Paper-Pattern

32 MCQs; 8 Questions of 3 Marks & 4 Questions of 5 Marks

Time Duration: 120 minutes

Objectives

1. **DeKeyser believes L2 learning should start with explicit rules that are later on procedural zed and automatized through spontaneous performance.**
2. **According to Izumi (2002) the other type of input enhancement, which is delivered orally through exact repetition, may be more effective.**
3. **According to Kellerman (1983), the complexity of transfer depends upon the interaction of learner's perception of distance from L1 and the degree of nakedness in L1.**
4. **Inner speech emerges when the learner faces difficulty and supports them in effective manipulation of the task.**
5. **Studies have shown that recasts contribute to the learners' inter-language development as measured by the performance tests.**
6. **According to researchers, bilingual medium oriented strategies must be not only allowed but actively encouraged to ensure real communicative competence.**
7. **Aljaafreh and Lantolf (1994) looked for increased accuracy over time, evidence of students' developing capacity to self-correct and reducing dependency on other regulation by the tutor.**
8. **From a cognitive perspective, main developments have been the application of information processing models to grammar learning domains.**
9. **Language Awareness aims to evoke analytical insight into the learner and bridge the space between L1 and L2.**
10. **Language Awareness (LA) pedagogical theory is suggested as complementary to communicative language teaching for its unique stance between L1 and L2.**
11. **Researchers use learning style research with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning.**
12. **Learning styles and strategies are often interrelated.**
13. **Biggs' model exploits the probable connection between intrinsic motivation and deep strategies and treats motivation in parallel with strategies.**

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14. **As a result of different studies of French immersion programs in Canada, researchers started to question experiential approaches to language learning, especially learning in context where input is limited to classroom setting.**
15. **Comparison of visually enhanced vs. non-enhanced input showed limited results for this mode of Font.**
16. **Positive effects of strategy instruction emerged for proficiency in speaking and reading.**
17. **Second language teachers must identify the key cultural items in every aspect of language they teach.**
18. **Research indicates that highly motivated successful learners (a) self-efficacy; (b) an internal locus of control; (c) social relatedness and autonomy.(d) all of the above.**
19. **Communicative language teaching (CLT) emerged when teachers were skeptical about the role of grammar in foreign language instruction and felt disillusioned with the results of audio-lingual teaching.**
20. **Self-knowledge is as important for teachers as it is for students.**
21. **Research shows that SL learners frequently develop native-like conversational skills within two years.**
22. **Linguistic competence alone is not enough for language learners to be competent in that language.**
23. **Approximate system is a system of L2 that is near the native language. TRUE**
24. **SLL is a simple process that takes time. FALSE**
25. **Interactionist research show how ongoing character of SL interaction can systematically affect learning opportunities it makes available. TRUE**
26. **The superiority of recasts was confirmed by many researchers. True**
27. **The factor related to the environment or social context within which the learner of SL is grounded are termed as factors**
28. **The changes in ZPD the learners to solve similar problems without help.**
29. **The teaching of culture in SL classroom is a/an idea**
30. **The concept of providing maximum exposure of L2 to its learners while excluding L2 from the classroom is based on**

    Mentalism behaviourism universalism all of the given
31. **Self-regulation is the capability of autonomous functioning that mature and skilled individual possess.**
32. **The methods of teaching and learning are both affected by culture.**
33. **In Western settings, the main function of communication is information presentation and information exchange.**
34. **The strengths of sociolinguistic tradition in SLA are the rich accounts offered for crosscultural second language communication.**
35. **Negative feedback occurs on the spot in an unplanned way and plays no role in task designing.**
36. **Specifically in the Japanese culture, the words and statements of authority (hence of teachers) are not doubted or criticized.**
37. **Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings.**

38. **Three main types of second language private speeches were identified by Ohta in** 2001
39. **Socio-cultural theory rejects the classic view of** language as a formal **abstract system that is distinct from language use.**
40. **The longitudinal study of** Norton's (2000) **explored changes in social identity over times, particularly, their struggle to achieve the right to speak in SL settings.**
41. **Learners are more likely to switch to first language (L1) in their** inner **speech when confronted with a difficult task.**
42. **The domain which fosters tolerance and acceptance of ethnic diversity in SL classroom is called** Social domain**.**
43. **The helps analyzing the language, drawing inferences, and categorizing new knowledge is called** Cognitive domain
44. **According to** Hawkin**, assigning a role to L1 in L2 learning provides the learners with the opportunity to view language objectively as a phenomenon.**
45. **In language-learning field, definitions of strategies imply** conscious **movement toward a language goal.**
46. **Deep processing is an active process of making associations with material connecting the new material with** personal **experience, and considering alternative interpretations**
47. **Surface processing is completion of the task with** minimum **conceptual effort that results in much less information retained in memory**
48. **In order to enable the most learners possible to learn** as much as **they can, we need to give them every advantage.**
49. **We need to give learners the opportunity to learn in their** preferred **styles rather than always outside of them.**
50. **. . . Research does not support the misconception the "The younger the child, the more skilled he is in acquiring an L2" in** school **settings**
51. **The students of** JAPAN **avoid risks and show little value for personal choice or freedom of thought.**
52. **Receptive skills in a language are:** Both reading and listening
53. **Productive skills in a language are:** both writing and speaking**.**
54. **Students can be successful in speaking SL only if the cultural issues are an inherent part of the** curriculum**.**
55. **The issue of the** acceptance **of L1 classroom must be discussed at length in teacher education programs.**
56. **The analysis of** Pavlenko's **(1998) autobiographical narratives revealed that many female SL users accepted second language English as the language that gives them enough freedom.**
57. **Communication Skills** (BICS)
58. **Cognitive Academic Language Proficiency** (CALP)

(03 Marks) Questions

Q. scaffolding

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Q: Learning styles

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning.

