



ENG504

Final-Term (Solved)

ABSTRACT

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

Maha Malik
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- 1) Language Awareness aims to evoke **analytical** insight into the learner and bridge the space between L1 and L2.
- 2) Learning styles and strategies are often **interrelated**.
- 3) Research indicates that highly motivated successful learners **(ALL OF THE GIVEN)**
- 4) Self-knowledge is as important for teachers as it is for **students**.
- 5) Specifically in the **Japanese** culture, the words and statements of authority (hence of teachers) are not doubted or criticized
- 6) Three main types of second language private speeches were identified by Ohta in **2001**
- 7) The domain which fosters tolerance and acceptance of ethnic diversity in SL classroom is called **Social domain**
- 8) In order to enable the most learners possible to learn **as much as** they can, we need to give them every advantage.
- 9) Receptive skills in a language are: **Both reading and listening**
- 10) Students can be successful in speaking SL only if the cultural issues are an inherent part of the **curriculum**
- 11) Cognitive Academic Language Proficiency **(CALP)**
- 12) The use of the first language in the domain leads to develop cross cultural and cross linguistic links. **(social)**
- 13) In early development stages, the learners have to resort to resource to organize and process new information. **(first)** language
- 14) Language awareness emphasizes on person's sensitivity and nature and role in human life. **(conscious)**
- 15) Researchers argue that it is easy for the children as compared to adult learners to learn a second language. This factor is related **to (age)**
- 16) The domain which creates awareness of the way language can be used to imply meaning is termed as domain. **(power)**
- 17) The private speech in classic Piagetian theory is seen as an evidence of children's **(egocentrism)**
- 18) Specifically in culture, the words and statements of authority (hence of teachers) are not doubted or criticized. **(Japanese)**
- 19) After studying the second language culture, the language students act as **(anthropologists)**
- 20) According to Krashen (1985), second language acquisition requires----input and motivation. **(comprehensible)**
- 21) It is important to introduce the **(objectively)**
- 22) CALP is referred to as __ English, the proficiency to read, write and learn at an appropriate grade level. **.(Academic)**
- 23) The accuracy of recast reproduction depends on: (Learners' language level; Length of the recast; Number of corrections; **(All of the options)**)
- 24) FonF~**Focus on Form**
- 25) UG~ **Universal Grammar**

- 26) IL~ Inter-language
- 27) TL~ Target Language
- 28) CDS~ Child Directed Speech
- 29) CA~ Contrastive Analysis
- 30) SL~ Second Language
- 31) SLL~ Second Language Learning
- 32) SLA~ Second Language Acquisition

1. What is Language Awareness?

Language awareness refers to the explicit knowledge and sensitivity to language forms, functions, and uses. It supports understanding how language works and helps learners monitor and develop their language proficiency.

2. What is meant by Second Language?

A second language is any language learned after the first language (mother tongue), used for communication in daily life or education.

3. Define Fossilization.

Fossilization is a phenomenon where incorrect language forms become a fixed part of a learner's second language use, despite exposure to correct forms or further instruction .

4. Define Scaffolding (Activity Theory).

Scaffolding is the temporary support given by a teacher or more capable peer to assist a learner within their Zone of Proximal Development (ZPD), enabling the learner to perform a task until they can do it independently .

5. Define Input and Output.

- **Input:** Language data learners are exposed to (e.g., reading, listening).
- **Output:** Language produced by learners (e.g., speaking, writing).

6. Define Diglossia.

Diglossia is a sociolinguistic situation where two language varieties coexist in a society: one high (formal) and one low (informal), used in different contexts .

7. Define Private Speech.

Private speech is the self-directed speech used by learners (especially children) to plan, guide, or monitor their behavior. It supports cognitive development.

8. Three Types of Private Speech (Ohta):

1. **Repetition** – Echoing another's utterance.
2. **Expansion** – Modifying and adding to a heard sentence.
3. **Substitution** – Replacing words to create variations .

9. What is Productive Skill?

Productive skills are language abilities used to produce language, including speaking and writing.

10. Producing Language

Refers to learners actively using the language in speech or writing to express themselves.

11. Input Enhancement

Input enhancement involves techniques (like bolding or underlining) used to make specific language features more noticeable to learners .

12. Three Processes of Language Input

1. **Noticing** – Identifying language input.
2. **Understanding** – Processing and comprehending it.
3. **Intake** – Internalizing the language structure for use.

13. Approximation System in L2 Learning

This is a learner's evolving interlanguage system that approximates the target language as learning progresses .

14. What is ZPD (Zone of Proximal Development)?

ZPD is the difference between what a learner can do independently and what they can do with help, central to Vygotsky's theory.

15. Age as an Internal Factor

Age influences learning ability—children acquire pronunciation easily, while adults have better cognitive strategies.

16. Personality as an Internal Factor

Traits like extroversion, confidence, or anxiety levels affect language learning success.

17. Affective Factors

Emotions, attitudes, motivation, and anxiety that impact second language acquisition.

18. SLL (Second Language Learning) Factors

Include cognitive, affective, social, and linguistic variables that influence how a second language is acquired.

19. Skilled vs. Unskilled Learners

- **Skilled learners:** Strategic, motivated, aware of language rules.
- **Unskilled learners:** Lack strategies, rely on memorization, less aware.

20. Deep Processing

Involves meaningful engagement with language (e.g., relating new information to prior knowledge), leading to better retention.

21. Benefits of Second Language Learning in Classrooms

- Cognitive flexibility
- Cultural awareness
- Better career opportunities
- Improved communication skills

22. Learning Style

Preferred way individuals process and understand information—visual, auditory, kinesthetic, etc.

23. Motivational Strategies in SLL Classrooms

Include goal setting, rewarding progress, creating engaging tasks, and fostering autonomy.

24. Motivation Theory (note)

Refers to intrinsic/extrinsic motivation theories like Deci & Ryan's self-determination theory, which emphasizes autonomy, competence, and relatedness.

25. CALP Model by Jim Cummins

Cognitive Academic Language Proficiency – language needed for academic learning; takes longer to develop than conversational fluency.

26. Biggs Strategies

Refers to teaching/learning strategies that emphasize constructive alignment—aligning objectives, teaching methods, and assessments.

27. Autonomous Induction Theory by Suzanne Carroll (Three Phenomena):

1. **Attention to form**
2. **Hypothesis testing**
3. **Systematic development of grammar knowledge .**

28. Sociolinguistics Perspective

Studies how social factors (like class, gender, culture) affect language use and acquisition.

29. Idiosyncratic Dialect

A personal language variation unique to an individual, influenced by their experiences and language exposure.

30. Japanese Identity

In SLA, refers to how learners maintain or negotiate their national or cultural identity while acquiring a new language.

31. Aims of Second Language Culture in Classrooms

To promote intercultural awareness, tolerance, and understanding of global perspectives.

32. