ENG 503 GRAND QUIZ



1. Many external **variables** affect learner production and the developing interlanguage system in **(Interlanguage in Context).**
2. **Interlanguage in Context the** basic premise of **sociolinguistics-based** SLA research is that second language data does not represent a **static** phenomenon.
3. **Interlanguage Variation** IL s seems to **exhibit** more variability than **native languages**.
4. Initially, the variation is **non-systematic**.
5. The forms are used **interchangeably** with no apparent **difference** in meaning.
6. The variation focuses on the correlations of social facts and linguistic forms.
7. It is **adaptive** to a set of resources **embodied** in social interaction.
8. **Social Interactional Approach** Learning is not an (**intra-psychological**) process. It is not situated entirely in an individual's **cognition**; rather, it is linked to social and **local ecology**.
9. **Miscommunication** and **misunderstandings** occur if the form of a speech act differs from culture to culture. **Pragmatics** is one of the most difficult areas for L2 learners.
10. (**Isolated grammatical**) judgments or experiments of (**psycho-linguistic**) processing make little sense within this paradigm. (**Interlanguage Pragmatics).**
11. There is distinction between (Input) and (Intake). Input refers to what is available to the learner, whereas, intake refers to what is actually internalized by the learner (**Coder, 1967**).
12. The ways of Long's **Interaction Hypothesis shows that**: (linguistic**/conversational adjustments promote (b) comprehension of input (c) acquisition)**
13. The ways of Long's **Interaction Hypothesis deduce that:** (linguistic**/conversational adjustments promote and acquisition**).
14. **Long's Interaction Hypothesis:** Long was critical of the descriptive of the early studies and proposed a more **systematic** approach to **linking** features of "**environmental**" language and learners" L2 development.
15. There may be some non-language factors responsible for these differences: such as (age, **aptitude motivation**, **attitude**, and **socio-psychological** influences.
16. **Competence known** as a **major concern**, modern linguistics **emphasizes** what speakers know, rather than what they actually do on some particular occasion (**performance**).
17. Affect refers to feelings or emotions that individuals have about something.
18. **Schumann's** (1978) **Acculturation Model** - if learners acculturate, they will learn.
19. **Social Distance is known: These** are the instances in which an L2 learner does not feel an affinity with the target language community.
20. It results in a diminished amount of input.
21. The learners create both **psychological and social distances** from L2 speakers.
22. **Age Differences: It** is commonly believed that children are better language learners than adults in the sense that they can gain the **mastery of an L2**, whereas **adults cannot**.
23. **Aptitude** It refers to **one's potential** for learning new knowledge or **new skills**.

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Worked by: Awais, Sara and Team of Genius ELT Group

24. **Motivation** A social-psychological factor frequently used to account for differential success in learning an L2.
25. It makes sense that individuals who are motivated will learn another **language faster**. Numerous studies show that **motivation** is a predictor of language-learning success.
26. **The Lexicon: The lexicon** may be the most important language **component** for learners. Of **all error types**, learners consider **vocabulary** errors the most serious.
27. Additionally, large **corpora** of errors consistently indicate that **lexical errors** are the most common among L2 learners.
28. Learners generally have a **wider** range of **receptive** vocabulary than **productive** vocabulary.
29. **Knowledge** is defined as "the way in which the language system is **represented** in the mind of the learner."
30. **Control** is "the processing system for controlling that system during actual performance."
31. **Breadth** of knowledge refers to the number of words a learner knows (**Nation, 2001 Nassaji**) the **depth** of vocabulary knowledge is a quality measure (**Meare, 1996**). Both breadth and depth of knowledge **play a role in comprehension**.
32. The learners must focus on **five** stages to convert **input** to **output**. (**Apperceived Input, Comprehended Input, Intake, Integration, Output).**
33. Learners produce different linguistic forms that have varying amounts of accuracy depending on the context and the task performed. (**Output).**
34. (**Integration)** is not necessarily a **one-time affair**; rather, there are **different** levels of analysis and reanalysis from storage into grammar and within the **grammar** itself.
35. It is different from apperception or comprehension as the latter two do not necessarily lead to grammar formation (**INTAKE**).
36. **(Intake)** It is the process of **assimilating** linguistic material. The **mental** activity that **mediates** between input and grammar.
37. **(Comprehended Input)** There are two differences between the notion of **comprehended input** and that of **comprehensible input**.
38. Comprehensible input is **controlled** by the person providing input, whereas comprehended input is **learner-controlled**.
39. Secondly, a comprehensible input in (**Krashen's**) sense is treated as a **dichotomous** variable: that it is either comprehensible or it is not. But there are different levels of comprehension.
40. **(Apperceived Input)** The first stage of **input utilization** is called Apperceived input.
41. Apperception is the process of understanding by which newly **observed qualities** of an object are related to **past experiences**.
42. It is an **internal cognitive** act, identifying a linguistic form as being related to some **prior** knowledge.
43. It is a priming device that prepares the input for further analysis. (**Apperceived input**)
44. Throughout history, (**bilingualism**) has been the norm rather than the exception. (60) percent of today's population is (multilingual).
45. Whereas, today **English** is the worlds most widely studied **FL; 500** years ago it was Latin.
46. In the **sixteenth** century, however, (**French, Italian, and English**) gained importance as a result of political changes in (**Europe**).
47. **Latin** was still regarded as the **classical** and most ideal form of language.

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48. (**Jacques Bellot**) taught English to the French community and authored two books: The English Schoolmaster (**1580**), and Familiar Dialogues (**1586**).
49. By **1970** it was renamed as **TESL** - (Teaching of English as Second Language).
50. (**Gabriel Meurier**) – "A Treatise for to Learn to Speak French and English".
51. During the (15th century), (**King Henry V**) proclaimed English as the **official** language.
52. **Majority** of English language teachers in the world are **nonnative speakers** (**NNS**). However, the field of English language teaching is still dominated by **British and American interests.**
53. **(Approach)** It refers to theories about the nature of language and language learning that serve as the source of practices and **principles** in LT.
54. The level of method analysis deals with (DESIGN).
55. **(Procedure)** These are the actual moment-to-moment (**techniques, practices, and behaviors**) that operate in teaching a language.
56. **Procedure** is an ordered **sequence** of techniques.
57. **Technique** It is implementation in nature. A particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques may be consistent with a method.
58. **Method** It is the overall, the practical realization of an approach. Methods include various procedures and techniques.
59. **(Grammar Translation Method)** GTM is also known as the classical method. It is one of the oldest or traditional methods, hence it is difficult to trace its origin.
60. In the early **1500s**, **GTM** was used for teaching of Latin and Greek. .
61. (GTM) It was popular in **FL classrooms** from the **mid-19th** century to the **mid-20th century**.
62. A foreign language can easily be **learnt** through translation.
63. **Grammar** is the **soul** of language.
64. **(GTM Lesson)** A reading passage, comprehension questions, antonyms/synonyms, cognates, grammar exercises, using words in sentences, **memorization**, composition, and summarizing.
65. **Criticism known as:** (Teacher - centered and aims at improving accuracy, not fluency.
66. Does not cater for the communicative aspect of language. Overemphasis on the language as a mass of rules and **vocabulary to be memorized** and translated).
67. **Before World War II,** there were **three** methods: (Modified **Direct Method, Reading Approach, and Reading-Oral Approach**)
68. **ALM** was introduced in the **1950s**. It is contrary to **Grammar Translation** Method and is based on a **solid theoretical** background provided by behaviorist **psychology** and **structuralist linguistics**.
69. Through learning language elements (**sounds, words, grammar, sentence structures**), we can build grammatically correct sentences and texts in speaking.
70. **Writing** only helps students reinforce the **learnt elements**.
71. **Oral approach** is also known as Structural - Situational Method and Situational LT. It emerged in Europe and the **United States** of America in **1920s** and **1930s**. This method was an attempt by **Harold Palmer** and **Horn-by** to present language items in a **systematic way in** the **classroom**.
72. The **methodology** involves **three** basic principles:
    (1. Choosing lexical and grammatical items **2.** Organizing and sequencing content **3.** Techniques for presentation).

