check it out)**

Ans- For effective teaching practices, it is imperative to make research accessible to teachers. It contributes to the professional development of teachers and equips them with the updated methodologies.

#### **Ten Generalizations from SLA Research (Lightbown, 1985)**

1. Adults and adolescents can 'acquire' a second language.  
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2. The learner creates a systematic inter-language which is often characterized by the same systematic errors as committed by the native child, learning the same language as the first language, as well as others which appear to be based on the learner's own native language.
3. There are predictable sequences in L2 acquisition that certain structures have to be acquired before others can be integrated.
4. Practice does not make the learner perfect.
5. Knowing a language rule does not mean one will be able to use it in communicative interaction.
6. Isolated explicit error correction is usually ineffective in changing language behavior.
7. For most adult learners, acquisition stops . . . before the learner has achieved native-like mastery of the target language.
8. One cannot achieve native-like or near native-like command on a second language in one hour a day.
9. The learner's task is enormous, because language is enormously complex.
10. A learner's ability to understand language in a meaningful context exceeds his/her ability to comprehend decontextualized language and to produce language of comparable complexity and accuracy.

### **Q. BICS?**

Ans-According to Cummins, Basic Interpersonal Communication Skills (BICS) are considered to be not very demanding as they are the language skills needed in social situations. Being engaged in day-to-day language process, these skills require social interaction which is usually context driven. According to Baker (2006), 'BICS is said to occur when there are contextual supports and props for language delivery. Face-to-face 'context embedded' situations provide, for example, non-verbal support to secure understanding. Actions with eyes and hands, instant feedback, cues, and clues support verbal language.'

Some of the examples of BICS are:

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Observing speakers' non-verbal behavior (gestures, facial expressions and eye actions)  
Observing others' reactions

Using voice cues such as phrasing, intonations, and stress

Observing pictures, concrete objects, and other contextual cues

BICS are primarily concerned with conversational fluency (Basic Interpersonal Communicative Skills) in the second language; whereas, CALP relates to the use of language in decontextualized academic situations (Cognitive Academic Language Proficiency).

### **Q- Linguistic consideration?**

'Linguistic Consideration' deals with the linguistic and cognitive processes of second language learning in children which are believed to be similar to first language processes. It is believed that the first language affects the processes positively by providing facilitation. Adults have the more solid foundation, achieved from the first language learning, which makes them cognitively secure. the first language learning, which makes them cognitively secure.

### **Q-What are social strategies?**

Ans- oxford (1990) suggests three sets of social strategies.

**ask questions** for clarification or verification and for correction.

**cooperate with others** which cover cooperation with peers and cooperating with proficient users of the new language.

**empathize with others** which includes developing cultural understanding and becoming aware of others thoughts and feelings.

### **Q-what is intrinsic motivated behavior?**

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Essentially, the behavior itself is its own reward.

### **Q- what is applied linguistic?**

The term 'Applied Linguistics' has been defined by many researchers, some of them are:

**Grabe** (2002, p. 10) defines applied linguistics as 'a practice-driven discipline that addresses language-based problems in real-world contexts.' **Schmitt and Celce-Murcia** (2002): applied linguistics is using what we know about language, how it is learned, and how it is used, in order to achieve some purpose or solve some problem in the real world. **Nunan** (2005, p. 226-227) contribution in determining the nature of the term rests on the concept of enquiry: product and process.

### **Q- what is CPH?**

Critical Period Hypothesis (CPH) was a model that was primarily concerned with LI. Lateralization of the brain was thought to be a key to learning languages. It explains the maturity of brain and how the language functions are controlled in the left hemisphere.

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### **Q- Define term Generalization?**

Generalization is the process of identifying the parts of a whole, as belonging to the whole. It is based on the notion that our statements and beliefs about a group of people, although factual, might not be true of every single person of that group.

**Generalization** is a purposeful contrast to explore whether an observed pattern can occur while certain aspects vary.

### **Q- Differentiate five points of traditional teaching method and 21<sup>st</sup> century teaching methods.?**

Traditional methods of teaching that are still being adhered to in the schools:

Teacher-centric classrooms

Teachers in the mode of knowledge dispensers rather than facilitators

Chalk and talk methods

Regimented classrooms

Lack of collaboration and group learning

More emphasis on examinations and results rather than understanding of concepts

Improper alignment between objectives, activities and assessments

#### **Modern methods in use in education**

Technology-driven classrooms

Inquiry-based learning

Emphasis on understanding of concepts

Emphasis on skill building, life skills and values

Smart interactive boards

BYOD – Bring your own device

Collaborative learning

Differential learning

Activity-based learning and learning labs

Problem-based learning

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### **Q-Define learning environment?**

Learning Environment refers to the diverse physical locations, contexts, and cultures in which students learn. The learning environment takes into account all the physical conditions including classroom, text books, as well as cultural norms. It also equips teachers to organize educational settings to facilitate learning. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning.

### **Q-Monitor model?**

Krashen's Monitor Hypothesis claims that the conscious language-learning monitors the output. According to the hypothesis, learning acts as an editor or monitor in the process of language production by applying the rules consciously and minimizing the errors.

Monitor hypothesis is also divided into three types of ways to use it.

- Monitor over-users
- Monitor under-users
- The optimal monitor users

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Conditions to apply to the monitor hypothesis:

- Time
- Focus on form
- Knowledge of rule

According to affective filter hypothesis, a 'filter' can affect how well we acquire comprehensible input. 'Filter' can be:

- Motivation
- Attitude
- Self-confidence
- Anxiety

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### **Acquisition-Learning Hypothesis**

The origin of this hypothesis is completely flawed and science has disproved the basis, but if examined from a different aspect, can be beneficial to instruction.

Krashen saw *acquisition* as **subconscious learning** that was facilitated by something Chomsky had proposed in universal grammar (UG Theory) called the language acquisition device (LAD). The LAD was a feature in the brain that helped people learn languages, but Chomsky would have to later admit that there was no such thing.

If acquisition was subconscious, then the *learning* part of the hypothesis was what actually happens in the classroom. Since the educator is making the students consciously aware of the information, this was considered learning which is not as affective as acquisition.

Although there is no LAD as Krashen had considered when penning this hypothesis, many researchers do note there can be a difference between subconscious learning (acquisition) and conscious learning (learning).

### **Q- Variation theory?**

Answer: -The Variation Theory was introduced by Marton with emphasis on four patterns of variation: **Contrast** seeks to distinguish different and unlike things, **Separation** is the awareness of critical features and/or dimensions of variation, **Generalization** is a purposeful contrast to explore whether an observed pattern can occur while certain aspects vary, and **Fusion** integrates critical features or dimensions of variation into a whole under simultaneous co-variation.

### **Q-Processability theory?**

Ans- 'Processability Theory' was proposed by Manfred Pienemann, and it refers to the grammatical development of learners' interlanguage. The theory has been explained as 'cognitively founded (hence applicable to any language), formal and explicit (hence empirically testable), and extended, having not only formulated and tested hypotheses about morphology, syntax and discourse-pragmatics, but having also paved the way for further developments at the interface between grammar and the lexicon and other important modules in SLA.'

The core characteristic of processability theory is that in the process of second language acquisition, learners can produce and comprehend those L2 forms which their L1 process can manage. It refers to two formal models, describing and interfacing: (a) language generation, and (b) linguistic knowledge.

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Pienemann (2012) considered the following factors in their explanation of the processability theory:

Second language development progresses according to universal stages.

Variability of interlanguage is limited and regular.

Transfer from the first language is limited by the ability to process a certain structure.

Differences in tasks are limited by the language processing hierarchy.

Acquisition of both the first and the second language is limited by the language processing hierarchy.

Bilingual language development can be universally compared for different languages using the language processing hierarchy described in the PT.

### **Q-Piaget stages?**

Ans-Jean Piaget proposed following stages of 'Intellectual Development':

Sensorimotor Stage \*birth to 2 years of age +

Preoperational stage \*2 to 7 years of age+

Operational stage \*7 to 16 years of age+

Concrete operational stage \*7 to 11 years of age+

Formal operational stage [11to 16 years of age]

### **Q- What are social factors of SLA?**

Ans-**Microsocial Factors**

The Microsocial factors are primarily concerned with language acquisition process in the immediate social contexts which includes: language production, interpretation, and interaction. The factors affect the level of formality, relationship of participants, and the nature of interaction as the immediate microsocial contexts refer to the social elements in the immediate contexts. The frameworks of 'Accommodation Theory' and 'Variation Theory' serve as the basis of the microsocial factors.

