

# ***ENG 505***

## ***Short notes***

### ***Lesson 20-40***

#### **Lesson-20**

#### **MODELS OF COMMUNICATIVE COMPETENCE**

**Q 1) Components of Canale and Swain's model ?**

**OR**

**Components of communicative competence model?**

The initial Canale and Swain's model of Communicative Competence was developed in 1980, following Hymes work, it proposed three components:

- Grammatical Competence
- Sociolinguistic Competence
- Strategic Competence

**Q2) Components of sociolinguistic competence given by Canale**

Canale proposed two separate components with Division of sociolinguistic competence

- 1) Sociolinguistic Competence (appropriateness of register, vocabulary and politeness norms)
- 2) Discourse Competence (cohesion and coherence)

**Q3) What is communicative competence model?**

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Celce-Murcia, Dornyei, and Thurrell (1995) proposed the communicative competence model as the representation of the previous models with the assertion that: 'Discourse thus is the component in which (or through which) all the other competencies must be studied and ultimately assessed—if one is concerned with communicative competence, which is not a hierarchical system of discrete competencies or abilities but a dynamic, interactive construct'

#### **Q4) Bachman and Palmer Model of Language Proficiency**

Lyle Bachman's (1990) Communicative Language Ability (CLA) is concerned with the understanding of the language and its appropriate use in a given situation based on Organizational Competence and Pragmatic Competence.

#### **Q5) Types of competencies purposed by Communicative competence model given by Celce-Murcia?**

Celce-Murcia's revised model of communicative competence proposed six types of competencies:

- 1) Socio-culture competence
- 2) Discourse competence
- 3) Interactional competence
- 4) Linguistics competence
- 5) Formulaic competence
- 6) Strategic competence

#### **Q6) What is symbolic competence?**

Kramsch and Whiteside (2008) defined Symbolic Competence as the ability to position oneself as a multilingual subject, to understand the cultural memories evoked by symbolic systems, to perform and create alternative realities, and to reframe and shape the multilingual game in which one invests.

#### **Q7) Three dimensions of language as symbolic system purposed by Kramsch?**

Kramsch believes that there are three dimensions of language as symbolic system which are following:

- ❖ Symbolic representation
- ❖ Symbolic action
- ❖ Symbolic power.

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## **Lesson-21**

### **CUP, BICS, AND CALP**

**Q8) What is CUP ( Common underlying proficiency) model given by Cummins and Swain 1986?**

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

**Q9) What is basic interpersonal communication skills ?**

- ❖ According to Cummins, Basic Interpersonal Communication Skills (BICS) are considered to be not very demanding
- ❖ They are the language skills needed in social situations.
- ❖ Basic interpersonal communicative skills are language skills needed to interact in social situations, for example, when chatting to a friend.
- ❖ Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions.
- ❖ For example the language used in the playground, on the phone, or to interact socially with other people is part of BICS.

**Q10) Enlist examples of BICS?**

Some of the examples of BICS are:

- ❖ Observing speakers' non-verbal behaviour (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

**Q11) What is Cognitive Academic Language Proficiency (CALP)**

Cognitive academic language proficiency (CALP) is a term proposed by Jim Cummins which refers to the stage of learning that learners go through after they have mastered social language communication skills. It is the stage where the development of academic language proficiency takes place in context reduced

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academic situations. 'Where language is *disembedded* the situation is often referred to as *context reduced*'

OR

Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterized by being abstract, context reduced, and specialized. In addition to acquiring the language, learners need to develop skills such as comparing, classifying, synthesizing, evaluating, and inferring when developing academic competence. It takes learners at least five years to develop CALP.

#### **Q12) Enlist activities for CALP**

- ❖ Writing story innovations
- ❖ Holding book reviews
- ❖ Enacting plays
- ❖ Discussing what you have read
- ❖ Collecting words
- ❖ Conducting debates
- ❖ Selecting role-plays
- ❖ Presenting thematic viewpoints

#### **Q13) Enlist activities for BICS?**

BICS is about the language skills that students need to get through the day in face-to-face situations (Chandy, 2012).