Q. Zone of proximal development

The zone of proximal development, often abbreviated as ZPD, is best understood as the zone of the closest, most immediate psychological development of the children that includes a wide range of their emotional, cognitive, and volitional psychological processes

Q. Idiosyncratic dialect 3

The language (L2) that the learners use while learning the second language can be identified as idiosyncratic dialect. It is not the target language; it is simply another language.

Q. What Pavilenko's analysis of autobiographical narratives reveal in SLA (3)

Pavlenko's (1998) analysis of autobiographical narratives revealed that many female SL users accepted second language English as the language that gives them enough freedom to be the kind of women they would like to be, because of the positive association between American English and feminist discourses. Norton (2000) shows that learners' motivation to succeed in SLL and the amount of effort they are willing to 'invest' are closely related to the social identities they were aiming to construct over time.

Q. language awareness

His explicit knowledge about language, conscious perception and sensitivity in language learning and language teaching and language use is termed as language awareness

Q. Ellis

Ellis (1998) identified four macro-options to foster noticing or processing of linguistic form:

1. Processing instruction
2. Explicit instruction

3. Production practice
4. Negative feedback

Q. Three processes of language input.

1. Linguistic data is actually processed from the input.
2. It is held in working memory for further processing.
3. Input processing theory does not offer a complete model of successful processing input.

Q. Wigfield and Eccles motivation.

According to Eccles (1984) and Wigfield (1994), motivation is based on how much students expect to succeed at a task; and how much they value that success.

Eccles proposed four dimensions: attainment value, intrinsic value, extrinsic utility value, and cost attainment value

Q. Ohta

Three main types of second language private speeches were identified by Ohta (2001),

1. Repetition,
2. Vicarious responses and
3. Manipulation.

Q. difference b/t scaffolding and ZPD:

The concept of ZPD and scaffolding are social practices of assistance that shape, construct, and influence learning in which learner actively participates. In this, the value of L1 cannot be underestimated as it mediates mutual problem-solving and interaction

Q. Write three aim second language culture in language classroom

1) Develop intellectual personal and professional abilities
2) acquired basic language skill in order to communication with the English language
3) Acquire the language component necessary required in the various life situations

Q: fossilization

Interlanguage fossilization is a phenomenon of second language acquisition (SLA) in which second language learners turn linguistic features that are correct in their first language into permanent errors in the way they speak and write the new language.

Q. What Pavilenko's analysis of autobiographical narratives reveal in SLA (3)

Pavlenko's (1998) analysis of autobiographical narratives revealed that many female SL users accepted second language English as the language that gives them enough freedom to be the kind of women they would like to be, because of the positive association between American English and feminist discourses.

Norton (2000) shows that learners' motivation to succeed in SLL and the amount of effort they are willing to 'invest' are closely related to the social identities they were aiming to construct over time.

Q. Define approximate system in L2 learning. (3)

Approximate system is a system of L2 that is near the target language. It is almost like the target language but not exactly like the target language.

Q. The nature of primary elements that promote learning in sociocultural Theory: (3)

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech

Q. Informal names of BICS and Clap (3)

Communication Skills (BICS) and **Cognitive Academic Language Proficiency (CALP)** for the sake of simplicity. BICS are often referred to as conversational English, the surface language that native speakers use in informal talk. Although there are individual differences, research shows that SL learners frequently develop native-like conversational skills within two years.

BICS are often referred to as conversational English, the surface language that native speakers use in informal talk

CALP is referred to as academic English, the proficiency to read, write, and learn at an appropriate grade level

Q. According to the role of mainstream SLA research criticize who give the teacher for their decisions. (3)

Those critical of the role of mainstream SLA research reject the view of teaching as mainly proportional knowledge, as a set of behaviors that can be prescribed by researchers. Instead they view teaching as intuitive knowledge that takes form of theories or as a craft where the context guides the teachers' moment-to-moment decisions. Because of these views, basic SLA research has been criticized for paying little attention to the social context of L2 acquisition.

Q. What is Productive Skills? Explain in one or two lines. (3)

Productive Activities are designed for the development of the productive skills. Speaking and writing are known as productive skills as they produce language. Writing is the most important productive activity for L2 learners to express themselves for developing relevant texts according to the target situation requirements. The learners need to follow the following steps for writing proficiency:

- **Formulating** mental concepts, that are to be expressed centrally, requires content knowledge.
- **Recognizing** what content will be relevant for intended readers, and what will be shared versus new information, requires context knowledge.
- **Constructing text** within socially defined conventions of expression (including selecting linguistic forms and organization patterns that are appropriate for the topic, purpose, and audience) also requires other aspects of knowledge of culture.

Q. Understanding culture is important for second language acquisition learners. Three situations are important for understanding culture. (3)

1) Greetings
2) Eating Ice-creams
3) Forms of address
4) Promoting business
5) Making requests

Q. Scaffolding 3 marks

Scaffolding is a dialogic process that assists learners to move from 'other regulation' to 'self regulation.' It is a process of supportive dialogue that directs the learners through successive steps of a problem and enables them to achieve higher linguistic performance that was originally beyond them. Language mediates scaffolding of the learner within Zone of Proximal development (ZPD). First language (L1) assists to establish ZPD of the learner and ensures scaffolding by affording dialogic opportunities for 'expansion of established knowledge.' This concept is strikingly different from Krashen's (1982) input concept that perceives learner receiving input as a passive listening body. The concept of ZPD and scaffolding are social practices of assistance that shape, construct, and influence learning in which learner actively participates. In this, the value of L1 cannot be underestimated as it mediates mutual problem-solving and interaction

Q. Norton's theory 3 marks

Norton (2000) shows that learners' motivation to succeed in SLL and the amount of effort they are willing to 'invest' are closely related to the social identities they were aiming to construct over time.