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73. The **impetus to DM** came from the need to teach foreign languages to facilitate trade, commerce, travel, etc. (**DIRECT METHOD BACKGROUNGD**).
74. **Sauveur (1826–1907)** and other believers in the **Natural Method** argued that a FL could be taught without translation or the use of the learner's native language. Meaning may be conveyed **directly** through **demonstration** and action.
75. The **German scholar Franks** (1884) wrote on the **psychological** principles of direct association between forms and meanings in the TL and provided a theoretical justification for a **monolingual** approach to teaching.
76. **DM** (direct method) was first used in **France** and **Germany**.
77. **GTM** was considered to be **inadequate** and **ineffective** in developing **communicative** ability in learners.
78. **The Communicative Approach** The ever-growing need for good **communication skills** in English has created a **huge demand** for English teaching around the world.
79. **Negotiator** – Between the self, the learning process, and the **object of learning**.
80. **Contributo**r - Learner is not a passive recipient of **knowledge**...
81. **Silence** – the best vehicle for learning because it enables students to **concentrate** on the task to be accomplished and the **potential means** to its accomplishment.
82. **Learners** are **independent, autonomous, and responsible**. They work **cooperatively** rather than competitively.
83. **The teacher** is like a complete dramatist: writes the script; chooses the props; sets the mood; models the action; designates the players; and acts as a critic for the performance.
84. **Principles of the Bilingual Method:** Controlled use of the student's mother tongue.
85. **The Bilingual Method: It** was developed by **Dr. C.J. Dodson** to improve **audio-visual** method. It is also a **reaction against** the direct method.
86. **The Silent Way:** It was devised by Caleb **Gattegno** and is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be **encouraged** to produce as much language as possible. It makes use of **color charts** and the colored **Cuisenaire rods**.
87. **Types of Tasks: (a) (**Listing, ordering and sorting, comparing, problem solving, sharing personal experiences, creative tasks (**Willis, 1996**). (B) Jigsaw tasks, Information gap, Decision-making. One-way or two-way, convergent or divergent, collaborative or competitive, simple or complex processing, etc.)
88. **Roles of a Learner:** Group participant, **monitor, risk-taker, and innovator**.
89. **Roles of a Teacher:** Selector and **sequencer of tasks**, preparing learners for tasks, consciousness-raising
90. **Role of Teaching Materials:** Dependent on a sufficient supply of **appropriate classroom** tasks.
91. **Procedure:** Sequence of activities, pre-task, task and **post-task activities**.
92. Speech sounds are made by modifying an **airstream**
93. An air stream involves the passage of air from the **lungs** out through the **oral** and **nasal cavity**
94. The first point at which the flow of air can be modified is in the **larynx** (in which vocal folds are located)

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95. On the way out, the air flow can be more or less obstructed, producing a consonant, or is simply modified, giving a vowel.
96. **Consonants** are often classified by being given a so-called **VPM-label**. **VPM** stands for **Voicing, Place and Manner**
97. **Voicing** means that the vocal folds are used; if they are not, the sound is voiceless (note that vowels always imply the use of vocal folds)
98. . Place of **Articulation** is the place where the air flow will be more or less obstructed.
99. **Manner** is concerned with the nature of the obstruction.
100. Speech sounds produced by the air pushed out by the **lungs** up through the **trachea** (or windpipe) to the larynx
101. In short, sounds which are produced with vocal **fold vibration** are said to be **voiced**
102. The sounds which are produced without such vibration are called "**voiceless**" SOUNDS
103. Once the air has passed through the **larynx**, it comes up and out through the **mouth** and/or the **NOSE**
104. **A vowel** is a type of sound for which there is no closure of the throat or mouth at any point where **vocalization** occurs.
105. For **close vowels**, the tongue is **quite** high in the mouth, for mid vowels, the tongue is neither high nor low in the mouth, whereas for open vowels, the tongue is low in the mouth.
106. To describe **vowel** sounds, we consider the way in which the tongue **influences** the shape of oral **cavity** through which the airflow must pass
107. Thus, in the **pronunciation** of „heat" and „hit", we talk about "high and front" vowels because the sound is made with the front part of the tongue in a raised position.
108. In contrast, the vowel sound in „hat" is produced with the tongue in a **lower position** and the sound in „hot" can be described as a "**low back**" vowel.
109. Short vowels are only **relatively** short.
110. There are **five long vowels**; these are the vowels which tend to be longer than the short vowels in similar **contexts**.
111. The symbols consist of one vowel symbol plus a length mark made of **two dots** ":
112. **Diphthongs** are the sounds which consist of a movement or glide from one vowel to another.
113. In terms of length, **diphthongs** are similar to the long vowels described above.
114. The total number of diphthongs is **eight**
115. **Etymology** used to describe the type of **investigation** that analyzes all those basic "**elements**" used in a language
116. **Etymology** is Greek: morph - means „shape or form". The term **literally** means "the study of forms
117. A study of investigating basic forms in a language is generally known as **morphology**"

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118. **Morphology** is the study of the **internal** structure of words, word formation, including the ways new words are coined in the languages of the world.
119. **Native speakers** have intuitive knowledge of how to form new words in their language.
120. English expresses the plural of nouns by means of morphology (nut/nuts) but „**Yoruba**" uses a separate word for expressing the same thing
121. There are languages that make more use of **morphology** than English, e.g.
122. **Sumerian** uses **morphology** to distinguish between „he went" and „I went" and between „he went" and „he went to him", where English uses separate words
123. The most basic concept of **morphology** is the concept of a "**word"**
124. A **word** is a sequence of one or more morphemes that can stand alone in a language
125. When a **word** is used in some text or in speech, that **occurrence** of word is sometimes referred to as a word token.
126. A **lexeme** is a word in an abstract sense. E.g., "live" is a verb **lexeme**.
127. A **lexeme** represents the core. Meaning shared by forms such as live, lives, lived, and living
128. In most languages, **dictionaries** are organized according to **lexemes**, so it is usually reasonable to think of a **lexeme** as a **dictionary word**
129. . We need to think about how **dictionaries** come to be, and how much we credit them with the authority to decide what a **word** is.
130. . What gets into **dictionaries** has **historically** been subjected to the individual **foibles** of **lexicographers**, not to mention the mores of society
131. . On one hand, **dictionaries** do not list all the words of any language.
132. **Dictionaries** cannot list all derivatives with living prefixes and suffixes, or all technical, scientific, regional, or slang words.
133. **Common Words** occur in all **registers** of English, e.g., mother, dog, and walk
134. **Literary Words** recognized when we read, but would not necessarily be used in daily conversation, e.g., omnipotent, etc.
135. **Colloquial Words** are used frequently in spoken language, but far less frequently in written or formal language, for example, grubby, etc.
136. **A free morpheme** can stand alone as a word and does not need anything attached to it to make a word. It act as „roots", e.g., „cat, open, tour" are **free morphemes**.
137. **Morphemes** with purely grammatical purposes is called **Functional Morphemes**:
138. **Bound Morphemes**: cannot stand alone as a word – attached to other forms, e.g., the „s" in „cats" is a bound morpheme.
139. **Inflectional Morphemes**: are not used to produce new words in a language, but rather to indicate aspects of the **grammatical function** (e.g., tense, number)...
140. **Etymology** is the study of the **origin** and **history** of a word.
141. The word "**etymology**" has its origins in Greek (´etymon "original form" + logia "study of)

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142. **Coinage** is one of the least common processes of word formation in English
143. **Coinage** is the invention of entirely new terms deliberately or accidentally.
144. New words based on the name of a" person or a place are called **eponyms**.
145. **Compounding** is a joining of two separate words to produce a single form.
146. **Compounding** is very common in languages such as **German and English**, but much less common in languages such as **French** and **Spanish**
147. The notions of methods came under criticism in **1990s**.
148. A number of limitations implicit in the notion of **all-purpose** methods were raised.
149. **Mainstream** language teaching no longer regarded methods as the key factors in accounting for success or failure.
150. Some spoke of the death of methods and approaches and the term "**post-methods**" era was used.
151. **Methods** typically prescribed for teachers what and how to teach.
152. Good teaching is regarded as **correct** use of method.
153. Moreover, learners are also sometimes viewed as the **passive recipients** of the method – must submit themselves to its regime of exercises and activities.
154. The concept of learner centeredness and teacher creativity remained **absent**.
155. Arguments for listening comprehension began to be voiced in the mid-**1960s** and **1970s**.
156. There are **three** listening modes. Bidirectional, unidirectional, auto directional.
157. **Five stages** are involved in the listening process.
158. Students can improve their listening skills, if they get valuable **input**.
159. Combination of **extensive** and **intensive** listening materials and procedures may improve listening skills quickly.
160. **Extensive** listening usually takes place **outside** the classroom.
161. Extensive listening may increase students' **motivation dramatically**.
162. Materials for extensive listening can be obtained from a number of sources. **Tapes, CDs and podcasts which accompany books.**
163. Intensive listening aims at improving specific skills or answering **predetermined** question.
164. Intensive listening includes **audio recorded material**, live listening, film clips or video, etc.
165. **Listening** is not only a foundation for speaking but also a **skill** in its own right.

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166. Teachers need to listen to the material before they **come** to the class.

167. There is a need for **repetition** for students for better understanding.

168. **Subsequent** listening is easier for students and help them learn important linguistic features.

169. Teachers should **encourage** students to get as much information as is necessary from a single hearing.

170. In order to foster transfer of training, the best listening lessons present in – class activities that **mirror** real life.

171. The purpose of **language use tasks** is to give students practice in listening for information and then immediately doing something with it.

172. Speaking may be defined as an **interactive process** of constructing meaning in a context.

173. **Grammar** is needed for students to arrange a correct sentence in conversation.

174. **Pronunciation** is the way in which students produce clearer language when they speak; phonological process of how sounds vary.

175. **Vocabulary** is the appropriate diction used in communication.

176. **Limited** vocabulary is a barrier in L2 learning.

177. **Pragmatic** and **discourse** evolves the ability to speak in a range of genres and situations and then conversational and conversational repair strategies.

178. **Oral skills** do not always figure centrally in l2 pedagogy.

179. **Canale** and **Swain's 1980** adaption of Hymes's theory of communicative competence comprises four dimensions.

180. **Grammatical competence** includes rules of phonology, orthography, vocabulary, word formation, and sentence formation.

181. Oral skills courses for **nonacademic** adults focus on survival English and basic communication functions.

182. **Accuracy** and **fluency** are two factors which can determine the success of English language students in the future.

183. Reading is the process of **constructing meaning** from written texts.

184. **The text** presents letters, words and paragraphs that encode meaning.

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185. **The reader uses** knowledge, skills, and strategies to determine what that meaning is.

186. **Extensive reading** is the practice of reading large amount of text for extended period of time.

187. Extensive Reading is a **central** component of any course with the goal of building academic reading abilities.

188. One does not become a **good reader** unless one reads a lot.

189. There are several ways to engage students in Extensive Reading **both in and out of class**.

190. Intensive Reading involves learners reading in detail with specific learning **aims and tasks**.

191. Intensive reading can be **compared** with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

192. (**Effective language**) instructions help students develop a set of reading strategies.

193. A major goal for academic reading instruction is the (development) of strategies readers.

194. (**Skimming and scanning**) using a quick survey of the text to get the main idea, identify text structure, confirm or question predication.

195. (**Guessing from Context**) using prior of the subject and this ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

196. (Authentic Material) is the kind that students will need and want to read using the language in other context outside the classroom.

197. A fully developed reading activity supports students as readers through pre-reading, while-reading, and (**post-reading activities**)

198. (**Slashed/Cut up Text**) is a genuinely collaborative reading activity.

199. (**Running and Reading**) approach especially lends itself to scanning as the idea is to encourage the students to read as quickly as possible in a race.

200. The writing process teaches students to (**internalize**) the steps for producing a finished piece of writing.

201. (**Prewriting**) is the planning phrase of the writing process one can decide the type of writing.

202. (**Rough Drafts**) Children put their ideas on paper, they write major attention to punctuation or grammar.

203. (**Peer Editing**) Classmates share their rough drafts and make suggestions to each other for improvement.

204. (**Revising**) The students use the suggestions from classmates to make additions or clarify details.

205. (**Editing**) children work with the teacher and /or peers to correct all errors in grammar, mechanics, and usage.

206. (**Final Draft**) children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher.

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207. (**Publishing**) is the stage involves sharing the writing with an intended audience.
208. In the teaching of writing we can either focus on the (**product of writing**).
209. Editing and re-drafting process approach are more important while writing in a (**foreign language**)
210. Writing process is complex and recursive in (**nature**)
211. (**Genre**) represents the norms of different kinds of writing.
212. (**Creative Writing**) The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays.
213. (**Buildings and Writing Habits**) it especially is for the students lacking confidence.
214. The teaching of the mechanics of writing aims at three different goals. (**Enhance letter recognition, practice sound spelling, to help the learners move from letters and words**)
215. (**Recognition and writing drills**) constitute the first step in the effective writing habits.
216. Three major types of recognition tasks are used at this stage of writing. (**Matching tasks, writing tasks**, **Meaningful sound-spelling correspondence practice**)
217. **Capitalization** and basic punctuation rules are an important features of this early stages of (**Writing**)
218. English writing system is much more (**rule governed**)
219. (**Practical writing tasks**) are procedural in nature and have a predictable format.
220. Besides usual roles teacher is a (**Motivator**) during extended writing tasks, teachers should be ready to supply (**information and language**)
221. (**Free Writing**) A Prewriting technique in which a person writes continuously for a set period without regard to spelling, grammar, or topics.
222. The uses of (**Text Lingo**) Mobile phone, writing text messages and their replies to friends.
223. (**Writing Assignment**) the writing assignment is a key component of all writing classes.
224. (**Questioning**) helps teachers identify and correct misunderstanding and gaps in knowledge.
225. (**Peer and self-Assessment**) model how to give peer feedback learning wall-where learners can post positive feedback about others.
226. (**Integrated skills teaching**) focuses on the four main English skills-reading, writing, speaking and listening through a Communicative Language Teaching methodology
227. (**Summative Assessment**) aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or a unit of instruction.
228. (**Proficiency Test**) give a general picture of a student's knowledge and ability in a language.
229. (**Aptitude Test**) are used to predict a person's future success in learning a foreign language.
230. The combination of two separate forms to produce a single new term is also present in the process of **blending**.
231. **Blending** is typically accomplished by taking only the beginning of one word and joining it to the end of the other word. Example: Smoke + fog: Smog; smaze: smoke + haze; smurk: smoke + murk. Common on Media: e.g., telecast, telethon, infotainment. Mixing of languages: e.g., Spanglish-Spanish/English

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232. The element of reduction is even more apparent in the process of **clipping**. This occurs when a word of more than **one syllable (facsimile)** is reduced to a **shorter form (fax)**, usually beginning in casual speech. Example; Gasoline – gas, flu – influenza

233. A longer word is reduced to a single syllable, then -y or -ie is added to the end. Examples: Movie ("moving pictures"), telly ("television"), Aussie ("Australian"). **Hypocorisms**

234. A word of one type (usually a noun) is reduced to form a word of another type (usually a verb).Example: Televise from television, donate from donation, and emote from emotion. A regular source of back-formed verbs in English is based on the common pattern of worker – work. **Backformation**

235. A change in the function of a word, for example, when a noun comes to be used as a verb without any reduction. Examples: A number of nouns such as bottle, butter, chair and vacation have come to be used as verbs. „Someone has to chair the meeting", „They are vacationing in Murree." **Conversion**

236. New words formed from the initial letters of a set of other words. Example: CD (compact disk) or VCR (video cassette recorder) - pronunciation consists of saying each separate letter. Acronyms with single word pronunciation - NATO, NASA or UNESCO. **Acronyms**

237. The most common word formation process to be found in the production of new English words can be accomplished with the help of affixes, e.g., pre-fixes: (e.g., un-, mis-), suffixes: (e.g., -less, -ish). **Derivation.**

238. The field of linguistics that studies the pattern of words, phrases, and clauses within a sentence is called **syntax**.