- Visuals: pictures, books and magazines with pictures, photos, objects, maps, charts, graphic organizers, drawings, role-playing, games, etc.
- Simplified language and texts, translations, summaries of texts by peers
- Gestures, pantomimes, experiences, demonstrations, hands-on activities
- Samples, exemplars, models

### **Lesson-22**

## **SECOND LANGUAGE LEARNING**

## **RESEARCH AND LANGUAGE EDUCATION**

#### **Q14) Enlist factors for bridging language learning research and language education**

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Factors for bridging language learning research and language education are:

1. Needs analysis
2. Determining methodologies
  - ❖ Grammar Translation
  - ❖ Direct Method
  - ❖ Audio-Lingual Method
  - ❖ Situational Language Learning
  - ❖ Suggestopedia
  - ❖ The Silent Way
  - ❖ Total Physical Response
  - ❖ Community Language Learning
  - ❖ Communicative Language Teaching
  - ❖ Task Based Learning
3. Evaluation
  - ❖ Placement assessment
  - ❖ Observation of learning
  - ❖ Short-term achievement assessment
  - ❖ Diagnostic achievement assessment
  - ❖ Proficiency assessment

## **Lesson-23**

### **DIRECTIONS FOR RESEARCH IN LANGUAGE LEARNING**

**Q15) Enlist topic areas covers by Applied linguistics?**

Applied linguistics covers eighteen topic areas.

1. Language and its acquisition,
2. Language and culture,
3. Language and cognition,
4. Language and the brain,
5. Language and media,
6. Language and assessment,
7. Language and interaction,
8. Language and ideology,
9. Language and listening,

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10. Language and instruction,
11. Language and reading,
12. Language and policy,
13. Language and writing,
14. Language and speaking,
15. Language and society,
16. Language and research methodology,
17. Language and technology,
18. Language and translation/interpretation.

Out of these areas, the dominant area has been second/foreign language acquisition and teaching.

**Q16) Enlist main characteristics of research within applied linguistics proposed by Alami 2015?**

There are five main characteristics proposed by him which are following;

- ❖ Empirical
- ❖ Logical
- ❖ Reductive
- ❖ Planned
- ❖ Imaginative

**Q17) McDonough and McDonough (2005) sum up research in four features Enlist them?**

- ❖ Interest
- ❖ Originality
- ❖ Specificity
- ❖ Dissemination of both research questions and findings.

**Q18) Dornyei's (2009) distinction between Explicit learning and implicit learning?**

**Explicit learning:**

Explicit learning refers to the learner's conscious and deliberate attempt to master some material or solve a problem

**Implicit learning:**

Implicit learning involves acquiring skills and knowledge without conscious awareness, that is, automatically and with no conscious attempt to learn them.

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### **Q19) What is Awareness, according to Tomlin and Villa?**

Awareness is ‘a particular state of mind in which an individual has undergone a specific subjective experience of some cognitive content or external stimulus.’

### **Q20) Noticing hypothesis proposed by Schmidt (1990)**

Noticing hypothesis:

Schmidt proposed the concept of ‘Noticing’; he believed that ‘noticing is the necessary and sufficient condition for converting input into intake’. 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’

### **Q21: Factors that determine the input?**

There are Two factors determine the input

- ❖ Availability
- ❖ Accessibility

## **Lesson-24**

# **AUTOMATICITY, RESTRUCTURING AND NOTICING**

### **Q22) McLaughlin’s 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.

### **Q23) Enlist Information processes introduced by Mclaughlin?**

McLaughlin introduced three information processes which are following;

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- ❖ Automatic processing
- ❖ Controlled processing
- ❖ Restructuring

He presented the process starting from attention and ending at intention

#### **Q24 What are the features of noticing hypothesis?**

The following are the features of Noticing Hypothesis:

- 1) Noticing as focal awareness
- 2) Noticing refers to a private experience
- 3) Consciousness as knowledge

#### **Q25) What is conscious and unconscious learning explained by Schmidt?**

**OR**

#### **What is subliminal learning?**

To overcome the ambiguities between conscious and unconscious learning, Schmidt explained that **Unconscious learning**:

It deals with unawareness of having learned something.

**Conscious learning** establishes the awareness at the level of noticing, whereas, unconscious learning ends into picking up speech without noticing. He calls this process '**subliminal**' learning.

### **Lesson-25**

## **INTERACTION HYPOTHESIS, PROCESSABILITY THEORY, AND TOWELL AND HAWKINS MODEL OF SLA**

#### **Q26) Explain 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'

Ellis (1991) explains the states, IH( interaction hypothesis) propagates, as follows:

- ❖ Comprehensible input
- ❖ Modifications to the interactional structure

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**Q27) Explain limitations of Interaction Hypothesis identified by Ellis?**

- ❖ Interaction facilitates comprehension (not causes it)
- ❖ There are individual differences with regard to the amount of their participation.
- ❖ Comprehension does not depend on negotiation
- ❖ Modified input facilitates acquisition of word meanings.
- ❖ The most important factor to acquisition of word meanings is range (different contexts).

**Q28) Explain Processability Theory?**

- ❖ Processability Theory' was proposed by Manfred Pienemann.
- ❖ It refers to the grammatical development of learners' interlanguage.
- ❖ The theory has been explained as 'cognitively founded, formal and explicit 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.'

**Q29) What is the core characteristic of processability theory?**

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.

**Q30) Factors that play vital role in processability theory?**

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.
- ❖ Bilingual language development can be universally compared for different languages

**Q31) Towell and Hawkin's Model of SLA?**

Towell and Hawkins were the first ones to propose the concepts of 'Declarative Knowledge' and 'Procedural Knowledge.' They believe that SLA research has to deal both with the learner's attempts to learn the system and the learner's attempts to learn to use of the system. 'Multiplicity of knowledge sources,' was

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the term used by Towell and Hawkins which according to them is the result of learner's exposure to SLA after 7 years of age

**Q32) Enlist Question proposed by Towell and Hawkins (1994) addressing English as a second or foreign language:**

There are five main questions addressing English as a second or foreign language which are following;

- ❖ Transfer
- ❖ Staged Development
- ❖ Systematicity
- ❖ Variability
- ❖ Incompleteness

**Lesson-26**

**COMPARING SIX THEORIES-I**

**Q33 Enlist six key theories?**

- ❖ Behaviourism theory
- ❖ Generativism theory
- ❖ Cognitivism theory
- ❖ Constructivism theory
- ❖ Monitor-Model theory
- ❖ Socio-cultural theory

**Q34) Define Transfer occurrence, memory, Long term memory and working memory?**

**Transfer occurrence:**

Transfer occurrence refers to application of knowledge from one language to another

**Memory:**

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

**Long-term memory:**

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

**Working memory:**

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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.

**Q35) What is role of memory and transfer occurrence?**

It has been observed that the role of memory and language transfer appear to vary in Behaviourism, Generativism, Cognitivism, Constructivism, Monitor-Model and Socio-cultural theories. It has also been noted that the generativist and cognitivist theories share the role of memory; whereas, language transfer perspective is observed in generativism to some extent.

**Lesson-27**

**COMPARING SIX THEORIES-II**

**Q36) Define learning enlist its major types**

- ❖ 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.

**There are two major types of learning which are following;**

- ❖ Declarative Knowledge
- ❖ Procedural knowledge

**Q37) Enlist general types of learning?**

There are many types of learning some of them are following;

- ❖ Formal learning
- ❖ Technology-based learning
- ❖ Monolingual/mono-cultural context learning
- ❖ Multilingual/multicultural context learning
- ❖ Practical/functional learning
- ❖ Personalized learning

**Q38) What are the domains of learning enlist them?**

The types are best explained in terms of their specific learning domains. These domains are:

- ❖ Learning is acquisition or ‘getting.’
- ❖ Learning is retention of information or skill.
- ❖ Retention implies storage systems, memory, and cognitive organization.

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- ❖ Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- ❖ Learning is relatively permanent but subject to forgetting.
- ❖ Learning involves some form of practice, perhaps reinforced practice.
- ❖ Learning is a change in behaviour (Brown, 2006).

### **Q39) Classroom Application of theories?**

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.

## **Lesson-28**

### **LEARNING FACTORS-I**

#### **Q40) What are language learning factors?**

Language learning factors contribute significantly in the understanding of processes involved in SLA. The study of SLA covers broadly from pure linguistic units of a language to cognitive and social/interactionist models. The key factors include comprehensive analysis of factors responsible for particular processes in a specific model, nature of stages learners go through, the pace at which learning takes place, and the outcomes.

#### **Q41 Explain types of learning factors?**

Learning factors are of the following two types:

##### **Internal Factors:**

Age, Personality, Motivation (intrinsic), Experience, Cognition, and Native language

##### **External Factors:**

Culture and status, Motivation (extrinsic), Access to native speakers, Curriculum, and Instruction

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**Q42) What is critical period 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'

**Q43) What is 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).

**OR**

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'

**Q44 Explain three views of motivation?****1) Behaviouristic:**

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

**2) 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.

**3) 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.

**Q45) Enlist Phases of motivation proposed by Dornyei's model?**

There are three phases of motivation proposed by Dornyei's model which are following;

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

**Lesson-29****LEARNING FACTORS-II**

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**Q46) What is critical period hypothesis model?**

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

**Q47) What is lateralization?**

Lateralization is a slow process that begins around the age of two and is completed around puberty. During this time the child is neurologically assigning functions little by little to one side of the brain or the other; included in these functions, of course, is language.

