

ENG513

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.

Maha Malik

Spring2025

ENG513_Spring2025
Final-Term (Solved)

1. Assignment in language————is of great significance? (teaching)
1. Syllabus is critical piece of————between instruction and student? (communication)
2. ————-teacher education also challenges teacher candidates' assumptions about the issues of gender, race, and multicultural diversity. (community based)
3. In————-study research do not have a preconceived idea of phenomenon under investigation. (descriptive study)
4. Methods and approaches may differ in their———-background? (theoretical)
5. In the————- syllabus, the language input is presented to the learner, not piece by piece, but in fairly large chunks. (analytic)
6. Daily lesson plan often consists of————parts? (two)
7. Another issue that has been paid more attention in recent years is the question of the———-of curriculum, methodology, and teaching materials for local teaching contexts. (appropriateness)
8. Listening and speaking skills can be augmented using digital media through computer tools that provide———— feedback on speaking. (individualized)

Q. Abbreviations (ESP, EVP, VOLL, CLT, CLIL, CBI)

ESP: English for Specific Purposes

EVP: English for Vocational Purposes

VOLL: Vocationally Oriented Language Learning

CLT: Communicative Language Teaching

CLIL: Content and Language Integrated Learning

CBI: Content-Based Instruction

Lesson Planning, Curriculum & Objectives

1. **Two parts of a daily lesson plan**
    - *Planning*: Setting goals, selecting content.
    - *Implementation*: Delivering instruction, managing classroom activities.
2. **Five scholars/teachers and main areas of lesson planning**
    - **Tyler (1949)** – Objectives, content, organization, evaluation.
    - **Taba (1962)** – Needs diagnosis, objectives, content selection.
    - **Stenhouse (1975)** – Process curriculum emphasizing teacher autonomy.
    - **Richards (1998)** – Backward design, curriculum alignment.
    - **Yinger (1980)** – Lesson planning as reflective practice.
3. **Functions of a lesson plan**
    - Guides instruction
    - Ensures alignment with objectives
    - Aids time management
    - Supports assessment
    - Encourages reflection

4. **Curriculum vs. Syllabus – Difference**

Curriculum	Syllabus
Broad and general	Specific and detailed
Long-term	Short-term
Includes objectives, content, methods, assessment	Focuses on content and order
Designed by authorities	Designed by teachers/institutions
Concerned with the "why" and "how"	Concerned with "what"

5. **Define "curriculum"**
   A planned sequence of instructional experiences designed to achieve educational goals.
6. **What is a syllabus? Name two types**
   A syllabus is an outline of topics and content to be taught in a course.
   - *Structural syllabus* (grammar-focused)
   - *Task-based syllabus* (task-focused)
7. **Expository task**
   A task requiring learners to explain or describe information logically and clearly.
8. **Types of objectives**
   - *Cognitive* (knowledge)
   - *Affective* (attitudes)
   - *Psychomotor* (skills)
9. **ESP material – Five examples**
   - Technical manuals
   - Business letters
   - Legal contracts
   - Medical case reports
   - Airline safety instructions
10. **Abbreviations**

- **CLIL** – Content and Language Integrated Learning
- **ESP** – English for Specific Purposes
- **VOLL** – Vocationally Oriented Language Learning
- **EVP** – English for Vocational Purposes
- **CLT** – Communicative Language Teaching

Assessment & Testing

11. **Traditional test vs. Performance-based test**

- *Traditional*: MCQs, written, paper-pencil.
- *Performance-based*: Real-life tasks, speaking, projects, writing.

12. **Five differences: Assessment vs. Evaluation**
    | Assessment | Evaluation |

|------------|------------|
Ongoing	Final judgment
Formative	Summative
Diagnostic	Grading
Individual feedback	Program focus
Helps improve learning	Measures achievement

13. **Teacher-designed practice assessment**
    Informal tasks created by teachers to monitor student progress during instruction.
14. **Conference assessment**
    One-on-one discussion between teacher and student to assess progress, needs, and set goals.
15. **Repeated reading**
    Reading the same text multiple times to improve fluency, comprehension, and confidence.