239. Every language has a **particular structure** of **words**, **phrases** and **clauses** in sentences.

240. **Syntax** is the arrangement of words and phrases to create **well-formed** sentences in a language.

241. An **important feature** of language, more central to syntax, is that it makes **infinite use of finite** set of rules or principles.

242. The **job of syntax** is to **discover** and **formulate** these rules or principles. These rules tell us how words are put together to form grammatical phrases and sentences.

243. **Syntax** is one of the major components of **grammar** other than **morphology and semantics**.

244. The **study of syntax** helps us: **to illustrate the patterns of a language more effectively and clearly**.

245. In analyzing sentences, it is helpful to recognize that sentences consist not of words strung together **like beads on a string**, but of organized constituents (**Finegan, 2008**)

246. **Constituent**: „a syntactic unit that functions as part of a larger unit within a sentence".

247. A **constituent** can be a **word**, **phrase**, **clause** or a **sentence**, but it will function as a complete unit (**Meyer, 2009**).

248. **Constituency** is at the **center** of any **discussion** of **syntax**.

249. **Syntactic units** are not simply **arbitrarily** grouped and ordered, but form **identifiable units**.

250. Syntacticians have identified four different levels of structure at which constituents occur:

Sentences → Clauses → Phrases → Words

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251. The **largest constituent** is the sentence; **the smallest** is the word.
252. Sometimes sentences and clauses are **identical**: a declarative sentence, for instance, may consist of one main clause.
253. There are **two Types of Constituents: Immediate constituents and ultimate constituents**
254. **Immediate constituents** depends upon what level of structure is there (sentence, clause, and phrase).
255. At the **highest level**, the sentence itself is a **constituent**. But within it, one can find several immediate constituents: separate units into which a given structure can be divided. (e.g., **subject** and **predicate**).
256. **Constituency Test** help in identifying the constituent structure of sentences (**Roberts, 1997**)
257. **Many constituents are phrases**. **A phrase** is a sequence of one or more words built around a head **lexical** item and working as a unit within a sentence.
258. Whether one word can be substituted for another (e.g., a pronoun for a noun) and if such a change yields a grammatical sentence where the general structure has not been altered, then the test sequence is a constituent (**Redford, 2004**): **Substitution (Replacement) Test**
259. Whether a sequence of words can be omitted without influencing the grammaticality. **Omission (Deletion) Test**
260. **Constructions** can be moved when systematic changes are made to a sentence. This usually involves using a definite pro-form (**it, he, there, here, etc.)** in place of a phrase or a clause. In most cases, adverbials (that give additional information) can be safely omitted and thus qualify as constituents **(Roberts, 1997)**
261. **Two or more words** form a syntactic constituent if they can be moved together as one single unit to another position in the same sentence. **Movement (Fronting) Test**
262. **Constituency tests:** Answer ellipsis (question) test, Clefting Test, etc.
263. There are different words in any language, which are called **parts of speech**.
264. There are **eight** parts of speech in English language (**Eastwood, 2008**). They are Noun, Pronoun, Determiner, Verb, Adjective, Adverb, Conjunction, and Preposition.
265. **Form and function** are two extremely important concepts – how grammar works (**Aarts, 2015**).
266. **'Form'** refers to the category labels we use for the building blocks of grammar, i.e. word classes, phrases, and clauses.
267. **Common Forms of Phrases and their Symbols are:**
    Noun phrase (NP)
    Verb phrase (VP)
    Adjective phrase (AP)
    Adverb phrase (AdvP)
    Prepositional phrase (PP)
268. **Other common symbols:** Sentence (S), Proper noun (PN), Noun (N), Adverb (Adv), Verb (V), Adjective (Adj), Preposition (Prep), article (Art), Pronoun (Pro).

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269. Familiar **grammatical function** labels are subject, verb, object and complement (which include subject complement and object complement, and adverbial.
270. Here is an example of **forms and functions**: In sentence "We had a picnic in the park." „We" is a NP functioning as Subject, „had" is a VP functioning as Verb, „a picnic" is an NP functioning as an Object and „in the park" is a PP functioning as an Adverbial phrase.
271. Words make phrases, phrases make clauses, clauses make sentences, and sentences make speech.
272. **Head** is a central part of any phrase. Generally, it is a lexical word and defines the category of the phrase.
273. **A phrase** can be a single word or group of words. The words other than head are called modifiers**.**
274. **A Modifier** is a word, especially an adjective or noun used attributively, that restricts or adds to the sense of a head noun (e.g., *good* and *family* in a „good family house") - make its meaning more specific.
275. The modifiers before head are called **pre-modifiers** while after head are called **post-modifiers**.
276. **Compliments:** Other phrases in a sentence that are not optional like modifiers; they are necessary to complete the sense.
277. The **difference between modifiers and compliments** is that modifiers are **optional** and compliments are **obligatory**.
278. As represented in the tree structures, complements are **sisters of the lexical head V**, whereas **modifiers are sisters of a phrasal head VP.** Most common compliments include: direct object, indirect object, subjective complement, and objective compliment.
279. **Phrases** are projected from lexical categories, and hence we have phrases such as **NP, VP, PP, etc**.
280. **A noun phrase** is a word/group of words in which the head word is a noun.
281. **A noun phrase can occur in this way**: Determiner + Adjective + Noun + Adjective / Prepositional Phrase.
282. **A Noun Phrase:** It can be a noun, Or a determiner and a noun, Or with an adjective and a determiner, Or with a post-modifier
283. **A noun phrase is used** as a subject, object, compliment or adverbial in a sentence.
284. **VP (Verb Phrase):** In which the head word is a verb. It consists of a main verb alone, or a main verb plus any **modal** and/or **auxiliary**.
285. **A verb phrase is used** as a verb in the sentence and is the most important element in predicate
286. **PP (Preposition Phrase):** A preposition preceded by a noun phrase makes a prepositional phrase. Both **preposition and a noun phrase** are **compulsory**. **For a preposition**, it is necessary to take a noun phrase; otherwise it cannot stand alone.
287. A **PP (Preposition Phrase)** can be used as a complement, or modifier in a phrase/a sentence.