**Q48) What is Sociobiological critical period proposed by scovel in 1988?**

(Scovel, 1988) introduced 'Sociobiological Critical Period' which refers to the development of a socially bonding accent at puberty that enables species to form an identity and attract mates of 'their own kind' in an instinctive drive to maintain their own species.

**Q49) Enlist Relevant learning factors?**

- ❖ Linguistic consideration
- ❖ Cognitive ability
- ❖ Cognitive consideration
- ❖ Affective consideration

**Q50) Define 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.

**Q51) Enlist the Factors for Understanding Linguistics Consideration?**

There are four factors for understanding linguistic consideration which are following;

- ❖ Bilingualism
- ❖ Interference between L1 and L2
- ❖ Interference in adults
- ❖ Order of acquisition

**Q52) Define Cognitive ability?**

Cognitive Ability

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It is the ability to carry out any task from the simplest to the most complex. It is more to do with

the mechanisms of how we learn, remember, problem solve, and pay attention rather than with any actual knowledge (brain based skills).

**Q53) Define cognitive consideration and affective consideration?**

**Cognitive Consideration**

It refers to the understanding of cognition process and explains its rapid development in initial sixteen years of life and gradual/less rapid development later on. The notions of cognitive considerations have been addressed by Jean Piaget and Ausubel.

**Affective consideration:**

Affective Consideration highlights that our mental state and our emotions influence our thinking and behaviour. The main affective factors are: empathy, self-esteem, extroversion, inhibition, imitation, anxiety, attitudes, etc.

**Q54) Stages of intellectual development given by Jean Piaget?**

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                11 to 16 years of age

**Lesson-30 And Lesson 31**

**LANGUAGE LEARNING STRATEGIES**

**Q55) Define learning strategies?**

Oxford (1990) defines 'Learning Strategies' as 'specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.'

**Q56) Explain types of learning strategies?**

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

- 1) **Direct strategies** involve use of language; these are sub-divided into memory (mnemonics), cognitive and compensation strategies.
- 2) **Indirect strategies** do not directly involve using the language, but support

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language learning (Ehrman & Oxford, 1990). These are further divided into metacognitive, affective, and social strategies (Lee 2010).

**Q57) Explain indirect strategies?**

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.

**Q58) Division of indirect strategies?**

**OR**

**Types of indirect strategies?**

**Indirect strategies can be divided into three categories which are following;**

❖ **Metacognitive:**

Metacognitive strategies that help learners to regulate their cognition and to focus, plan, and evaluate their progress;

❖ **Affective:**

Affective strategies that develop self-confidence;

❖ **Social strategies:**

Social strategies that increase interaction and empathy in communication.

**For more explanation about direct and indirect strategies read handouts**

**Lesson-32**

**INDIVIDUAL LEARNING DIFFERENCES-I**

**Q59) What is intelligence?**

It is defined by Moaafian 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.

**Q60) Write Conceptions of intelligence proposed by Wagner and Sternberg?**

**There are threeb conception of intelligence**

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1) **The Psychometric View**

It equates intelligence with mental capacity.

2) **The Piagetian View**

It defines intelligence in terms of stages of development based on maturity and experiences.

3) **The Information Processing View**

It focuses on the way the brain represents and processes information.

**Q61) Types of intelligence distinguished by Sternberg?**

There are three types of intelligence distinguished by Sternberg.

- ❖ **Analytical** — The ability to analyze, compare, and evaluate
- ❖ **Creative** — The ability to produce novel solutions to problems
- ❖ **Practical** — The capacity to adapt, to shape, and to select environments suited to one's abilities

**Q62) What is theory of multiple intelligence given by Howard gardner?**

Howard Gardner (1983) proposed 'Theory of Multiple Intelligence (MI)' which focuses on different ways in which human beings are intelligent.