Methods, Approaches & Instruction

16. **Define eclectic approach**
    Using techniques from various methods based on learners' needs rather than sticking to one method.
17. **Language teaching methods – names only**

- Grammar-Translation Method
- Direct Method
- Audio-Lingual Method
- Communicative Language Teaching (CLT)
- Task-Based Learning
- Content-Based Instruction (CBI)

18. **Teaching profession – Partnership-based**
    Teaching is a collaborative process involving teachers, students, parents, and institutions.
19. **Teaching pronunciation in Pakistan**
    Challenges include lack of phonetic training, mother tongue interference, and limited resources.
20. **Learner autonomy**
    Learners take responsibility for their own learning through self-assessment and goal-setting.
21. **Task-based instruction – Assumptions**

- Language is best learned through use.
- Meaning precedes form.
- Tasks reflect real-life communication.

22. **Characteristics of content-based instruction**

- Integration of language and content
- Emphasis on meaning
- Authentic materials

23. **Main factor content-based instruction depends on**

- **Subject matter** or *content* being taught.

Speaking, Listening, Writing, Skills

24. **Types of speaking tasks – names only**

- Dialogues
- Role-plays
- Discussions
- Presentations

25. **Types of speaking**

- *Interactive* (conversations)
- *Partially interactive* (speeches with some interaction)
- *Non-interactive* (monologues)

26. **Listening comprehension**
Understanding spoken language through active engagement and processing of audio input.
27. **Characteristics of listening (e.g., Morley)**

- Receptive skill
- Active process
- Requires decoding and interpreting messages

28. **Three theory-based listening types**

- *Bottom-up*: Sound to meaning
- *Top-down*: Prior knowledge to interpret
- *Interactive*: Combination of both

29. **Pre-listening activities**

- Predicting content
- Vocabulary introduction
- Discussion on topic

30. **Three areas when training a learner**

- Cognitive strategies
- Metacognitive awareness
- Socio-affective skills

Reading, Writing, Communication

31. **Receptive and productive skills**

- *Receptive*: Reading and listening
- *Productive*: Speaking and writing

32. **Editing in writing**
    Reviewing and correcting grammar, punctuation, structure, and coherence in written work.
33. **One main factor in writing context**

- **Audience** or **purpose** of writing

Communication & Research

34. **What is research?**
    A systematic process of inquiry to discover, interpret, and revise facts or theories.
35. **What are communication strategies?**
    Techniques used by learners to convey meaning or overcome communication barriers.
36. **Why do learners use oral communication in offices?**
    To perform tasks like meetings, presentations, customer service, and negotiation.
37. **Define formulator (3–5 lines)**
    In Levelt's model, the **formulator** converts conceptual input into linguistic forms, selecting appropriate words and structures before articulation.
38. **Levelt's model – Two parts**

- Conceptualizer
- Formulator

39. **Three communication channels**

- Verbal
- Non-verbal
- Written

40. **Explanatory vs. Exploratory research**

Explanatory	Exploratory
Tests hypotheses	Generates ideas
Confirms theories	Identifies problems
Structured	Open-ended

Needs Analysis, Teams, Learners

41. **Two purposes of needs analysis**

- Determine learners' goals
- Design relevant course content

42. **Three team performance functions**

- Task performance
- Team building
- Decision-making

43. **Three categories of team performance**

- Individual contribution
- Group collaboration
- Organizational outcomes

Learning Psychology & Pedagogy

44. **Metacognition strategy**
Thinking about one's own learning process—planning, monitoring, and evaluating understanding.
45. **Characteristics of learners of English as a lingua franca**

- Diverse backgrounds
- Functional fluency focus
- Less emphasis on native-speaker norms

46. **Role of teacher**

- Facilitator
- Guide
- Evaluator

- Motivator

47. **Learner characteristics**

- Motivation level
- Age and cognitive ability
- Learning style
- Background knowledge

48. **PPP (Presentation, Practice, Production)**
A teaching model:

- **Presentation** – Introduce new material
- **Practice** – Controlled exercises
- **Production** – Use in real communication

49. **Two absent concepts in traditional methods**

- *Learner autonomy*
- *Communicative competence*

B.Ed. (1.5 Years) BS English Files

Maha Malik's Compilation

Maha Malik's Compilation