**Macrosocial Factors**

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The Macrosocial factors are concerned with the broader and fundamental structures within a society, such as economic or political systems, social and cultural institutions, demographic (especially ethnic) groupings, etc. Macrosocial factors draw primarily on the frameworks of the 'Ethnography of Communication' and 'Social Psychology' for analyzing social contexts' effects on SLA.

### **Q- Demonstration of cognitive strategies?**

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Practicing  
 Reviewing and sending messages  
 Analyzing and reasoning  
 Creating structure for input and output

### **Q: Describe Long's interaction Hypothesis:**

Long's (1981) Interaction Hypothesis refers to the participation in conversation with native speaker. The process may include modification of interaction and plays important role in second language acquisition. Long (1981) defines, 'Input refers to the linguistic forms used; whereas, interaction means the functions served by those forms, such as expansion, repetition, and clarification' (p. 259). Ellis (1991) explains the states, IH propagates, as follows:

Comprehensible input

Modifications to the interactional structure

Long's Interaction Hypothesis was analyzed by a number of researchers. The leading among them were Pica and Ellis. Pica (1987) empirically investigated the hypothesis and Ellis (1991) summarized it as:

Comprehensible input is necessary for second language acquisition.

Modifications to the interactional structure of conversations help to make input comprehensible to a second language learner.

### **Need analysis**

**Needs analysis:** Needs Analysis calls for 'situations where the student has some specific reasons to learn a language' (Harmer, 1983, p. 1).

Needs analysis helps us as a teacher to identify the student's perspective professional needs in terms of language skills and the students' deficiencies in the area of language skills. Only after analyzing the students need and determining the objectives of the language course, we can select the material that can reach the needs of the students. Thus need analysis is the foundation, on which we can develop curriculum content.

### **Q. Interview with Dr. Priya**

The interview broadly covered the issues related to the usefulness of English language learning strategies preferred in Pakistani context. The interviewee discussed learning differences of Pakistani learners and relevant strategies to address these differences. The factors related to learner's motivation and demotivation also came under discussion and the interviewee explained the parameters of teachers training in this regard. The role of language teachers in the current scenario, and the challenges that teachers face today to maximize the learning potential also came under discussion.

### **Q. Differences between self-esteem and affective factors**

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**Self-esteem** has been defined by Beane, Lipka & Richard (1986, p. 6) as ‘the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part (...).’ Oxford (1990, p. 141) states ‘it (self-esteem) is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one’s own environment.’

### **Affective Factors:**

The Affective domain is primarily concerned with the emotional state of a person. It can be best understood in the words of Oxford (1990, p. 140), ‘the affective side of the learner is probably one of the most important influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning.’

### **Q. Internal factors**

The internal factors of the hypothesis are: Age, Personality, Motivation (intrinsic), Experience, Cognition, and Native Language.

### **Q. Define awareness**

Awareness, according to Tomlin and Villa (1994, p. 193), is ‘a particular state of mind in which an individual has undergone a specific subjective experience of some cognitive content or external stimulus.’

In connection to the concept of awareness, Schmidt (1990) proposed noticing hypothesis, ‘the necessary and sufficient condition for the conversion of input into intake.’

### **Q. Types of learners**

1. **Activists:** Activists prefer to learn by doing; ‘give anything a try’.
2. **Reflectors:** Reflectors stand back and observe; ‘look before they leap’.
3. **Theorists:** Theorists like to adapt and integrate; emphasis the framework and its implementation.
4. **Pragmatists:** Pragmatists look for the practical implications of any new ideas or theories before making a judgment.

### **Q. Foreign language aptitude**

Foreign language aptitude is considered as the individual’s initial state of readiness and capacity for learning a foreign language’ (Carroll, 1981, p. 86). He introduced the following four major components of language aptitude:

- Phonetic coding ability
- Grammatical sensitivity
- Rote learning ability for foreign language materials
- Inductive language learning ability

### **Q. Learning preference**

The Felder-Silverman model proposes that students have preferences in terms of the way they receive and process information. The model presents the following four dimensions that are indicative of learning preferences:

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Active and Reflective Learners: Some people learn best by doing. Others prefer to think things through instead. These differences distinguish between active and reflective learners.

Sensing and Intuitive Learners: Some courses require significant memorization of facts. Others focus on theoretical or conceptual ideas.

Visual or Verbal Learners: Visual learners tend to prefer images, graphs etc. while verbal learners are more inclined towards written or spoken words.

Sequential or Global Learners: Sequential learners prefer learning linearly with logical steps; whereas, global learners prefer a holistic approach.

### **Q. Direct strategies type.**

A language learning strategy system was developed by Rebecca Oxford which consists of Direct and Indirect strategies.

**Direct strategies** involve use of language; these are sub-divided into memory (mnemonics), cognitive and compensation strategies.

### **Q. Input learning**

Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input then taken in and internalized by the learner so it can be applied.

**Input Learning** : process of learning things from resources, teachers or other people and keeping them in our brain. (Listening, Reading)

### **Q. Indirect strategies**

Indirect strategies do not directly involve using the language, but support language learning (Ehrman & Oxford, 1990). These are further divided into metacognitive, affective, and social strategies (Lee 2010).

Oxford (1990) explained 'Indirect Strategies' as a support and management system for language learning without directly involving the target language. Communicative competence is the key contribution of indirect strategies because the activities are designed and implemented to provide learning with real-life situation for developing communication competence. The indirect strategies consist of metacognitive strategies that help learners to regulate their cognition and to focus, plan, and evaluate their progress; affective strategies that develop self-confidence; social strategies that increase interaction and empathy in communication.

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### **Q. Levelt model**

For language generation, Processability Theory relies on Levelt's Model (1989) which refers to language processing in real time and within human psychological constraints, such as word access and human memory.

The process how to follow from Conceptualization to Formulation to Articulation and to Self monitoring. So these are different stages that a learner goes through. Conceptualization; the learner conceptualize what s/he wishes to communicate Formulation; where you formulate the thought into linguistic plan, the lexicons basically Articulation; you execute the plan through the biological speech system that how u articulate those linguistic plans

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Self-monitoring; which monitors the speech to check whether it is what we intend to convey and how we intend to say it. It contributes towards solving for SLA what is known as the 'developmental problem': why do learners follow universal stages of acquisition?

### **Q. Long concept of interpersonal and intrapersonal**

In his updated version of Interaction Hypothesis, Long (1996) emphasizes on the learner internal mechanisms when she/he is interactionally involved in modified output. Interaction is approached both 'interpersonally' and 'intrapersonally'. In the former IH, the learners notice input, while in the latter, they process information they got through input.

### **Q. Controlled process**      [Download More Files from VUAnswer.com](http://VUAnswer.com)

Controlled processing requires attention, and attention has a limited capacity. "Controlled processes are thus tightly capacity - limited, and require more time for their activation. But controlled processes have the advantage of being relatively easy to set up, alter, and apply to novel situations."

### **Q. Academic competence**

Academic Competence: is the ability to demonstrate the language knowledge which the learner acquires for some subjects and use it as medium for developing research. It focuses on the acquisition of specific vocabulary for reading and writing purposes. According to Diperna and

Elliot Model, the academic competence consists of 'the skills, attitudes, and behaviors of learners who contribute to success in the classrooms.' (p. 294).

To develop the academic competence, the learners must have the academic self-efficacy which is the learners' belief that they can accomplish any academic task successfully. Academic outcome expectations and academic efficacy expectations are the two general elements of academic self-efficacy.

### **Q. Macrosocial factors**

The Macrosocial factors are concerned with the broader and fundamental structures within a society, such as economic or political systems, social and cultural institutions, demographic (especially ethnic) groupings, etc.

**The macrosocial factors include:**

Global and National Status of L1 and L2: Language represents power and status symbolically and practically at the national and international levels.

**Boundaries and Identities:** The territories of nations often act as language barriers but sometimes useful for acculturation processes whereby a new culture and behavior are acculturated.

**Institutional Forces and Constraints:** These factors are concerned with the impact of social control, political and religious practices, and educational and economic opportunities for L2 knowledge and its use.

Social Categories: Age, gender, ethnicity, educational background, occupation, and economic statuses are some of the major social categories that might affect the learning processes.