**Q62) Enlist categories of skills and abilities are introduced by Gardner in his theory of multiple intelligence?**

Eight categories of skills and abilities are introduced by Gardner to be considered crucial for understanding individual intelligences which are following;

- 1) Naturalistic Intelligence
- 2) Linguistic or Verbal Intelligence
- 3) Logical-Mathematical Intelligence
- 4) Visual-Spatial Intelligence
- 5) Bodily-Kinesthetic Intelligence
- 6) Musical Intelligence
- 7) Interpersonal Intelligence
- 8) Intrapersonal Intelligence

**Q63) Principles of multiple intelligence provided by Gardner?**

He also provided the following Emphasis on the development of certain intelligences

- 1) Utilizing all intelligences in developing different teaching methods
- 2) Based on the concept of multiple intelligences, instructors should review lesson plans and ensure they have variety, fairness, and richness
- 3) Provide students with the opportunity to choose learning activities and assessment methods

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- 4) Provide students with the opportunity to use the dominant intelligences to develop the weaker
- 5) Use the intelligences to fully comprehend broad subjects (Gardner, 1983)

**Q64) What is language aptitude?**

language aptitude is considered to be one of the most determining factors. It explains the ease and the rate of satisfaction of individual's achievement. Gardner and Lambert define this term as 'a knack' for learning a foreign language.

Language aptitude is specific to learning style which is 'the overall pattern that give general direction to learning behavior

**Q65) Enlist Components of language aptitude?**

Carroll 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

**Q66) Explain classification of learning styles?**

The learning styles have been classified as:

- ❖ **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.

## **Lesson-33**

### **INDIVIDUAL LEARNING DIFFERENCES-II**

**Q67) What is effective domain?**

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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

**Q68) Division of affective strategies?**

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.

**Q69) What is self esteem?**

**Self-esteem** has been defined by Beane, Lipka & Richard 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 (...).'

**OR**

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.'

**Q70) What is attribution theory?**

**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.

**Q71) Enlist sets of characteristics explain success and failure according to attribution theory?**

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

- ❖ Internal and external causes
- ❖ Stable and unstable causes
- ❖ Controllable or uncontrollable causes

**Q72) What are language attitudes?**

Attitudes to language are phenomena that cannot be observed directly but are demonstrated through actual behaviour. It can affect the language proficiency

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based on two types, namely, positive attitude and negative attitude.

### **Q73) Types of language attitudes?**

There are two types of language attitudes

#### ❖ **Positive attitudes**

Toward self, the native language group, and the target language group enhance proficiency.

#### ❖ **Negative attitudes**

It may lead to decreased motivation, input and interaction which can lead to unsuccessful attainment of proficiency.

### **Q74) What is language motivation?**

Gardner (1985) as 'a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language'

OR

Another definition by Slavin states that motivation 'is concerned with the factors that direct and energize the behaviour' Concepts of 'intrinsic and extrinsic motivation'

### **Q75) What is anxiety?**

Spielberger 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.

### **Q76) What is language anxiety?**

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.

### **Q77) Enlist the layers of Pyramid Model?**

The models have six layers and, from top to bottom, they are:

- ❖ Communication Behaviour
- ❖ Behavioural Intention
- ❖ Situated Antecedents
- ❖ Motivational Propensities

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- ❖ Affective-Cognitive Context
- ❖ Social and Individual Context

#### **Q78) What is risk taking?**

‘**Risk Taking**’ has been defined by a number of linguists as the ability of being eager to try out new information intelligently regardless of embarrassment in linguistics According to Brown, ‘interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned.’

### **Lesson-34**

#### **INDIVIDUAL LEARNING DIFFERENCES-III**

#### **Q79) What are the basic components of social functions of a language?**

There are two basic components of social functions of a language.

- ❖ **Stereotyping:**

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

- ❖ **Generalization:**

It 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.

#### **Q80) Explain stages of culture acquisition?**

Stages of Culture Acquisition

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

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- ❖ **Stage 4:** represents near or full recovery, either assimilation or adaptation.

#### **Q81) What is social distance?**

Social Distance deals with the cognitive and affective proximity of two cultures that come into contact within an individual. Instead of creating a gap, the term 'Distance' is used to depict dissimilarity between two cultures.

#### **Q82) What Parameters of social distance proposed by Schumann?**

Schumann proposed the following parameters of social distance:

- 1) **Dominance:** Dominant, non-dominant, subordinate
- 2) **Integration:** Integration pattern; assimilation, acculturation or preservation
- 3) **Cohesiveness:** Size of L2 group
- 4) **Congruence:** Similarities of values and beliefs in two groups and their attitudes towards each other
- 5) **Permanence:** Length of residence in target language

#### **Q83) Explain Sapir-Whorf Hypothesis?**

Sapir-Whorf Hypothesis about 'Language and Thought' enjoys great popularity in the field of SLA. They refer that the structure of a language people habitually use influences the ways they think and behave; different languages offer people different ways to express the world around, they think and speak differently.