Norton's (2000) longitudinal study explored changes in social identity over time, particularly, their struggle to achieve the right to speak in SL settings. The study presented different examples, such as a young worker Eva's transformation from an unskilled immigrant with no right to speak to multicultural citizen possessing the power to impose reception.

Q. Language awareness

It is a pedagogical theory. It draws the attention towards the language that how it actually works and how form and meaning interact with each other. Language awareness is taught as meta- linguistic awareness of language that how does it works and used. It is also be asserted in language awareness that how intonations and inflections change the meaning within the language. It is also termed as consciousness

rising of the child towards the language they are about to learn. For example; in government school, students are getting awareness about English except acquiring English or learning it.

Q. Affective domain

It involves the learner along with his social identity or social background in learning the second language. When a teacher allows a learner to get involved in the class along with social values, she invites him/her towards second language learning. In thus way a teacher encourages the student to develop personal relation with the second language. This exchange of personal identity with the second language learning enhances the positive feelings and attitude of the learner towards second language learning. This emotional engagement checks learner's frustration and in return motivates the learner because working singly with second language make the student frustrating. It develops their confidence about learning the second language and makes them understand that learning second language is possible. Sharing their background knowledge or experience of first language makes them prepared for learning second language. So, affective domain must be take in account in teaching and learning second language and it works along with the involvement of first language.

Q. What is the second language?

A person's second language or l2 is a language that is not the native language (first language L1.) of the speaker, but is learned later (usually as foreign language,) but it can be another language used in the speaker's home country.

For Example:

There are two official language of Canada (English and French) and some people use both.

Q. Socio cultural theory 3

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech.

Q. Sociolinguistic perspectives of sLL 3 or cognitive:

Cognitive domain helps analyzing the language, drawing inferences, and categorizing new knowledge.

The theorists who advocate this perspective view language learning in essentially social terms. They claim that target language interaction cannot be viewed simply as a source of 'input' for autonomous and internal learning mechanisms; rather, it plays more central role in learning. This theory was originally presented by Soviet developmental psychologist Vygotsky who argued that humans do not act directly on

physical world but rely on tools and labour activity, use symbolic tools or signs to mediate, and regulate their relationships with others.

Q. Idiosyncratic dialect 3

The language (L2) that the learners use while learning the second language can be identified as idiosyncratic dialect. It is not the target language; it is simply another language.

Q. Self regulations or ZPD

Self-regulation is the capability of autonomous functioning that mature and skilled individual possess; whereas, children or unskilled individual learn under guidance of other more skilled individuals through a process of other-regulation, mediated through language. Thus, successful learning involves a shift from collaborative inter-mental activity to autonomous intra-mental activity.

Q. Izumi input enhancement.

A comparative study by Izumi (2002) of the effects of input enhancement vs. output activities failed to show any advantage for the former instructional mode. The other type of input enhancement, which is delivered orally through exact repetition, may be more effective. In contrast to these input modes, research carried out in nineties on form-focused output has been of descriptive nature. It proved validity of dictogloss as a task that promotes attention to form as a result of the students' collaboration. Text reconstruction seemed to be a more effective procedure to get learner to focus more often on the targeted features.

Q. Why cultural perspectives and objectives be the part of lesson planning.

Cultural information should be presented non-judgmentally without placing value or judgment on distinction between students' native culture and the culture explored in the classroom. Kramsch (1993) describes the 'third culture' of the language classroom – a neutral space that learners can create and use to explore and reflect on their own and target culture and language. Teachers must allow students to observe and explore cultural interactions from their own perspective to enable them to find their own voices in the SL speech community. Cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching content.

Q. Processing instruction and explicit instruction

In processing instruction, pedagogical intervention takes place at the input stage when learners are actively engaged in comprehension. It assumes that Font interventions at comprehension stage will be less cognitively demanding. The input is carefully manipulated at the comprehension stage; learners are induced to notice the target grammatical features

In explicit instruction, the pedagogical intervention impinges on the learners' L2 knowledge by deliberately directing them to attend to form. An instructional treatment is explicit if rule explanation forms part of the instruction (deduction) or if learners are asked to attend forms and try to find rules themselves (induction). In other words, explicit instruction can be delivered in two modes, depending on

its directness: direct explicit instruction where grammatical explanation is directly communicated either orally or in writing and indirect explicit instruction where learners discover grammatical rules by themselves through conscious-raising tasks. These tasks develop awareness at the level of 'understanding' rather than at the level of 'noticing

Q. Social identity in psychological links

The concept of social identity has been borrowed in SLL studies from social psychology. Social identity is the sense of 'belonging' to a particular social group, whether defined by ethnicity, by language, or any other means. This concept has been criticized for being too static and too focused on the individual. Norton's (2000) longitudinal study explored changes in social identity over time, particularly, their struggle to achieve the right to speak in SL settings. The study presented different examples, such as a young worker Eva's transformation from an unskilled immigrant with no right to speak to multicultural citizen possessing the power to impose reception.

Q. Define activity theory

Activity theory comprises a series of proposals for the social context within which individual learning takes place. Activity is defined in terms of sociocultural settings in which collaborative interaction, inter-subjectivity, and assisted performance occur. It contains a subject, an object, actions, and operations. Actions are always goal-directed; different actions or strategies may be taken to achieve the same goal. Operational level of activity is the way an action is carried out and depends on the conditions under which actions are executed.

Q. Myths 3marks

1. Children learn SL quickly and easily as their brains are more flexible. Current research challenges it. Learning SL is as difficult for a child as it is for an adult or even more difficult since children do not have access to memory techniques and other strategies.
2. The younger the child, the more skilled he is in acquiring an L2. Research does not support this conclusion in school settings.
3. The more time spent in SL context, the quicker they learn the language. Research indicates that increased exposure does not necessarily speed the SL acquisition. Children in bilingual classes acquired SL skills equivalent to those acquired by children who have been in English-only programs.