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288. **AP (Adjective Phrase):** In which the head word is an adjective. An AP can consist of a single **adjective** or with a **modifier**.
289. AP **(Adjective Phrase)** is used as a modifier in a noun phrase or as a complement in a sentence.
290. **AdvP (Adverb Phrase):** In which the head word is an adverb. It can consist of a **single adverb** or with a **modifier**.
291. **AdvP (Adverb Phrase) is** used as a modifier in an **adjective phrase** or as an **adverbial** in a sentence.
292. **Semantics** is the study of meaning. (**Lyons, 1977**).
293. **Semantics** is the study of meaning in language. (**Hurford & Heasley, 1983**).
294. **Semantics** is the study of meaning communicated through language. (**Saeed, 1997**).
295. The part of linguistics that is concerned with meaning. (**Löbner, 2002**).
296. **Linguistic semantics** is the study of literal, de-contextualized, grammatical meaning (**Frawley, 1992**).
297. **Linguistic semantics** is the study of how languages organize and express meanings (**Kreidler, 1998**).
298. **Language uses a system of linguistic signs**, each of which is a combination of meaning and **phonological** and/or **orthographic** forms.
299. According to **Yule**, Semantics is the study of the meaning of **words, phrases and sentences**.
300. **In semantic analysis**, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker might want hearer to mean on a particular occasion.
301. **Etymology**: From the Greek, „sign". The term semantics was coined by French linguist **Michel Bréal** (**1832-1915**), who is commonly regarded as the **founder of modern semantics**.
302. **Michel Bréal** focuses on the relation between signifiers, e.g., words, phrases, signs, and symbols, and what they stand for, their denotation.
303. **Semantics:** It also tries to understand what meaning is as an element of language and how it is constructed by language as well as interpreted, obscured, and negotiated by speakers and listeners of language.
304. **Semantics** is closely linked with another sub discipline of linguistics **'Pragmatics'.**
305. **Semantics** is a highly theoretical research perspective, and looks at meaning in language in isolation.
306. Pragmatics is a more **practical subject** and is **interested in meaning** in language in use. It often uses native speaker intuitions about the meaning of words.
307. **Semantics**: The study of meaning within a linguistic system e.g., words and sentences.
308. **Semiotics**: The study of signs and symbols, not necessarily linguistic.
309. **Signs** are of **three** types:

    a) **Iconic sign** physically resembles what it stands for (e.g., a picture).
    b) An **indexical sign** is related with some sensory feature (directly visible, audible, etc.).

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c) **Symbolic signs** have no relation with what they refer to.

310. The **relation between signifier and signified** is purely **conventional** and **culturally specific**, e.g., most words.

311. There are **two** Kinds of **Semantics:**

a) **Lexical Semantics** deals with the meaning of individual words

b) **Structural Semantics** deals with the meaning of words in relation to each other

312. **The meaning of words** cannot be derived only from their physical properties; it cannot be reduced only to the real-world objects or their perception, cannot be reduced only to the particular image or concept your mind

313. **The meaning of words** is to be **derived** from the relations between words, concepts and things in the real world.

314. **Words and linguistic** signs have a **representational** or **symbolic function.**

315. "Meaning" have **two** types **Extension** and **Intention**:

316. **Extension:** The thing in the world that the word/phrase refers to.

317. **Intention:** The concepts/mental images that the word/phrase evokes (Wood, 2011).

318. The **symbolic function of linguistic signs** crucially rely on the intentions of language users to use linguistic signs in order to communicate certain meanings to other language users.

319. **Linguistic meaning** is more than a matter of intentions on the part of individual language users. It is also a matter of convention**.**

320. This is essential that the connection between a linguistic sign and what it stands for is **arbitrary**.

321. There are four **Theories of Meaning:**

322. **Referential Theory of Meaning:** Meaning is reference to facts or objects in the world.

323. **Ideational Theory of Meaning:** The ideational theory takes speaker's meaning as fundamental. It assumes that meaning is attached to, but separable from words, because it originates somewhere else, namely in the mind, in the form of ideas.

324. **Mentalistic, Cognitive and Conceptual Theories of Meaning:** They deal with speakers" psychological grasp of the meaning, of expressions of their language; rather than with the relation between the expression and the possible worlds.

325. **Prototype Theory of Meaning:** A mode of graded categorization in cognitive science. Where some members of a category are more central than others.

326. **Semantic Features:** One way in which the study of basic conceptual meaning might be helpful, would be as a means of accounting for the "oddness"

327. We can use the idea to **describe part of the meaning** of words as either having (+) or not having (−) that particular feature

328. Features such as "+animate, −animate," "+human, −human," "+female, −female" can be treated as the basic elements involved in differentiating the meaning of each word in a language from every other word.

329. **Theories of Semantics** revolve around some basic ideas called **assumptions**.

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330. **Reference: Palmer** says "reference deals with the relationship between the linguistic elements, words, sentences, etc., and the non-linguistic world of experience" (**Palmer, 1981**).
331. **John I. Saeed** claims that "The relationship by which language looks onto the world is usually called **reference**.
332. **Sense:** "The semantic links between elements within the vocabulary system is an aspect of their sense, or meaning" (**Saeed, 2009**).
333. "**Sense**" exists in word. This is a word to word relation.
334. Meaning of linguistic expressions derives from **TWO** sources:
    a) Language they are part of.
    b) The world they describe.
335. **Utterance** is created by speaking (or writing). Sentence plus sound is equal to utterance. It is considered to be the most concrete level of language.
336. **Sentence** is some higher level of language
337. **Proposition** is a purely abstract level (Saeed, 2003) - more abstract than sentences; a way of capturing part of the meaning of sentences.
338. **Logicians** discovered that certain elements of grammatical information in sentences were **irrelevant** e.g., **active and passive**.
339. Only **lexical words** are considered **propositions**.
340. **Literal meanings** are **dictionary meanings**. **Non-literal** uses are **traditionally** called **figurative**. They are described by rhetorical terms including metaphor, irony, metonymy etc. (**Saeed, 2003**)
341. **Semantics:** transmission of meaning through language – sentence/word meaning.
342. **Pragmatics:** transmission of meaning through language in use – speaker's meaning.
343. **Semantic/Thematic** roles were introduced in generative grammar during the mid-**1960s** and early **1970s** and are also called **participant roles**, **theta roles**, **semantic cases** and **deep cases**.
344. **Thematic roles**, entities are described by the action of the verb**.** The roles that referents of the arguments of a verb play in an event or as the state that the verb denotes. Arguments are the constituents that are required for a sentence to be grammatical (**subject, object, etc**.)
345. There are **eleven (11)** semantic/thematic roles the widely accepted (**Saeed, 2010**):
346. **Agent:** The initiator of some action – capable of acting with volition. **Agent, Patient, Theme, Experiencer, Beneficiary, Instrument, Location, Goal, Source, Stimulus, Recipient**
347. **Patient:** The entity/person undergoing the effect of some action; usually undergoing some change in state.
348. **Theme:** The entity (person or thing) which is moved by an action or whose location is described by verb.
349. **Experiencer:** The entity which is aware of the action or state described by the predicate but which is not in control of action or state.
350. **Beneficiary:** The entity for whose benefit the action was performed.
351. **Instrument:** The means by which an action is performed or something comes about.

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352. **Location:** The place in which something is situated or takes place.
353. **Goal:** The entity towards which something is moved, either literally or metaphorically.
354. **Source:** The entity from which something moves, either literally or metaphorically.
355. **Stimulus:** The entity causing an effect (usually psychological) during an experience.
356. **Recipient:** A role of recipient is sometimes identified as a type of goal involved in actions describing changes of possession.
357. A **particular word** may be **simultaneously** in a number of these relations - more accurate to think of the lexicon as a network.
358. Not only can words be treated as "**containers**" of meaning, or as **fulfilling** "roles" in events, they can also have "**relationships**" with each other.
359. Words with very closely related/similar meanings are called **synonyms**. They can often, though not always, be substituted for each other.
360. Between the words which are opposite in meaning. Simple **Antonyms**: (**non-gradable**) such a relation between words such that the negative of one implies the positive of the other.
361. The pair is also sometimes called **complementary pairs** or **binary pairs**. dead/alive, pass/fail
362. **Gradable Antonyms:** Such a relationship between opposites where the positive of one term does not necessarily imply the negative of the other, for example rich/poor, fast/slow. Can be used in **comparative constructions**
363. **Hyponymy:** A relation of inclusion; a hyponym includes the meaning of a more general word. Dog and cat are **hyponyms of animal**. The more general term is called **superordinate**.
364. **Metonymy:** One word or phrase is substituted for another with which it is closely associated. E.g., "crown" for "royalty".
365. **Meronymy:** Describes a part-whole relationship between lexical items. Cars have parts: engine, headlight, and wheel.
366. **Collocation:** A collocation is made up of two or more words that are commonly used together in English.
367. **Homonyms** are unrelated senses of the same phonological words.
368. **Polysemy:** When the senses are judged to be related under same lexical entry.
369. **Polysemous senses** are related and listed under the same lexical entry and **Homonyms** are unrelated senses under separate entries.
370. **Modality:** A cover term for devices which allow speakers to express varying degrees of commitment to, or belief in, a proposition (**Saeed, 2003**). It modifies the meaning of the event or action we talk about.
371. There are two types of **Modality:**
372. **Deontic Modality:** Verbs mark the speaker's attitude to social factors of obligation, responsibility and permission. They express ways to influence the action or event we talk about.
373. **Epistemic Modality:** It conveys a speaker's degree of knowledge about something.
374. It is possible for you to drive this car. (Epistemic modality) and you have my permission to drive this car (Deontic modality).
375. **The Expressions of Modality:** are expressed by means of modal verbs.