They proposed:

- ❖ **Linguistic Determinism:** Individuals experience the world based on the structure of the language which they habitually use.
- ❖ **Linguistic Relativity:** What we perceive is limited by language in which we think and speak; different languages give different patterns of thought.

#### **Q84) Criticism on sapir-whorf hypothesis?**

- ❖ If language determines thought then it must precede thought.
- ❖ Not all activities involve language but do involve thought.
- ❖ Even pre-linguistic babies can think.
- ❖ Differences are not in thought but in ways of expressing the same thought.
- ❖ Otherwise it would be impossible to translate.

### **Lesson-35**

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## LANGUAGE LEARNING PEDAGOGY

### **Q85) Write a note on relationship between language and learning?**

Halliday (1993, p. 94) explained the relationship between language and learning on the ground that when children learn a language, they are not simply engaging in one kind of learning among many, rather, they are learning the foundation of learning itself. The distinctive characteristic of human learning is that it is a process of making meaning – a semiotic process, and the proto-typical form of human semiotic. The success of learning takes into account linguistic and cultural diversity.

### **Q86) Explain needs and issues central to the study of learning by Collins?**

‘Design-based Research’ (also known as design experiments) by Collins et al. intends to address several needs and issues central to the study of learning. These are as follows:

- ❖ The need to address theoretical questions about the nature of learning in context
- ❖ The need for approaches to the study of learning phenomena in the real world situations rather than the laboratory
- ❖ The need to go beyond narrow measures of learning
- ❖ The need to derive research findings from formative evaluation

### **Q87) What is classroom research?**

Classroom research is a recent trend that has been emerging due to severe need of designing lessons according to specific needs of learners.

By definition, Classroom-Centered Research (CCR) views classroom as the ‘object’ of research, and not simply the ‘setting’ for research. The CCR determines not only what happens in the classroom but also the conditions that can affect teaching and learning processes

### **Q88) Ten Generalizations from SLA Research (Lightbown, 1985)**

- 1) Adults and adolescents can ‘acquire’ a second language.
- 2) The learner creates a systematic inter-language which is often characterized by the same systematic errors
- 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.

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- 6) Isolated explicit error correction is usually ineffective in changing language behaviour.
- 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

## **Lesson-36**

### **INTERVIEW WITH AN EXPERT**

#### **Q89) Discuss Individual Differences and Language Learning Strategies in Pakistani Context.**

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.

## **Lesson-37**

### **DYNAMICS OF LEARNING STYLES**

#### **Q90) What are learning styles?**

The Learning Styles have been defined as a mode of learning – an individual's preferred or best manner(s) to think, process information, and demonstrate learning. Learning styles focus on the individual's adoption of their own particular style which he/she considers specific and appropriate to a particular learning situation. This calls for specific learning activities which should facilitate learning in varied situations.

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### **Q91) Enlist types of styles have been proposed by Honey-Mumford Model?**

There are Four types of styles have been proposed by Honey-Mumford Model which are following;

- ❖ **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.

### **Q92) Types of Learners According to the Myers-Briggs Model?**

- 1) **Extroverts:**  
Learn best when they can work with a friend and learn by trying something themselves.
- 2) **Introverts:**  
Learn best when they can find quiet places to work and have enough time to reflect on.
- 3) **Sensors:**  
Learn best when they can ask their teacher to explain. They like to use computers, watch films etc.
- 4) **Intuitors:**  
Learn best when they can find ways to be imaginative and creative.
- 5) **Thinkers:**  
Learn best when they have limited time to do their work, or when they are able to put information in a logical order.
- 6) **Feelers:**  
Learn best when they can work with a friend and have opportunities to choose topics. They care about and help others.
- 7) **Judgers:**  
Learn best when they have short-term goals, and they are able to make a plan of action.

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## 8) Perceivers:

Learn best when they find new ways to do routine tasks in order to generate interest.

### **Q93) Enlist learning style models?**

Following three models broadly cover the Learning Styles:

- ❖ Kolb's Learning Style Model
- ❖ The Felder-Silverman Model
- ❖ The 4MAT System

### **Q94) Explain Kolb's Learning Style Model**

Kolb's model is based on a four-stage learning cycle which proposes that the learning styles contain **concrete vs. abstract and active vs. reflective dimensions**. Concrete experiences rely on accommodating and diverging components as feelings specific whereas abstract conceptualization focuses on converging and assimilating as thinking and doing continuum. Both active and reflective domains are observed on the processing continuum.