**Circumstances of Learning:** Learners' previous experiences influence L2 learning.

### **Q. 4 types of styles proposed by Honey- Mumford Model**

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Four types of styles have been proposed by Honey-Mumford Model that people use while learning:

**Activists:** Activists prefer to learn by doing; 'give anything a try'.

**Reflectors:** Reflectors stand back and observe; 'look before they leap'.

**Theorists:** Theorists like to adapt and integrate; emphasis the framework and its implementation.

**Pragmatists:** Pragmatists look for the practical implications of any new ideas or theories before making a judgment.

### **Some emerging trends in ESP**

- Teaching and learning is to create such a learning environment where students' knowledge construction can be facilitated. Such an environment is one in which students are challenged without being frustrated, and in which they are focused on intentional learning to fulfill a set of learning goals (Jonassen et al., 2003).
- ESP digital learning environment that is 'learner-centered, knowledge-centered, community centered and assessment-centered' (Bransford et al., 2000).
- Blended Learning (BL) and attitudes of ESP students towards it. Tafazoli (2012) argues that technology-based course is best regarded as a student motivator.
- Replacing traditional ESP classroom with flipped classroom.

Authentic material for situated learning.

Training for 'skills gap analysis' – assess the current state and formulate a desired state.

### **Q. Class room application**

Theories application in classroom aims to address the issues of learners' needs and adopt appropriate learning procedures to cater those needs. The application of SLA theories in classroom provide teachers with better understanding of learners' needs and an insight on their teaching practices. Teaching methodologies are evolved over the period of time, and these are practiced as per specific requirements. The broader aspect of theoretical application has been preferred to address the wide range of teaching issues as there is no single, straightforward solution to learning. Furthermore, the relationship between teaching and learning determines the relevancy of a particular theory.

#### **Receptive activities**

Receptive Activities are designed to develop the receptive skills. Listening and Reading are called receptive skills as the learner receives the input and does not produce the language. They are sometime referred to as passive skills, but the learner is still required to participate in the process by comprehending the input to create meaningful learning. Reading, as a receptive skill provides the learner with knowledge of technological developments, world news, and scientific discoveries etc. It includes the following prerequisites of L2 linguistic knowledge:

Recognition of vocabulary of both basic and subject-specific terms, including their meaning, graphic representation etc.

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Complex sentence structures, and punctuation conventions

Organization of features at the sentence level

Organization of features at the discourse level and texts structuring (Grabe, 2002)

### **Productive activities**

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. Define learning**

Learning is the process of acquiring new, or modify existing knowledge and or behaviours or skills.

Goal of language learning research has been a matter of deliberations among researchers for a long time. Long (2005) discourages the concept of language for no purpose and advocates language for specific purposes. According to him, 'General (language for no purpose) courses at any proficiency level almost always teach too much, e.g., vocabulary, skills, registers or styles, some learners do not need, and too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes. . . .' (Long, 2005, p. 19)

### **Language community**

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Language Community has been defined as a group of people who share knowledge of a common language and its use. The language community involves language and culture as both are closely connected to each other. Language community consists of monolinguals as well as multi-linguals, and both use knowledge of language rules appropriate to the given social contexts. Social groups have common ways of using language for social needs

### **Q. Three view of motivation**

**Behavioristic:** This view of motivation deals with the factors like anticipation of reward, desire for positive reinforcement, and external individual forces in control.

**Cognitive:** Driven by basic human needs, degree of efforts expended, and internal individual forces in control are the factors considered in cognitive view of motivation.

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**Constructivist:** Social context, community, social status, security of group, and internal and interactive forces in control are some of the factors, constructivists focus on, for studying motivation in learners

### **Q. 1-theory of social psychology**

The theory of social psychology examines the effects of large social forces and the ways different people act in the same and different situations. It involves the following factors:

**Social Influence** – one’s behavior affected by others presence

**Social Cognition** – ways of thinking about others

**Social Interaction** – people relating to others

### **Q. 3 intelligence conceptions**

Wagner and Sternberg (1985) proposed three conceptions of intelligence.

1. The Psychometric View equates intelligence with mental capacity.
2. The Piagetian View defines intelligence in terms of stages of development based on maturity and experiences.
3. The Information Processing View focuses on the way the brain represents and processes information

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### **Q. 4MAT system:**

It was developed by Bernice McCarthy in 1972 with 4 major learning styles; each of the styles displays different strengths during the learning process. The model is constructed along two continuums. First, perceiving – how people judge new information and second, processing – what people do with the new information. It proposes the learners’ styles based on addressing what, why, if, and how.

