

ENG505

Final-Term (Solved)

ABSTRACT

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

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Input Hypothesis – Characteristics

- Proposed by Stephen Krashen.
- Learners acquire language when exposed to **comprehensible input** slightly beyond their current level (*i+1*).
- Focus on **understanding messages**, not on forced output.
- Acquisition is subconscious; learning rules is not central.
- Errors are natural and part of progress.

Output Hypothesis – Comprehensible Output (Long)

- Developed by Merrill Swain.
- Suggests that **producing language** (speaking/writing) is essential for learning.
- Output forces learners to:
    1. **Notice gaps** in their knowledge.
    2. **Test hypotheses** about language forms and structures.
    3. **Receive feedback** from listeners or readers.
- Comprehensible output is language that pushes learners to modify and refine their speech to be understood.
- Complements Input Hypothesis — input builds knowledge, output consolidates and tests it.

Critical Period Hypothesis

Short:

- There's an optimal age window (childhood) for acquiring a language naturally; after puberty, language learning becomes harder.

Long:

- Linked to brain plasticity.
- Eric Lenneberg argued that after lateralization of the brain (around puberty), the ability to achieve native-like proficiency declines.
- Supported by studies on feral children and second language learning at different ages.

Behaviorist Theory – Social & Psychological Perspective

- Language learning is **habit formation** through stimulus–response–reinforcement.

- **Social:** Emphasizes imitation and environmental influence.
- **Psychological:** Based on conditioning (classical and operant).
- Errors seen as bad habits to be corrected.

Functional Learning Theory

- Language learned to **serve functions** in communication.
- Emphasizes **meaning and purpose** over form.
- Language structures emerge as learners need to perform communicative tasks.

Cognitive Ability in Language Learning

- Involves memory, problem-solving, and analytical thinking.
- Learners use **existing cognitive structures** to process and store language.
- Higher cognitive ability often aids in grasping grammar and vocabulary.

Hypothesis-Related Topics (General)

- Input Hypothesis
- Output Hypothesis
- Interaction Hypothesis
- Noticing Hypothesis
- Affective Filter Hypothesis
- Critical Period Hypothesis

Schmidt's Six Principles

1. **Noticing** – Awareness of forms is necessary.
2. **Consciousness-raising** – Activities that highlight features aid learning.
3. **Practice** – Repetition consolidates learning.
4. **Feedback** – Helps refine accuracy.
5. **Motivation** – Drives effort.
6. **Individual differences** – Affect rate and success.

McLaughlin's Theories

Automaticity & Restructuring – Practice turns controlled processing into automatic; restructuring reorganizes knowledge.
Controlled Theory – Early learning is conscious and effortful.
Twin Theory – Language learning involves both controlled and automatic processes.

Processability Theory

Definition: Learners can only acquire language structures they are ready to process.
Details:

- Stages of development are predictable.
- Instruction is most effective when it matches the learner's current stage.

Information Processing Theory

- Language learning as processing of input through working memory into long-term memory.
- Involves attention, perception, and practice.

Language Transfer

- Influence of first language (positive or negative) on second language learning.

Generativist Perspective

- Based on Chomsky's Universal Grammar.
- Humans are born with an innate capacity to learn language.

Awareness of Language

- Metalinguistic awareness — ability to think about and analyze language.

Schmidt's Interaction Hypothesis

- Interaction provides opportunities for negotiation of meaning, which promotes acquisition.

Symbolic Learning / Use of Symbols

- Symbols (words, signs) stand for concepts; mastering them is key in language learning.

CUP Model (Common Underlying Proficiency)

Short: Languages share a common base of skills.
Brief: Skills in L1 can transfer to L2 through shared cognitive abilities.
Detailed: Cummins' theory — literacy and thinking skills in one language support the other; represented by two icebergs joined underwater.

SUP Model (Separate Underlying Proficiency)

- L1 and L2 function independently; skills don't transfer.

Subtractive Bilingualism

- Learning a second language at the expense of the first; L1 skills decline.

Previous Language Presence (Writer's Perspective)

- Learner's prior linguistic knowledge influences L2 writing style and errors.