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376. **Evidentiality:** It allows a speaker to communicate her attitude to the source of her/his information and to check whether the evidence exists for the statement and/or what kind of evidence exists (**McLendon, 2003**).

377. There are 5 types of **Evidentiality.**

i. **Witness Evidentiality:** I saw him breaking the window.
ii. **Sensory Evidentiality:** It smells like they are having a barbecue here.
iii. **Inferential Evidentiality:** You must be very tired after a long journey.
iv. **Reportative Evidentiality:** The jeweler was the criminal, allegedly.
v. **Assumed Evidentiality:** I think that he will go to seaside on this beautiful day.

378. The study of what speakers mean or "speaker's meaning" is called **pragmatics**. "It is the study of "invisible" meaning or how we recognize what is meant even when it isn't actually said or written" (**Yule, 2010**)

379. **Pragmatics** includes background knowledge of context i.e. people know about each other and the world.

380. People have a shared understanding of how they should co-operate in their communication (**Cooperative Principle**).

381. **Pragmatics** may **vary from culture to culture**. The relationship between the **linguistic form** and **communicative function** is of **central interest** in Pragmatics.

382. **Physical Context**

a) The social context, the mental worlds and the roles of people are involved in the interaction.
b) The social, political and cultural understandings that is relevant to interaction.
c) The background knowledge of context is cultural and interpersonal knowledge.

383. **Co-textual context**: what people 'know about what they have been saying' (**Cutting, 2002**). The **co-text** of a word is the set of other words used in the **same phrase or sentence**.

384. Identify the role of teachers that it depicts .Persuade students to read extensively by focusing on its benefits. **(Motivator)**

385. What type of reading would be best for the following text? The learners read a short text and put events in to chronological order **(intensive reading).**

386. New words based on the name of a person or a place is called **(eponym).**

387. The commonly used strategy to reviewing titles section headings and photo captions to get a sense of the structure and content of a reading selection is **(previewing).**

388. The combination of two separate forms to produce a single new term is also present in the process of **(Blending).**

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389. Which of the following test types is used to explore learner difficulties and gaps in knowledge? **(Diagnostic achievement test)**

390. The words which are used frequently in spoken language but far less frequently in formal language for example grubby etc. are called **(colloquial words)**

391. Writing approaches is used specially for those students how lack confidence? **(Building the writing habit).**

392. When the vocal folds are drawn together the air from the lungs repeatedly pushes them apart as it passes through creating a vibration effects .sounds produced in this way are describes as **(voiced).**

393. Final exams midterms exams quizzes etc. . . .are example of **(summative assessment**)

394. Semantics is closely linked with another sub discipline of linguistics **(pragmatics)**

395. Restricted to the measurement of a given domain **(testing, teaching, assessment)**

396. Following should be considered while assigning grades to the students. (**Students hard work or performances)**

397. In writing process when one writes without major attention to punctuation or grammar is called **(rough drafts).**

398. Test types give a general picture of students' knowledge and ability in a language? **(Proficiency test).**

399. In thematic roles the entity for whose benefit the action was performed is known as **(beneficiary)**

400. On average we expect to listen **(twice)** as much as we speak.

401. The phrase in which both parts head word and modifier are obligatory is known as **(adjective phrase)**

402. The sound which consists of a movement or glide from one vowel to another is called **(diphthongs)**

403. Buzz groups instant comment and formal debates are the popular forms of **(discussion).**

404. The stage which involves sharing the writing with an intended audience is called **(publishing).**

405. A different phonetic variation of a morpheme is called **(allomorphs)**

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406. When testing is taking place at different times we need multiple forms of tests to ensure **(test security).**

407. The most basic concept of morphology is the concept of morphology is concept of **(word)**

408. The criteria of exceptional failing and average students depends on students **(grades)**

409. Which step of writing process is used in given situation? Children are working with the teacher and peers to correct all errors in grammar mechanics and usage **(editing)**

410. The distinction between accuracy and fluency is essentially **(methodological)** distinction.

411. The total number of diphthongs in English language is **(eight).**

412. When testing takes place at different time then **(more than one form of test is required)**

413. In communicative approach teacher plays the role of a **(facilitator)**

414. The presentation of the test should be **(uniform)** across its various forms.

415. When grading standers are pre specified it is called **(absolute grading).**

416. Solving a puzzle drawing a picture finding similarities etc. are the example of **(information gap)**

417. English writing system is not rule governed **(false)**

418. Listening and repeating model? **(To pattern match; to listen and imitate)**

419. Students read different texts and then share the information they have gathered in order to piece together the whole story is called **(Jigsaw reading)**

420. On average we expect to listen **(twice)** as much as we speak.

421. According to the divine source, the primitive words could have been imitation of the natural sounds which early men and women heard around them. **(True)**

422. The phase that includes the underlying knowledge about language structures and principal in learners' heads at the start of L1 or L2 acquisition is called state. **(Initial)**

423. The most important type of morphological change is called **(Analogy)**

424. **Kumaradivelu** divided the methods of teaching second language into groups **(three)**

425. The phenomenon of word loss follows a certain sequence. What comes first in the sequence? **(Really used)**

426. Which of the following involve in building meaning from extended segments of language such as novels, news articles, conversation, textbooks, etc.**?(TEXT/Discourse comprehension)**

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427. Early humans had already developed musical ability prior to language and were using it "to charm each other". This theory of origin of language was given by **(Charles Darwin)**

428. According to the educational policy (**1969**), Urdu was the official language in West Pakistani and Bengali in East Pakistan.

429. Which structure deals with the relationship between individual sentences in the discourse? **(Local discourse structure)**

430. The level, at which classroom procedures are described in language teaching, is called **(technique)** describe by (**Richards and Rodgers**).