### **Positive and negative evidence in L2**

The accepted, correct language elements of target language learners receive through their exposure to L2 is positive evidence. In Positive evidence is the information has to be authentic, modified, simplified, elaborated.

Negative evidence is the “information about what is incorrect in the language produced by learner and what is needed to make a correction to align the learner’s language with the target language” ( Gass, 2002, pp.170-171). To Mitchell & Myles (2004, p.22), negative evidence is “some kind of input that lets the learner know that a particular form is not acceptable according to target like norms”.

### **Q. Stages of culture acquisition Stages of Culture Acquisition**

**1) Stage 1:** is a period of excitement and euphoria over the newness of the surroundings. **2)**

**Stage 2:** is about culture shock that emerges as individuals feel the intrusion of more and more cultural differences into their own images of self and security.

**Stage 3:** is a very gradual stage that represents tentative and vacillating recovery. This stage is typified by what Larson and Smalley (1972) called ‘culture stress’; some problems of acculturation are solved while other problems continue for some time.

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**Stage 4:** represents near or full recovery, either assimilation or adaptation. It is acceptance of the new culture and self-confidence in the 'new' person that has developed in this culture.

### **Q. Dornyei' model 3 phases**

Dornyei's model presents three phases:

- Setting goals and getting started
- Keeping the motivation intact while carrying out the tasks
- Performance reflection

### **Q. Towell and Hawkins 5 main qs addressing English as a foreign or second language**

Towell and Hawkins (1994) proposed five main questions addressing English as a second or foreign language:

- Transfer:** of grammatical properties from L1 mental grammar into the mental grammar that learners construct for L2.
- Staged Development:** L2 learners go through a series of 'transitional stages' towards the target language.
- Systematicity:** in the growth of L2 knowledge across learners.
- Variability:** in learners' intuitions about, and production of, the L2 at various stages of L2 development.
- Incompleteness:** most L2 learners do not achieve native-like competence. This phenomenon is referred as fossilization by Selinker (1972) and as incompleteness by Schacter (1990). (Towell and Hawkins, 1994, p. 15).

### **Q. Generativists** [Download More Files from VUAnswer.com](http://VUAnswer.com)

Linguists who follow the generative approach have been called **generativists**. The generative school has focused on the study of syntax and addressed other aspects of a language's structure, including morphology and phonology. Generativists derive their concepts from the assumption that it was impossible for a child to acquire the rules of their grammar through Behaviorism

### **Q. Writing proficiency**

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. Noticing hypothesis**

Schmidt proposed the concept of 'Noticing'; he believed that 'noticing is the necessary and sufficient condition for converting input into intake' (Schmidt, 1990, p. 130). The concept came in response to Krashen's claim that subconscious processes can guarantee successful L2 acquisition. Schmidt argued that noticing is important for L2 learning.

From Schmidt's perspective, for learning to occur, attention and a low level of awareness (i.e. noticing)—'conscious registration of the concurrence of some event' (Schmidt, 1995, p. 29)—are

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necessary, but high level awareness (i.e. understanding)–‘recognition of a general principle, rule, or pattern’ (Schmidt, 1995, p. 29)–is not required (Ahn, 2014).

### **Q. Define stereotype**

Stereotyping is the cognitive component in the perceptions of group members, the positive or negative beliefs that we hold about the characteristics of social group; whereas, generalization is the process of identifying the parts of a whole, as belonging to the whole. It is based on the notion that our statements and beliefs about a group of people, although factual, might not be true of every single person of that group.

### **Q. How knowledge is constructed?**

Ans. Knowledge is constructed in the context of the environment in which it is encountered through the social and collaborative process (Kanuka & Anderson, 1999). The teacher in the contemporary scenario is viewed as a consultant whose role is not to only impart knowledge but also negotiate with students for effective outcomes.

### **Q. Subtractive bilingualism**

The process where by the second language is added at the expense of first language and learning of second language acquisition interferes with the Learning of first language and replace it.

### **Q. Teacher Training**

The emphasis on teachers training in ESP emerged in 1970s by J. R. Ewer with a limited scope, only concerned with students’ conceptual weaknesses, material analysis of scientific texts, and the organization of the program. It was McDonough (1984) who broadened the scope of teachers training in ESP by redefining the term to include the areas of classroom skills as well as teachers’ education. The training aims at providing the teachers with the necessary knowledge and tools to deal with their own students’ specializations.