Communicative Competence

General: Ability to use language accurately and appropriately in social contexts.
Canale & Swain: Four components — grammatical, sociolinguistic, discourse, and strategic competence.

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Cummins' 3 Components of Communicative Competence

1. Basic Interpersonal Communicative Skills (BICS)
2. Cognitive Academic Language Proficiency (CALP)
3. Critical Language Awareness

Components of Linguistic Competence

- Phonology, morphology, syntax, semantics.

Language Competence & Components (Bachman)

- **Organizational competence** (grammatical & textual).
- **Pragmatic competence** (illocutionary & sociolinguistic).

Strategic Competence – Components (3)

1. Assessment
2. Planning
3. Execution

Academic Competence

- Language and cognitive skills needed for academic success.

Interpersonal Competence – UCLA's 5 Dimensions

1. Initiating relationships
2. Disclosing personal information
3. Asserting displeasure
4. Providing emotional support
5. Managing conflict

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Symbolic Competence

- Ability to use symbols effectively in communication, considering cultural and contextual meanings.

Micro-Social Factors in Competence

- Peer group norms, classroom dynamics, immediate social environment.

Motivation Types

- **Instrumental:** Practical goals (e.g., job, exams).
- **Integrative:** Desire to integrate with target language community.

Instrumental Motivation

- Learning a language for specific benefits, not cultural integration.

Affective Domain

- Emotional factors like attitude, anxiety, motivation influencing learning.

Affective Phases in Cognitive Development

- Awareness → Understanding → Internalization → Self-regulation.

Factors Affecting Cognitive Domain

- Prior knowledge, attention, memory capacity, learning strategies.

Internal Factors (Six)

1. Age
2. Personality
3. Motivation
4. Cognitive style
5. Prior knowledge
6. Aptitude

External Factors

- Environment, teaching method, exposure, peer influence.

Strategies for Using Affective Factors

- Encouragement, reducing anxiety, fostering motivation, creating supportive environments.

Learning Styles (General)

- Individual's preferred way of processing and retaining information.

Types of Learner Styles (3)

1. Visual
2. Auditory
3. Kinesthetic

Types of Intelligence (incl. Multiple Intelligences Principles)

- **Gardner's Multiple Intelligences**:
    1. Linguistic
    2. Logical–Mathematical
    3. Spatial
    4. Bodily–Kinesthetic
    5. Musical
    6. Interpersonal

7. Intrapersonal
8. Naturalistic

- **Principles:** Everyone possesses all intelligences; can be developed; used in combination.

Phases of Intelligence

1. **Acquisition** – Gathering information.
2. **Retention** – Storing knowledge.
3. **Transfer** – Applying knowledge to new situations.

Three Conceptions of Intelligence & Psychometric View

- **Conceptions:**
  1. Psychometric – Measurable through IQ tests.
  2. Cognitive – Problem-solving, reasoning.
  3. Contextual – Adaptation to environment.
- **Psychometric View:** Intelligence is quantifiable and comparable.

Felder–Silverman Model (3 dimensions, explanation)

1. **Processing** – Active vs. Reflective learners.
2. **Perception** – Sensing (facts) vs. Intuitive (concepts).
3. **Input** – Visual vs. Verbal.

- Helps match teaching to learning preferences.

Cognitive Strategies

- **Definition:** Mental processes used to acquire and store knowledge.
- **Explanation:** Include rehearsal, organization, summarization.

Metacognitive Strategies

- **Definition:** Planning, monitoring, and evaluating one's own learning.
- **Classroom Applications:** Self-questioning, goal setting, self-assessment.

Social Strategies

- Learning through interaction, asking questions, cooperative activities.

Affective Strategies (Three Types)

1. Lowering anxiety
2. Encouraging oneself
3. Taking emotional temperature

Direct Strategies – 3 Types

1. Memory
2. Cognitive
3. Compensation

Indirect Strategies

- **Short:** Support language learning indirectly.
- **Long:** Include metacognitive, affective, and social strategies to manage learning and emotions.

SCAMDS

- **4 Strategies:** Self-monitoring, Clarifying, Asking for correction, Monitoring others.
- **One described: Self-monitoring** – checking one's output for errors.