431. Which one of the following treats the language user as an individual rather than a representative of a society? **(Psycholinguistics)**

432. In Pakistan, barely literate population is nearly census, 2001 **(66 million, 43.92%)**

433. In Pakistan, nearly have passed matriculation, can presumably read and understand a little English (**census 2001**). **(26 million, 17.29%)**

434. A language is at danger of falling out of usage as its speakers die out or move to speaking another language. This state is called **(language endangerment)**

435. According to the structural linguist Roman Jacobson, there are essential functions of language **(Six)**

436. English may have a small number of proficient speakers in Pakistan; there are very people **(influential)**

437. The level, at which theory is put into practice in language teaching, is called **(Method)**

438. Different countries adopt English either as an official or as an/a language. **(Foreign)**

439. The quote, 'there can never be a moment of True standstill in language' Aitchison, 2013, refer to ;(**Ever changing nature of a language)**

440. Language policy is a/an area in the political history of Pakistan. **(Ignored)**

441. Humans continually create new expression and novel utterances to describe new objects and situations. This property of human language is described as **(productivity)**

442. According to Yule, language must have developed between 100,000 and 50,000 years ago. **(Spoken)**

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443. Whose model ignores the new dominant function of English i.e. Lingua franca? **(kachru's model)**

444. Non-native speakers have an advantage of **(multilingualism)**

445. In the language development processes the child starts at the age of 16 weeks. **(To laugh)**

446. The branch of linguistics which studies language change is called **(historical linguistics)**

447. The sub Field of second language acquisition is also known as. **(Language transfer)**

448. First education policy of Pakistan took place in the year. **(1959)**

449. In method, learning is ensured largely by translation to or from the target language. **(Grammar translations)**

450. Which of the following circles include the previously colonized countries? **(Outer circle)**

451. Humans can refer to past and future time with the help of language. This property of Human language is called. **(Displacement)**

452. Native/non-native separation had been used as much in theoretical linguistics as in **(applied linguistics)**

453. There is no "natural" connection between a linguistic from and its meaning. This property of human language is called. **(Arbitrariness)**

454. Which one of the following are the largest and oldest associations in the field of ELT? **(TESOL)**

455. The privileging of Urdu by the state has created to it. **(Ethnic opposition)**

456. Criteria for native speaker's status were presented by in 2006. **(Davies)**

457. The phenomenon of lexical loss follows a certain sequence. Choose the correct sequence from the following :**(Rarely used, old-fashioned, archaic, obsolete)**

458. Use of 'gerunds' became common in period. **(Early modern English)**

459. Modern English period is also known as (**Restoration period**)

460. Almost languages are spoken in Pakistan. Coleman 2010. **(72)**

461. Task based language learning focuses on the completion of learning task by using the target language. **(True)**

462. Inner circle include those countries which use English as a/an. **(mother tongue)**

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463. Which method focuses on learner's linguistics and communicative needs? **(Learner centered)**

464. Which of the following areas is emphasized by the psychologists in second language acquisition? **(The mental or cognitive processes)**

465. According to the **levelt model** of language development, the last stage of speech production is called. **(Self-monitoring)**

466. In the middle English, what was the past participle from of the word' help'? **(Holpen/ holp)**

467. The level, at which assumptions and beliefs about language and learning are specified, is called. **(Approach)**

468. The term of interlanguage (IL) was introduced by Larry Selinker in **(1972)**

469. The phrase, 'prisoners inside the narrow confines of their cultures' refers to **(native speakers)**

470. The students use the suggestions from classmates to make additions or clarify details .in writing process this step is called **(revision)**

471. The study of how speech sounds are made or articulated is called **(articulatory phonetics)**

472. The terms semantics was coined by French linguist **(Michel Bréal)**

473. The minimal meaningful units that are used to form words are called **(morphemes)**

474. All components of grading should be consisted with the **(institutional philosophy)**

475. Business meeting interview conversation at airport etc. are the examples of **(simulations/role play)** activities

476. Communicative approach is also termed as **(interactive approach)**

477. The most commonly used activity in the oral skills class is **(discussion)**

478. The student is encouraged to produce as lengthy a list as possible of all main idea that come to specification is much more **(problematic)**

479. The reading type chosen and designed by the teacher to enable students to develop specific receptive skills is known as **(intensive reading)**

480. In task based language teaching the sequence of activities is pre task, **(task)** and post task activities'

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481. The central part of a phrase which is a lexical word and defines the category of the phrase is known as **(head)**

482. There are **(eight)** parts of speech in English language

483. In task based language teaching **(tasks)** are the core units of planning and instruction in language teaching

484. Traditional classrooms and systems focus mainly on speech **(accuracy)**

485. In thematic roles the entity for whose benefit the action was performed is known as **(beneficiary)**

486. The most basic concept of morphology is the concept of **(word)**

487. Crown for royalty is an example of **(metonymy)**

488. The presentation of a test should be **(uniform)** across its various forms

489. Extensive English involves listening to **(massive)** amounts of text

490. Read the given sentence and identify the types of phrase 'my daughter 'is very intelligent**.(Noun phrase)**

491. A reliable test should give **(consistent)** results

492. The words which are used frequently in spoken language but far less frequently in formal language .for example grubby etc are called **(colloquial words)**

493. The criteria of exceptional falling and average students depend on students **(grades)**

494. When the vocal folds are drawn together the air from the lungs repeated pushes them apart as it passes through creating a vibration effect .sounds produced in this way are described as **(voiced)**

495. Listening to mimic a text is an example of **(intensive)**

496. Syn tacticians have identified **(four)** different levels of structure at which constituents occur

497. What type of reading is would be best for the following text? The learners read a short text and put events into chronological order. **(Intensive reading)**

498. The sound which consists of a movement or glide from one vowel to another is called **(diphthongs)**

499. The Distinction between accuracy and fluency is essentially a **(methodological)** distinction

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500. According to the educational policy **(1969)** Urdu was the official language in West Pakistan and Bengal in East.

501. A language is at danger of falling out of usage as its speaker die out or move to speaking another language .This state is called **(Language endangerment)**

502. According to Yule **(spoken)** language must have developed between 100, 00 and 50,000 years ago.

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506. In **(Grammar Translation)** method, learning largely by translation to or from the target language.

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509. Which of the following circles include previously colonized countries? **(Outer circle)**

510. Non-native speakers have an advantage of **(multilingualism)**

511. Human can refer to past and future time with the help of language. This property of human language is called **(displacement)**

512. Native/non-native separation has been used as much in theoretical linguistics as in **(applied linguistics)**

513. The phenomenon of word loss follows a certain sequence. What comes 1st in this sequence? **(Rarely used)**

514. There is no "natural" connection between a linguistic form and its meaning. This property of human language is called **(arbitrariness)**

515. Which one of the following is the largest and oldest association in the field of ELT? **(TESOL)**

516. According to divine source, the primitive words could have been imitations of the natural sound which early men and women hard around them. **(True)**

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517. Early humans had already developed musical ability prior to language and were using it "to charm each other". This theory of origin of language was given by **(Charles Darwin)**

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519. Criteria for native speakers 'status were presented by **(Davies)** in 2006.

520. The phenomenon of lexical loses follows a certain sequence chooses the correct sequence from the following**. (Rarely used, Old-fashioned. Archaic. Obsolete)**

521. Uses of 'gerunds' because common in **(Early Modern English)** period.

522. Language policy is a/an (ignored) area in the political history of Pakistan.

523. Modern English period is also known as **(Restoration Period).**

524. Humans continually create new expression and novel utterances to describe new objects and situations. This property of human language is described as **(productivity).**

525. The level, at which classroom procedures are described in language teaching, is called **(technique).**

526. Different countries adopt English either as an official or as an/a **(foreign)** language.

527. The quote, 'there can never be a moment of true standstill in language' **(Aitchison, 2003) refers to (Ever changing nature of a language)**

528. Criteria for native speakers' status were presented by **(Davies)** in2006.

529. In **(Grammar transition)** method, learning is ensured largely by transition to or from the target language.

530. There is no "natural" connection between a linguistic from and its meaning. This property of human language is called **(arbitrariness)**

531. Almost **(72)** languages are spoken in Pakistan **(colemon. 2010)**

532. Whose model ignores the new dominant function of English i, e Lingua franca? **(kachru's model)**

533. Middle English, what was the post participle form of the word 'help'? **(Holpen)**

534. Teak based language learning focuses on the completion of learning task by using the target language. **(True)**

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535. According to the divine source, the primitive words could have been imitations of the natural sounds which early men and women heard around them. **(True)**