### **Q95) What is Felder Silverman model?**

Richard Felder and Linda Silverman introduced the model based on determining the learning style differences among engineering students and providing engineering instructors with the knowledge to design relevant teaching to cater to students learning needs. Later on, it did not remain specific to engineering students only.

The Felder-Silverman model proposes that students have preferences in terms of the way they receive and process information.

### **Q96) Explain dimensions of Felder silverman's model? Atleast learn only names )**

The model presents the following four dimensions that are indicative of learning preferences:

- ❖ **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:**

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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.

#### **Q97) What is The 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.

#### **Q98) Enlist two continuums of 4MAT system?**

- ❖ **Perceiving** – how people judge new information
- ❖ **Processing** – what people do with the new information.

### **Lesson-38**

## **SOCIAL CONTEXTS IN SLA**

#### **Q99) Define Language communities and discourse communities?**

##### **Language communities:**

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.

##### **Discourse communities:**

Social groups have common ways of using language for social needs. These groups are called 'Discourse Communities'

#### **Q100) Write characteristics of discourse community? Learn at least any four of these**

Discourse communities have following characteristics;

- ❖ A discourse community has a broadly agreed set of common public goals.
- ❖ A discourse community has mechanisms of intercommunication among its members.
- ❖ A discourse community uses its participatory mechanism primarily to provide information and feedback.
- ❖ A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.

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- ❖ In addition to owning genres, a discourse community has acquired some specific lexis.
- ❖ A discourse community has a threshold level of members with a suitable degree of relevant content and discourse expertise.

### **Q101) Define communicative competence and write its types ?**

#### **Definition:**

Communicative Competence is the ability to use the language appropriately in a given situation.

#### **Types:**

It is divided into two types

#### ❖ **Mind Competence**

Which has language, extra-linguistic codes, cultural values, language abilities, and behaviour abilities

#### **World Performance**

Which has communicative events

### **Q102) What are societal factors?**

The societal factors are influenced by large social groups based on their norms, beliefs, and customs in a given society and community, and affect the learning process

### **Q103) Enlist Societal factors proposed by Praveen?**

Praveen (2016) proposed a comprehensive list of societal factors which include: social change

- ❖ Transmission of culture
- ❖ Social problems as issues for curriculum
- ❖ Economic issues
- ❖ Technology
- ❖ Home/family
- ❖ Diversity
- ❖ Environment
- ❖ Political factors
- ❖ Religious factors

### **Q104) Enlist societal factors proposed by Richard?**

Richards (2001) proposed the following societal factors:

- ❖ Policy makers in government
- ❖ Educational and other government officials

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- ❖ Employers
- ❖ Business community
- ❖ Politicians
- ❖ Tertiary education specialist
- ❖ Educational organization
- ❖ Parents
- ❖ Citizens
- ❖ Students.

**Q105) What are environmental factors in learning setting?**

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.

**Q106) What are 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 Microsocial factors are primarily concerned with language acquisition process in the immediate social contexts which includes: language production, interpretation, and interaction.

**Q107) Explain Accommodation Theory, also known as Communication Accommodation Theory (CAT)**

This theory 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.

**Q108) Enlist elements of Accommodation theory CAT?**

This theory has two elements which are following;  
Divergence  
Convergence

**Q109) Explain variation theory?**

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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.

**Q110) Enlist Patterns of Variation theory?**

There are four patterns of variation which are following;

Contrast

Separation

Generalization

Fusion

**Q111) Explain theory of ethnography of communication?**

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

**Q112) What is social psychology also enlist its factors?**

Social Psychology is a sub-field of psychology that studies how others influence our thoughts, feelings, and actions. The theory of social psychology examines the effects of large social forces and the ways different people act in the same and different situations.

Factors of social psychology:

It involves the following factors;

- ❖ **Social Influence** – one's behaviour affected by others presence
- ❖ **Social Cognition** – ways of thinking about others
- ❖ **Social Interaction** – people relating to others

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## **Lesson-39**

### **ACQUIRING KNOWLEDGE FOR L2 USE**

#### **Q113) Enlist types of communicative competence?**

There are two fundamental types of communicative competence for the purpose of L2 learning:

- ❖ Academic Competence
- ❖ Interpersonal Competence

#### **Q114) Differentiate between academic and interpersonal competence?**

##### **Academic competence:**

It 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.