### **Q. 5 Suggested Activities in CALP.**

- Writing story innovations
- Holding book reviews
- Enacting plays
- Discussing what you have read.
- Collecting words

### **Q. 4 steps of writing**

4 steps of writing  
Stages of the Writing Process

**Prewriting:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

**Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

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**Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

**Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

**Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

### **Q. Automaticity and restructuring**

Automaticity occurs when an associative connection between a certain kind of input and some output pattern occurs. Many typical greetings exchanges illustrate this:

Speaker 1: Hi.

Speaker 2: Morning. How are you?

Speaker 1: Fine, and you?

Speaker 2: Fine. (Jordan, 2004)

Information processing is dynamic so knowledge that is learned can be changed and altered when acquiring new information. This is called restructuring which allows students to increase in language learning and attaining higher level of proficiency

### **Q. Ethnography theory**

The theory of ethnography of communication was developed by Dell Hymes in 1960. It explains that how people use language in real situations with the help of communicative competence. It highlights the importance of the language rules and their learning by the children. He introduced the following mnemonic S-P-E-A-K-I-N-G to explain the communication process: S: Setting

P: Participants

E: Ends

A: Acts sequence

K: Key

I: Instrumentalities

N: Norms

G: Genres

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### **Q. Define formal stage**

**Formal operational stage:** The **formal operational stage** begins at approximately age 11 and lasts into adulthood. During this time, they develop the ability to think about abstract concepts. Skills such as logical **thought**, deductive reasoning, and systematic planning also emerge during this **stage**.

### **Q. Define empathy**

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Empathy refers to people's willingness and ability to identify with others. It helps in developing an accommodating behavior and overcoming language anxiety. The feeling of alienation that a learner experiences while being exposed to the target language, is often removed with the sense of empathy.

### **Language attitude**

Attitudes to language are phenomena that cannot be observed directly but are demonstrated through actual behavior. It can affect the language proficiency based on two types; 1) Positive attitudes toward self, the native language group, and the target language group enhance proficiency.

2) Negative attitudes may lead to decreased motivation, input and interaction which can lead to unsuccessful attainment of proficiency.

### **Q. How SLL occur in multiculture/multi language? Answer in Pakistan context**

Pakistan has lack of government support for English education. Challenges as second language difficulties for L2 learners are based on Unrealistic teaching material, lack of relevant teaching strategies, lack of qualified teachers, lack of teacher trainings, Teachers challenges: Teaching english as a second language in different situations assessing SLL with different abilities, Facilitating the procedure of SLA, learning expectations of the SLL. So these are some of the challenges which teachers of our context are facing & trying to overcome with the help of specific research in these specific domain.

### **Q. 3 factors of affective learning**

Attitude: A positive attitude towards anyone or anything that has to do with learning, can have a positive effect in second language acquisition

Level of anxiety: Feelings of anxiety are obviously uncomfortable and students in the process of second language acquisition can feel anxiety due to diverse factors which in turn leads to language inhibition

Self esteem/self confidence: Self-esteem is the self-confidence level and self-respect a person has and it can influence learning.

### **Q. Stereotyping and (categorization)???**

'Stereotyping' and 'Generalization' are the two basic components of social functions of a language. Stereotyping is the cognitive component in the perceptions of group members, the positive or negative beliefs that we hold about the characteristics of social group; whereas, generalization is the process of identifying the parts of a whole, as belonging to the whole. It is based on the notion that our statements and beliefs about a group of people, although factual, might not be true of every single person of that group.

### **Q. Critical hypothesis**

The 'Critical Period Hypothesis' is widely referred to in the study of age factor. Defined as 'the period during which a child can acquire language easily, rapidly, perfectly, and without instruction' (Richards & Schmidt, 2002, p. 145), the hypothesis has been opposed by Singleton (2004) who claimed that Dutch learners, who started learning English in the classroom after the age of twelve, were able to gain native-like accent. Others seem to have diverse views on the matter as Harley & Hart (1997) cited in DeKeyser, 2007 that the importance of memory in young learners and of analytic abilities in older learners have been observed as the differences. Ekstrand (1978) described it as the age effects according to which

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older learner outscored younger ones can be explained by the teaching and testing techniques (Lightbown and Spada, 1993)

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