Q. Role of L1 in language awareness=3marks

Learners are more likely to switch to first language (L1) in their inner speech when confronted with a difficult task. In the early development stages, learners have to resort to L1-the only available resource to organize and process new information. This resorting is critical for the learners to understand, contextualize, and respond to new knowledge. Encouraging them to use L1 inner speech allows them the crucial time and space to develop their inner speech in second language (L2), until they are able to manipulate tools of both languages. L1 facilitates self- regulation functions. It maintains the vital dialect

relationship between speech and thought. Hence, it is best utilized rather than denied existence in L2 classrooms.

Q. Ethnographers study about second language

Second language ethnographers believed that learning is a collaborative affair and language knowledge is socially constructed through interaction. They have paid less attention than socio- cultural theorists to the linguistic detail of expert or novice interaction or to 'micro geneses of new language forms in learner's SL repertoire. On the other hand, current ethnographies of SL communication and language socialization offer rich evidence of the influence of learning context and learner's evolving style of engagement with it. SL ethnographers take a more rounded view of the learner as a social being; thus, dimensions as gender and ethnicity are seen as significant for language learning success.

Q. Teaching and learning in Japan

The methods of teaching and learning are both affected by culture. When we look at Japanese culture, we find that watching, imitating, memorizing, and other receptive methods are well represented in their teaching and learning of Japanese. Good communication is the keystone of all teaching-learning situations. We will examine Japanese teaching-learning interface using Hofstede's cultural dimensions theory as a framework. These dimensions are: identity, hierarchy, truth, and virtue.

Identity: There is definite shift in Japanese values toward the western values, but these changes are traceable on consciousness level; very few of these manifest on behavior level. Like, students confess to a strong preference for individualism above collectivism, but in real-life situations they often behave according to the collectivistic behavior patterns. Students do not volunteer in answering question in class. Not because they do not have knowledge, but because no one takes the odium to be singled out from the group.

Truth: The Japanese students avoid risks and show little value for personal choice or freedom of thought. They would rather be quiet than risk thinking differently. If they are unsure of how to do something, they would either refuse to do it or they would follow the crowd as carefully as possible.

Hierarchy: In the Japanese culture, the words and statements of authority (hence of teachers) are not doubted or criticized. Their truth-value is taken for granted and also treated so. Their interaction is less mutual; students are not active and dynamic players of communication.

Q. Negative feedback as recasts

The negative feedback provides information to the learner as to what is not grammatically possible in the target language. It occurs on the spot in an unplanned way and plays no role in task designing. Its techniques include recasts (implicit negative feedback) and metalinguistic clues (explicit negative feedback). Recasts are viewed as a more attractive option due to its implicit nature.

Q. Socio-cultural theory Features:

1. It rejects conventional separation between social and psychological aspects of cognition and development.
2. It also rejects the classic view of language as a formal abstract system that is distinct from language use.
3. Learning is seen as a social and inter-mental activity taking place in the ZPD which precedes individual development.

Q. Krashen made fundamental distinction between learning and acquisition.

According to Krashen, learning system has only one function, i.e., as a monitor or editor. It comes into play only to 'make changes in the form of our utterance.' Acquisition initiates the utterances and is responsible for fluency, thus, monitor is thought to alter the output of the acquired system. This hypothesis is criticized because the monitor doesn't operate all the time as pressures and demands of conversing in real time often doesn't allow it. Moreover, it is impossible to test the claims empirically.

Q. What does CLT stand for? Write at least three characteristics of it.

Communicative language teaching (CLT) emerged when teachers were skeptical about the role of grammar in foreign language instruction and felt disillusioned with the results of audio-lingual teaching. Scholars like Widdowson and Candlin advocated for a view of language as a communication system with focus on language in use. According to Krashen (1985), SL acquisition requires comprehensible input and motivation. Krashen made fundamental distinction between learning and acquisition. He mentioned that the teachers in his environment took it for granted that pointing out students' errors was not good nor was it recommended to focus on one single grammatical point at a time. These ideas fostered the adoption by some of the strong versions of CLT. According to which, communicative activities are an integral part of instruction where students' attention is focused on the meaning of the message to the exclusion of any focus on the code.

Q. How deep processing is different from surface processing?

Deep processing is an active process of making associations with material that is already familiar, examining interrelationships, elaborating stimulus, connecting the new material with personal experience, and considering alternative interpretations. While surface processing is completion of the task with minimum conceptual effort that results in much less information retained in memory because there is no emotional or cognitive investment in it. Biggs' model exploits the probable connection between intrinsic motivation and deep strategies and treats motivation in parallel with strategies. Ehrman indicates that students may not have a choice for using deep strategies due to weak educational background, lack of aptitude for learning, inexperience, or inflexible learning style. Some other important treatments of language learning strategies are to be found in Cohen (1998) and Wenden & Rubin (1987).

Q. Identify the criticism done by teacher regarding SLA research from the following:

Those critical of the role of mainstream SLA research reject the view of teaching as mainly proportional knowledge, as a set of behaviors that can be prescribed by researchers. Instead they view teaching as intuitive knowledge that takes form of theories or as a craft where the context guides the teachers'

moment-to-moment decisions. Because of these views, basic SLA research has been criticized for paying little attention to the social context of L2 acquisition.

Q. 'Age' is the internal factors that affect the learning speed of learners during second language acquisition process. Describe the brief.

Some students learn a new language more quickly and easily than others. The factors influencing their success are categorized as internal and external. It is their complex interplay that determines their learning speed and facility. The internal factors include age, personality, motivation (intrinsic), experiences, cognition, and L2's similarity to their native language. The external factors include curriculum, instruction, culture and status, motivation (extrinsic), and access to native speakers. Moreover, there are individual differences in language learning as they are reflected in learning styles, strategies, and affective variables.