536. Inner circle include those countries which use English as/a **(mother language).**

537. The most important type of morphological change is called **(analogy)**

538. Use of 'gerunds' became common in **(Early Modern English)** period.

539. Kumaradivelu divides the method of teaching second language into **(three)** group.

540. Which of following circles include the colonized countries? **(Outer circle)**

541. English may have small number of proficient speakers in Pakistan. These are very **(influential)** People.

542. Human continually create new expressions and novel utterances to describe new objects and situations. This property human language is described as **(productivity)**

543. Which method focuses on learner's linguistics and communicative needs? **(Learner centered)**

544. According to the education policy **(1969)** Urdu was the official language and Bengali in East.

545. The privileging of Urdu by the state has created **(ethnic opposition)** to it.

546. Which one of the following is the largest and oldest association in the field of ELT? **(TESOL)**

547. According to a structural linguist Roman Jacob son, There are **(Six)** essential functions of language.

548. The branch of linguistics which studies language change is called **(Historical linguistics)**

549. The privileging of Urdu by the state as created **(ethnic opposition)** to it.

550. Which of the following assesses bilingual learner's relative strength in two or more languages? **(Language dominance test)**

551. Semantics is the study of **(meaning)**

552. Writing process is complex and recursive in nature **(true)**

553. Which of the following types of tests predicts a person's future success in learning's a foreign language? **(Aptitude test)**

554. Which one of the following language skills is used the most in normal daily life. (**Listening)**

555. In communicative approach the main goal of language teaching is to achieve **(language competence)**

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556. In linguistics **(Polysemous)** are words which sound alike or are spelled alike but have different meanings

557. The students Is encouraged to produce as lengthy a list as possible of all main idea that come to mind in **(listing)** stage of writing

558. English writing system is not rule governed **(False)**

559. What type of questions to be aimed to be solved in intensive listening **(Predetermined Questions?)**

560. Traditional Classrooms and systems focus mainly on speech **(Accuracy)**

561. Persuade students to read extensively by focusing on its benefits **(Motivator)**

562. Students read different texts and then share the information. They have gathered in order to piece together the Whole story is called **(Jigsaw Reading)**

563. Which step of working process is used in the given situation? Children are working with the teacher and/or peers to correct all errors in grammar, machines and usage **(Editing)**

564. Which one step at the end of section while reading a text in order to check (**comprehension**) level of the text **(paraphrasing).**

565. Final Exams, midterm exams quizzes etc. are the example of **(summative Assessment**)

566. Solving a puzzle, drawing a picture, finding similarities, etc. are the example of **(Information gap)**

567. Extensive listening involves listening to **(massive)** amount of text

568. Writing process is complex & recursive in nature **(True)**

569. Business meeting, interview, conversation at airport etc. are the Example of **(Simulation/ Role-play)**

570. The most commonly used activity in the oral skills is **(discussion)**

571. Which of the following test types given a general picture of a student's knowledge and ability in a language? **(Proficiency Test)**

572. The earliest large scale assessment in the US were referred to as **(TOESL)**

573. Which of the following types of predicts future success in learning a foreign language? **(Aptitude Test)**

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574. Which of the following stage of the listening process determines the degree of the success in communication? **(Responding)**

575. The practice of reading large amount of text for extended period of time is called **(Extensive reading)**

576. On average, we expect to listen **(twice)** as much as possible

577. Which of the following test type is used to explore learner's difficulties and gaps in knowledge? **(Diagnostic Achievement Test)**

578. Students read different texts and then share information; they have gathered in order to piece together the whole story is called **(jigsaw reading)**

579. The students use the suggestions to make addition or clarify details. In writing process, this step is known as **(Revision)**

580. The reading type chosen and designed by the teacher to enable students to develop specific receptive skills is called **(Intensive reading)**

581. The ability to infer the meaning of an expression using contextual clues instead of looking them up in the dictionary **(Guessing from context)**

582. Which one of the following language skill is used the most in normal daily life **(listening)**

583. "Listening to mimic a text" is an example of **(intensive)**

584. Which type of listening usually takes place outside the classroom? **(Extensive)**

585. A reliable test should give **(consistent)** results.

586. Which of the following stages of the listening process determines the degree of success in communication? **(Responding)**

587. In writing process, when one writes without majority attention to punctuation or grammar is called **(rough draft)**

588. Children are working with the teachers and/or peers to correct all grammar, mechanics and usage **(Editing)**

589. Which of the following goals a learner has to meet in listening and repeating Model? **(To pattern-match; to listen and imitate)**

590. The commonly used strategy to reviewing titles, sections, headings and photo caption to get a sense of the structure and content of a reading selection is called **(Previewing)**

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591. The distinction between accuracy and fluency is essentially a **(methodological)** distinction

592. Buzz group, instant comment and formal database are the popular form of **(discussion)** activity

593. Writing approaches is used especially for those students who lack confidence **(Building a writing habit)**

594. According to the bailey which of the following is the most demanding skill in an L2 (**Speaking**)

595. The learner read a short text and put events into chronological order **(Intensive reading)**

596. A variety or lect which is thought of as being related to its speaker`s social background rather than geographical background is called (**Sociolect**).

597. According to Searle (1976), all speech acts fall into _____ main types. (**Five**)

598. Which of the following notions have been used to exclude others on the base of race and culture? (**Non-native speaker**).

599. Which paradigm in discourse studies extends the study of language in combination with other resources, such as images, scientific symbolism, gesture, action, music and sound? (**Multi-modal Discourse Analysis**).

600. Him, them, those, Khan, Qureshi, etc. are the examples of (**Person deixis**).

601. Lakoff presented a set of basic assumptions about what marks out the language of women in (1975).

602. Leaving out a word or phrase of a sentence for reasons of economy, emphasis or style is called (**Ellipsis**) Conjunction

603. Replacing one word by another at a particular position in a structure is known as (**Substitution**).

604. A word in a text refers back to other ideas in the text for its meaning is called (**Anaphoric reference**).

605. Cooperation in conversation is managed by all the participants through (**Turn taking**).

606. It is the mixing of two or more languages or language varieties in speech. This phenomenon is known as (**Code switching**).

607. Politeness Theory in language is based on the notion of (**Face**).

608. Relationship between the linguistic form and communicative function is of central interest in (**Pragmatics**).

609. A stable natural language which is developed from a mixture of different language is known as _____ language. (**Creole**).

610. 'Close a deal', 'open an account' are examples of (**Collocation**).

611. When code switching is constrained by where speakers happen to be, it is called (**Situational code switching**).

612. According to Kachru (2004), the notion of 'World Englishes is __whether or not English functions as a World language.(**Independent of**)

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613. The dichotomy of 'native/non-native speaker' has been _____ by Rajagopalan. (**Rejected**)
614. Spatial deixis are used to indicate the relative location of people and things. They are also known as '_____ deixis'. (**Place**)
615. The community of speakers of a language shifts to speaking a completely different language; usually over an extended period of time. This process is known As (**Language shift**).
616. An act by which a speaker (**or writer**) uses language to enable a listener (**or reader**) to identify something is known as (**Reference**).
617. World English (WE) belongs to everybody who speaks it, but it is nobody's. (**Mother tongue**)
618. The process by which bilingual/multilingual speakers introduce words from one language into another language is called (**Borrowing**)
619. Conversational analysis takes (real) data and then examines the language and demonstrates that the conversation is systematically structured.
620. The term discourse analysis was first introduced by **Zelling Harris** in (**1952**).
621. Indian English (IE), Brunei English (BE), and Singaporean English (SE) are considered _____ of English. (**Non-native varieties**).
622. **TRP** in conversational analysis stands for (**Transitional relevance place**).
623. Which of the following notions have been employed as a mark of power and prestige for the benefit of some individuals? (**Native speaker**)
624. An item or a process whose primary function is to connect words or other constructions s called (**Conjunction**)

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Verified By: Sara, Kousar & their team

Special Thanks:
The team of Genius ELT Group
Best of Luck