##### **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.

#### **Q115) Write characteristics of interpersonally competent people?**

The interpersonally competent people have the following characteristics:

- ❖ They use this awareness to better understand others and to adapt their behaviour accordingly
- ❖ Interpersonally competent people build and nurture strong, lasting, mutually beneficial relationships.
- ❖ Interpersonally competent people resolve conflict in a positive manner.

#### **Q116) Enlist dimensions of interpersonal competence?**

UCLA researchers (1988) proposed five dimensions of interpersonal competence:

- 1) Initiating relationships
- 2) Self-disclosure
- 3) Providing emotional support
- 4) Asserting displeasure with others' actions
- 5) Managing interpersonal conflicts

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**Q117) What are 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.

**Q118) What are the prerequisites of L2 linguistic knowledge according to receptive activities?**

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.
- ❖ 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)

**Q119) What are 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.

**Q120) Write steps for writing proficiency?**

The learners need to follow the following steps for writing proficiency:

- 1) Formulating mental concepts, that are to be expressed centrally, requires content knowledge.
- 2) Recognizing what content will be relevant for intended readers, and what will be shared versus new information, requires context knowledge.
- 3) 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.

**Q121) Define speech act?**

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‘Speech Acts’ are the utterances which fulfill certain actions of what is said by people in the course of interpersonal communication. Learning how to perform these acts in the L2 is central to language learning, and knowing when to deploy them is basic to what we call pragmatic competence.

## **Lesson-40**

### **RESEARCH TRENDS IN ESP CLASSROOM**

#### **Q122) Write 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.
- ❖ ESP digital learning environment that is ‘learner-centered, knowledge-centered, community centered and assessment-centered’
- ❖ 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.

#### **Q123) What is need analysis?**

The term ‘Needs Analysis’ has been defined as ‘.... Needs is actually an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in.

#### **Q124) Define Needs, Wants and Lacks?**

According to Allwright:

- ❖ **Needs:**  
Needs are the skills which a student sees as being relevant to him or herself.
- ❖ **Wants:**  
Wants are those needs on which students put a high priority in the available, limited time or in other words it is what learner feels she/he

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needs.

❖ **Lacks:**

Lacks are the difference between the students' present competence and the desired competence.

**Q125) Write key characteristics of Need analysis? Learn atleast five of these**

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

- 1) Professional information about the learners
- 2) Personal information about the learners
- 3) English language information about the learners
- 4) The learners' lacks: the gap between (C) and (A) – lacks.
- 5) Language learning information
- 6) Professional communication information about (A)
- 7) What is wanted from the course?
- 8) Information about the environment in which the course will be run

**Q126) What are assessment issues in ESP teaching?**

The assessment issues in ESP teaching are primarily concerned with the ongoing evaluation of the course's learning objectives and learners' performance. The basic purpose of assessment is to provide learners with useful feedback to develop the required competence in ESP.

**Q127) Types of monitoring and assessment in ESP contexts includes what?**

Types of monitoring and assessment in ESP contexts include:

1. Placement assessment
2. Observation of learning
3. Short -term achievement assessment
4. Diagnostic assessment
5. Achievement assessment
6. Proficiency assessment

**Q128) Write basic components of teacher training?**

According to Bojović (2006), the four basic components of teacher training are:

1. Selection, initial and terminal, is necessary because not every human being would become an adequate language teacher,
2. Continuing personal education – the assumption is that graduates level of education is insufficient.
3. General professional training as an educator and teacher. It involves what all teachers need to know regardless of which subject they teach.

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4. Special training as a teacher of a foreign or second language.

**Q129) What are the Challenges for ESP teachers in Pakistani context?**

Abdulaziz et al. highlighted the following challenges for ESP teachers in Pakistani context:

- ❖ 'In the future, students will come up with different objectives, specialized vocabulary, and expressions. More field-specific vocabulary will emerge.... In order to overcome situations as these, the ESP practitioners need to be more dynamic in their approach; keep themselves sentient and updated about the demands of the world, learn to make use of the internet....'
- ❖ 'More trained teachers are needed and teacher training institutions are required because the teacher training programs run by the Government offer a very minute number of seats and cannot supply sufficient amount of trained English teaching faculty.'
- ❖ 'Team teaching of subject/content teacher and language teacher is a new concept. Therefore, issues might emerge regarding this new notion of their working in collaboration for course designing implementation, etc.'
- ❖ 'Some ESP practitioners are not aware of the fact that they are teaching ESP.'
- ❖ 'ESP practitioners should be good researchers as well. Nowadays, however, the researches done are focused more towards achieving fame and not for learning.'

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