Q. What do you know about Cognitive perspectives, Connectionist model, Functionalist Traditions?

From a cognitive perspective, main developments have been the application of information processing models to grammar learning domains. The connectionist models radically challenge traditional thinking in grammar learning. The functionalist tradition added substantially to our understanding of the course of SL development. Variationist studies suggest that much second language variability can be accounted for by evolving links between form and function.

Q. RECAST importance in Inter-language Development

Studies have shown that recasts contribute to the learners' inter-language development as measured by the performance tests. Recasts were considered more beneficial than models on form. Recasts can also be beneficial on forms of low perceptual salience and little communicative value. The superiority of recasts was confirmed by many researchers.

Q. Motivational Strategies in SLL classrooms.

The term learning styles is commonly reserved for preferred forms of brain activity associated with information acquisition and processing. Researchers and practitioners use learning style research with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning. The terms learning style, cognitive style, personality type, sensory preference and modality etc. are often used loosely and interchangeably. Cognitive-style research initially addressed phenomena as perceptual speed and flexibility; later, researchers focused on processing styles from the point of view of 'ego psychology.'

Q. Variables that effects SLA:

There are numerous variables that affect the duration to acquire a second language and the approaches and methods effective in teaching the student. Such as: social and cultural factors, previous educational background, age, oral literacy skills in primary/home language, parental attitudes, and experiences etc. SLL is a complicated process that takes time. Teachers must know how children learn a second language; intuitive assumptions are often mistaken and children can be harmed if teachers have unrealistic

expectations of the process of L2 learning and its relationship to the acquisition of other academic skills and knowledge.

Q. Role of L1 in language awareness=3marks

L1 facilitates self-regulation functions. It maintains the vital dialect relationship between speech and thought. One of the ways of inducing salience is that the learners are encouraged to analyze and over generalize on the basis of L1 knowledge which is later used to serve as negative evidence to draw learner's attention to the differences between both languages. It enables them to appropriate their current assumptions about L2 by noticing the gap between their current and target knowledge. In communicative language teaching, as the sole focus is on meaning processing, learners often fail to 'notice' the difference in form, leading to fossilization of errors.

Q. Attribution theory

According to attribution theory, expectancy is tied to attribution about one's success. Some learners believe that their language learning success is attributable to their own actions or abilities. Others believe that their success depends on other people or on fate.

Q. Role plays as useful in teaching culture

The role of L1 in L2 learning has been a subject of much research and debate. Shifting paradigms in the debate are discussed in this paper, and teachers and educators are invited to rethink and restructure second language teaching toward more facilitative account of the role of L1. It points out the institutional policy of completely excluding learners' home or first language from SL classrooms in the context of elite private schools and universities in Pakistan. This policy is driven by the assumption that maximum L2 input will force learners to eventually think in L2 and that the habit of using L1 interferes and delays L2 learning. The evidence informs that Pakistani elite schools frequently punish, fine, or humiliate students for speaking Urdu or a home language in English classrooms. Despite much emerging evidence of the positive role of L1, its role is condemned in L2 classrooms. This practice not only infests the learners' identities with a sense of shame but also excludes a majority of students from meaningful learning.

Q. Learning strategies beneficial in learning

1. Cognitive strategies (reasoning, note-taking, synthesizing)
2. Metacognitive strategies (identifying one's own preferences and needs, planning, monitoring mistakes and evaluating task success)
3. Memory-related strategies (acronyms, sound similarities, images, key words)
4. Compensatory strategies (guessing from context, circumlocution, gestures, and pause words)
5. Affective strategies (identifying one's mood and anxiety level, talking about feelings, rewarding oneself etc.)
6. Social strategies (asking questions, asking for clarifications, asking for help, talking with native-speakers, exploring culture and social norms

Q. Micro genetic development of ZPD:

Aljaafreh and Lantolf (1994) conducted a study to examine SL development during scaffolded teacher-student talk. Researchers looked for increased accuracy over time, evidence of students' developing capacity to self-correct and reducing dependency on other-regulation by the tutor. The researchers argued that the reduced need for other-regulation constituted evidence for microgenetic development within the learner's ZPD.

Q. Why important to add buffer in speech.gv example organization Asians go in UK:

The normally developing child is well buffered against variation in the input. Buffering implies either small amount of social support or any of several different environmental events (Snow, 1994). Researchers agree that multi-dimensional models of acquisition are necessary, and the way forward in clarifying how input and interaction may be facilitating language acquisition lies at present in close.

Q. scaffolding in socio cultural theory:

Sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings. It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech.

Q, Dialogic process:

Scaffolding is a dialogic process that assists learners to move from 'other regulation' to 'self regulation.' It is a process of supportive dialogue that directs the learners through successive steps of a problem and enables them to achieve higher linguistic performance that was originally beyond them. Language mediates scaffolding of the learner within Zone of Proximal development (ZPD). First language (L1) assists to establish ZPD of the learner and ensures scaffolding by affording dialogic opportunities for 'expansion of established knowledge.' This concept is strikingly different from Krashen's (1982) input concept that perceives learner receiving input as a passive listening body

Q. difference b/t scaffolding and ZPD:

The concept of ZPD and scaffolding are social practices of assistance that shape, construct, and influence learning in which learner actively participates. In this, the value of L1 cannot be underestimated as it mediates mutual problem-solving and interaction.

Q. vygotsky view about ZPD:

Vygotsky believed that language is one of the most important psychological tools that effects children's cognitive development. Firstly, language is an essential factor for communication (social speech). Next, children begin to use egocentric or private speech to control their own thinking. Furthermore, understanding of cognitive perceptual processes enables the learners to analyze the mental processes

involved in learning process. Vygotsky has been the key figure who supported Constructivism and introduced his famous theory of Zone of Proximal Development (ZPD) which explained the distance between learners' existing developmental state and their potential development.