Rebecca Oxford's Strategy Types

- Direct: Memory, Cognitive, Compensation.
- Indirect: Metacognitive, Affective, Social.

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Needs Analysis – Definition

- Identifying learners' language requirements for a specific context.

Features of Needs Analysis

- **General:** Systematic, learner-centered, ongoing.
- **Dudley-Evans & St. John:** Target situation analysis, present situation analysis, learning needs.

Needs vs Wants

- **Needs:** Objective requirements.
- **Wants:** Learners' personal preferences.

Needs Analysis Theory

- Needs evolve; analysis must be cyclical.

Needs Analysis in Language Research & Education

- Used to design ESP courses and tailor teaching.

Social Practice in Language Learning

- Language is learned in and through participation in social contexts.

Interpersonal Competence (UCLA Model)

- 5 Dimensions: Initiating relationships, Disclosing, Asserting displeasure, Providing support, Managing conflict.

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Stages of Culture

1. Honeymoon
2. Crisis
3. Recovery
4. Adjustment

Schumann's 4-Stage Culture Acquisition Model

1. Euphoria
2. Culture shock
3. Culture stress
4. Assimilation/adaptation

Ethnography Theory

- Studying language in natural cultural context.

Social Psychology (short)

- Study of how individuals' thoughts, feelings, behaviors are influenced by others.

How Adult SLA Differs from Children SLA

- Adults rely more on explicit learning; children more implicit.
- Adults affected by L1 interference.

CAT (Communication Accommodation Theory)

- Adjusting speech style to converge with or diverge from others.

Morton's Variation – 4 Types

1. Regional
2. Social
3. Functional
4. Individual

Language Input (Corder's Perspective)

- Input is data for the learner's internal syllabus; intake is what is actually processed.

Negative Evidence

- **Short:** Feedback showing what is incorrect.
- **Long:** Can be explicit correction or implicit signals.
- **5 marks:** Helps learners avoid fossilization.

Positive Evidence

- Information showing correct usage.

CLT (Communicative Language Teaching)

- Focuses on meaning and interaction over grammar drills.

Trends & Research in Pakistani Context

- Shift towards communicative approaches, but grammar-translation still common.

Technology-Based Learning in English (Pakistan)

- Use of LMS, mobile apps, online courses to enhance English learning.

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Classroom-Centered Approach

- Focuses on classroom processes and teacher–learner interaction.

Classroom Hypothesis (Eliot)

- Classroom instruction can shape interlanguage development.

21st Century vs Traditional Classrooms

- 21st: Tech-integrated, collaborative, student-centered.
- Traditional: Teacher-centered, lecture-based.

Processes Involved in Writing

- Planning → Drafting → Revising → Editing → Publishing.

Research & Teaching Relationship

- Research informs teaching methods; teaching generates research questions.

Emerging Trends in ESP

- Needs analysis-based courses, technology integration, blended learning.

Three Names of Assessment Tests

- Placement, Diagnostic, Achievement.

Levelt Model – 2 Points

1. Conceptualization
2. Formulation

CALP Model – 3 Activities

1. Academic reading
2. Academic writing
3. Complex discussions

Celce-Murcia's Model

- Integrates linguistic, sociocultural, actional, discourse, and strategic competence.

Pyramid Model – 5 Layers

1. Phonology
2. Morphology
3. Syntax
4. Semantics
5. Pragmatics

4MAT Model – Detailed

- 8-step cycle integrating different learning styles: Why → What → How → If; includes experiencing, conceptualizing, applying.

Silverman Model – Explanation

- Focus on sensory learning channels: visual, auditory, kinesthetic.

Piaget's Development Stages

1. Sensorimotor

2. Preoperational
3. Concrete operational
4. Formal operational

Linguistic Determinism

- Language shapes thought.

Linguistic Considerations in Learning

- Phonology, grammar, semantics, discourse rules.

Ranges & Domains of Learning (5 types)

1. Cognitive
2. Affective
3. Psychomotor
4. Social
5. Metacognitive

Domain of Factors in Learning

- Individual, social, cultural, educational, psychological.

Knowledge Construction

- Active process of building understanding.

B.Ed. (1.5 Years) BS English Files

Maha Malik's Compilation