Q. Socialization Researchers in socialization believe that language and culture are not separable.

They are acquired together, each supporting the development of the other. Meanings and functions are socio-culturally organized; linguistic knowledge is embedded in sociocultural knowledge; whereas, understanding of social organization of everyday life is acquired through language. A language socialization perspective predicts that there will be structured strategic relationship between language development and 'culturally organized situations of use.'

Q. First Language

A first language, native language, or mother/father/parent tongue (also known as arterial language or L1) is a language that a person has been exposed to from birth or within the critical period. A person's first language helps them understand words and concepts in the style of that first language. First language is acquired thus its learning is effortless.

Q. L1 is the key for L2 learning.

The first language acts as facilitator in second language learning and it helps the second language in terms of transition. While learning a second language, the L2 learners rely on their first language. They use their old knowledge to build new structures. Hence, the first language was seen as 'transitional competence.' Example For example, a new computer comes in the market and we relate it with a computer that we know, like an IPad. We say 'this new computer is just like an IPad.' That is how we start making sense of the new computer. It works the same for L2 learning. Cognitive domain Cognitive domain helps analyzing the language, drawing inferences, and categorizing new knowledge.

Q. Krashen theory

According to Krashen (1985), SL acquisition requires comprehensible input and motivation. Krashen made fundamental distinction between learning and acquisition. He mentioned that the teachers in his environment took it for granted that pointing out students' errors was not good nor was it recommended to focus on one single grammatical point at a time. These ideas fostered the adoption by some of the strong versions of CLT. According to which, communicative activities are an integral part of instruction where students' attention is focused on the meaning of the message to the exclusion of any focus on the code.

Q. Swain theory According to Swain (1995), producing language may have three benefits

1) it makes learners aware of their own limitations,
2) it fosters hypothesis formation and testing, and
3) it promotes reflection on one's own and others' language use.

Q. Sociocultural theory sociocultural theory emphasizes that there is a crucial link between mental processes and sociocultural settings.

It asserts that experimental or instructional manipulation can't deflect learner's overpowering and transformative agency. This agency embedded in their personal histories inevitably becomes involved in their learning process. The theory argues that the primary elements that promote learning and development are social by nature and meaningful learning occurs in interaction. L1 of learners is an important tool to facilitate interaction and make learning meaningful. The role of L1 in L2 learning from a sociocultural perspective can be argued through discussion of its basic concepts: mediation, scaffolding in the ZPD, and inner speech.

Q. Different aspects of second language proficiency

Many researchers have attempted to design and execute strategy training programs. Positive effects of strategy instruction emerged for proficiency in speaking and reading. The most effective strategy instruction included demonstrating when a given strategy might be useful, as well as how to use and evaluate it, and how to transfer it to other related tasks and situations. Affective factors in SLL include motivation, self-efficacy, tolerance of ambiguity, and anxiety, etc. Gardner and various colleagues proposed the Socio-Educational Model of Language Learning which presents two kinds of motivation: integrative and instrumental. Integrative motivated students are more successful language learners than the others. These are the learners who want to integrate into the target culture; however, this orientation proved far less important in foreign language settings.



Q. Five orientations of second lang learner by Clement

a) Friendship and travel-related
b) Identification with the target language group
c) General interest in the culture and in world events
d) Knowledge expansion and career improvement
e) Desire to understand L2 media

Q. Self_efficiecny Theory in SLA?

The belief in one's capabilities to achieve a goal or an outcome.

According to Eccles (1984) and Wigfield (1994), motivation is based on how much students expect to succeed at a task; and how much they value that success. Eccles proposed four dimensions: attainment value, intrinsic value, extrinsic utility value, and cost attainment value

Research indicates that highly motivated successful learners

(a) Possess self-efficacy;
(b) Have an internal locus of control;
(c) have positive attitudes toward learning; and
(d) desire both social relatedness and self-direction

Q. Five orientations of second language learner by Clement Clément

(a) Friendship and travel-related
(b) Identification with the target language group
(c) General interest in the culture and in world events
(d) Knowledge expansion and career improvement
(e) Desire to understand L2 media

Q. Five point that Buret and Dulay presented in their study of 1974 regarding "Contrastive Analysis" (5)

Dulay and Burt presented a study in 1974 in which they:

1. Challenged the very assumptions of CA.
2. Marginalized the role of L1 in L2 learning.
3. presented the concept of 'creative construction of language'.
4. Emphasized that notion of 'interference' was built on the negative transfer of L1.
5. Argued that CA led to 'unlearning the habit of L1' – not the aim of L2 learning

Q. Do you agree that bilingual medium oriented strategies may be not only allowed but actively encouraged to ensure real communicative competence? Elaborate your views. (5)

It has been observed that the learners have a very strong association with their native culture even after spending decades in another country. Ignoring this cultural bond can only add problems for L2 learners. Thus, bilingual medium oriented strategies must be not only allowed but actively encouraged to ensure real communicative competence. Inter-relationship between L1 and L2 lies at a much deeper level than surface or even near-surface categories. The role of L1 as prior knowledge is well founded in the light of human information processing, perceptual mechanism, and memory. Learners must not be deprived of the opportunity to use their language. Instead, they should be encouraged to exploit the richness of bilingualism by developing connections, comparisons and contrasts in formal functions of languages, cultural association, and crosslinguistic reference for knowledge building.

Q. Explicit Declarative knowledge 5 marks Or Q. According to DeKeyser (1998) which activities can be meaningful for fostering atomization?

In explicit instruction, the pedagogical intervention impinges on the learners' L2 knowledge by deliberately directing them to attend to form.

Explicit Declarative knowledge is assumed to foster development of implicit procedural knowledge through intake facilitation. DeKeyser (1998) takes a different position about the role of explicit

knowledge. He advocates for explicit grammar instruction followed by first form- focused exercises to develop declarative knowledge, then by open-ended activities to foster automatization. In this way, practice may gradually bridge the gap between explicit knowledge and its use.

Q. Learning style

The term learning styles is commonly reserved for preferred forms of brain activity associated with information acquisition and processing. Researchers and practitioners use learning style research with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning. The terms learning style, cognitive style, personality type, sensory preference and modality etc. are often used loosely and interchangeably. Cognitive-style research initially addressed phenomena as perceptual speed and flexibility; later, researchers focused on processing styles from the point of view of 'ego psychology.' In recent years, the influence of personality variables on learning styles has increased greatly. Recently preferred models include Multiple Intelligences Model, 4-MAT Model, Kolb's Jung-based Model, and Stenberg's Mental Self-government Model. Ehrman and Leaver (2001-2003) have reorganized the scales for cognitive styles like random-sequential, leveling-sharpening, and abstract-concrete along with Eherman-defined field (in) dependence/field sensitive styles under the new comprehensive construct. In this model, an ectenic learner wants or needs conscious control over learning process; whereas, a synoptic learner leaves more to preconscious or unconscious processing.

Learning styles and strategies are often interrelated. Styles are made manifest by strategies; strategy is neither good nor bad. It is essentially neutral. A strategy is useful under these conditions:

a) It relates well to the L2 task at hand.

b) It fits the particular students' learning style preference to one degree or another.

c) The students employ the strategy effectively and link it with other relevant strategies.

Such strategies make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Q. Inner speech 5 or third culture

Inner speech is the third fundamental tool in learning conceptualized by sociocultural theory. It assists in regulating internal thought, managing actions, appropriating and systematizing information, and carrying out meta-cognitive activities. It emerges when the learner faces difficulty and supports them in effective manipulation of the task. It works as dominant mode of verbal thought and remains a central fixture governing our higher mental functions

Q. Private speech 5

Young children are well known to engage in private speech, talk to and for themselves rather than for external conversational partners. This private speech in classic Piagetian theory is seen as an evidence of children's egocentrism, whereas socio-cultural theory interprets it as an evidence of children's growing

ability to regulate their own behavior. For Vygotsky, private speech eventually becomes inner speech, a use of language to regulate internal thought without any external articulation.

Q. Arguments against L1 in classroom 5

The use of L1 in L2 classrooms has been appraised as too complex for learners, requiring them to operate in two different ways. It has been argued that frequent resource to L1 would lead to slower L2 learning because of the habit of translation. However, stopping the flow of L1 information and thoughts is not possible, hence it is best to utilize it rather than ignore it. It is argued that focus on form and consciousness-raising could lead to cognitive development and better L2 performance. It has been observed that the learners have a very strong association with their native culture even after spending decades in another country. Ignoring this cultural bond can only add problems for L2 learners. Thus, bilingual medium oriented strategies must be not only allowed but actively encouraged to ensure real communicative competence. Inter- relationship between L1 and L2 lies at a much deeper level than surface or even near-surface categories. The role of L1 as prior knowledge is well founded in the light of human information processing, perceptual mechanism, and memory. Learners must not be deprived of the opportunity to use their language. Instead, they should be encouraged to exploit the richness of bilingualism by developing connections, comparisons and contrasts in formal functions of languages, cultural association, and cross- linguistic reference for knowledge building.

Q. Benefits of producing language 5

Production practice aims at noticing in several ways i.e. through specifically designed tasks to elicit use of preselected target linguistic items, or through communicatively oriented tasks followed by Meta talk.

According to Swain (1995)

Producing language may have three benefits:

2) It makes learners aware of their own limitations,
3) It fosters hypothesis formation and testing, and
4) It promotes reflection on one's own and others' language use

Q. Oxford strategies

Oxford (1990) identified six major groups of L2 learning strategies:

1. Cognitive strategies (reasoning, note-taking, synthesizing)
2. Met cognitive strategies (identifying one's own preferences and needs, planning, monitoring mistakes and evaluating task success)
3. Memory-related strategies (acronyms, sound similarities, images, key words)
4. Compensatory strategies (guessing from context, circumlocution, gestures, and pause words)
5. Affective strategies (identifying one's mood and anxiety level, talking about feelings, rewarding oneself etc.)

Q. 4-biggs model

Biggs' model exploits the probable connection between intrinsic motivation and deep strategies and treats motivation in parallel with strategies. Biggs (1992) categorizes learning strategies differently, that is, by grouping learning approaches by the purpose of learning. This model and instrument address both motivation and learning strategies:

1. Surface (to get a task done with little personal investment)
2. Achieving (to succeed in competition and get good marks)
3. Deep (to make personal investment in the task through associations and elaboration)

Q. Two role of L1 in language learner awareness.

Shifting paradigms in the debate are discussed in this paper, and teachers and educators are invited to rethink and restructure second language teaching toward more facilitative account of the role of L1. It points out the institutional policy of completely excluding learners' home or first language from SL classrooms in the context of elite private schools and universities in Pakistan. This policy is driven by the assumption that maximum L2 input will force learners to eventually think in L2 and that the habit of using L1 interferes and delays L2 learning. The evidence informs that Pakistani elite schools frequently punish, fine, or humiliate students for speaking Urdu or a home language in English classrooms. Despite much emerging evidence of the positive role of L1, its role is condemned in L2 classrooms.

Q. How Qualitative strand deals in SLA=5marks

When learners engage with their internal interlocutor in negotiations around meaning, input's nature might be qualitatively changed. The more input is queried, recycled and paraphrased, the greater its potential usefulness as input gets because it should become increasingly well-targeted to particular developmental needs.

Q. Researchers views against L1 use in L2 Classroom 250 words=5marks

Selinker (1972) described L1 'transfer' as the first of five processes at work in learners' interlanguage. Corder (1981) suggested that L1 basic grammar is the starting point of this continuum and L1 transfer is a learner strategy for formulating hypothesis about L2, not resulting from the negative transfer but from borrowing. It reformulated the concept of transfer as 'intercession.' Research focus was shifted to when and how of transfer rather than if. It was suggested that certain similarities may lead to negative transfer; these similarities can also lead to fossilization and 'retardation' of L2 development. Corder suggests that borrowing from L1 would be positive in case of close similarities between both languages and would lead to errors if only moderately similar. Jackson (1987) asserts that interference occurs in proportion to the contrast between the two languages. According to Kellerman (1983), the complexity of transfer depends upon the interaction of learner's perception of distance from L1 and the degree of nakedness in L1. Zobl (1982) emphasizes that L1 can accelerate or inhibit the developmental sequence of L2 learning but cannot alter it.

Mainly the role of L1 transfer is regarded as facilitative in terms of universal grammar. It is also suggested that L2 learners can only approach L2 through the parameters set for their L1. Corder finds it 'predominantly heuristic' and facilitative in the 'process of discovery' upon which the learning and

elaboration of SL must proceed. Many methodologists endorse 'systematic' use of L1 in L2 classrooms, urging a 'paradigm shift' in L2 classrooms. It is argued that many teachers intuitively make use of L1 to ensure comprehension and meaningful involvement. There is a need to legitimize judicious use of L1 in L2 classrooms so that teachers can get rid of the guilt and conflict they feel with its use. Cook (2001) suggests that teachers should use L1 in view of four factors: 'efficiency,' 'learning,' 'naturalness,' and 'relevance.'

Q. CALP:

There are different aspects of second language proficiency. Canadian researcher Jim Cummins (1981) formally defined the two aspects as Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) for the sake of simplicity. CALP is referred to as academic English, the proficiency to read, write, and learn at an appropriate grade level. This aspect of proficiency is much more critical to students' academic success and takes about five to seven years to develop. Educators sometimes mistakenly assume that student with fluent conversational English no longer require language instruction. It is difficult to know how long the academic language process will take for an individual student. There are numerous variables that affect the duration to acquire a second language and the approaches and methods effective in teaching the student. Such as: social and cultural factors, previous educational background, age, oral literacy skills in primary/home language, parental attitudes, and experiences etc.

Q. Scaffolding 5 functions

The process of supportive dialogue that prompts them through successive steps of a problem is known as 'scaffolding'. The domain where learning can most productively take place is named as the 'Zone of Proximal Development'. This is a domain where learner is not yet capable of independent functioning but can achieve the desired outcome through relevant scaffolding. Scaffolding has following functions:

Recruiting interest in the task

Simplifying the task

Maintaining pursuit of the goal

A synoptic learner leaves more to preconscious or unconscious processing.

In this model, an ectenic learner wants or needs conscious control over learning process

Marking critical features and discrepancies between what has been produced and the ideal solution

Controlling frustration during problem solving

Demonstrating an idealized version of the act to be performed

Q. Strategies for learning second language

Cultural information should be presented non-judgmentally without placing value or judgment on distinction between students' native culture and the culture explored in the classroom. Kramsch (1993) describes the 'third culture' of the language classroom – a neutral space that learners can create and use to explore and reflect on their own and target culture and language. Teachers must allow students to observe and explore cultural interactions from their own perspective to enable them to find their own voices in the SL speech community. Cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching content. Some useful strategies are:

1. Use of authentic materials
2. **Proverbs** (discussion of common proverbs and their comparison to the proverbs in students' native language)
3. **Role play** (they can act out miscommunications based on cultural differences)
4. **Culture capsules** (presenting objects like figurines, tools, jewelry, and art originated from the target culture)
5. **Students as cultural resources** (exchange students and immigrant students who speak target language at home can be invited as expert resources)
6. **Ethnographic studies** (carrying out interviews with native speakers, having discussion activities etc.)

Culture must be fully incorporated as a vital component of language learning. Second language teachers must identify the key cultural items in every aspect of language they teach. Students can be successful in speaking SL only if the cultural issues are an inherent part of the curriculum.

Q. Focus on form the interest in focus on form also came as a reaction to the studies of French immersion programs in Canada.

Initial studies showed positive evidence as regards to listening. Comprehension skills and ability to use French to learn subject matter. However, later studies looking at the quality of students' spoken French showed less positive results. As a result of these studies, researchers started to question experiential approaches to language learning, especially learning in context where input is limited to classroom setting. Ellis (1998) identified four macro-options to foster noticing or processing of linguistic form:

1. Processing instruction
2. Explicit instruction
3. Production practice
4. Negative feedback in processing instruction, pedagogical intervention takes place at the input stage when learners are actively engaged in comprehension.

It assumes that FonF interventions at comprehension stage will be less cognitively demanding. The input is carefully manipulated at the comprehension stage; learners are induced to notice the target grammatical features.

Q. Less Explicit Processing Instruction Options

1. Input flood

2. Input enhancement
3. Involvement of comprehension-based activities

In explicit instruction, the pedagogical intervention impinges on the learners' L2 knowledge by deliberately directing them to attend to form. An instructional treatment is explicit if rule explanation forms part of the instruction (deduction) or if learners are asked to attend forms and try to find rules themselves (induction). In other words, explicit instruction can be delivered in two modes, depending on its directness: direct explicit instruction where grammatical explanation is directly communicated either orally or in writing and indirect explicit instruction where learners discover grammatical rules by themselves through conscious-raising tasks. These tasks develop awareness at the level of 'understanding' rather than at the level of 'noticing.' Explicit Declarative knowledge is assumed to foster development of implicit procedural knowledge through intake facilitation. DeKeyser (1998) takes a different position about the role of explicit knowledge. He advocates for explicit grammar instruction followed by first form focused exercises to develop declarative knowledge, then by open-ended activities to foster automatization. In this way, practice may gradually bridge the gap between explicit knowledge and its use.

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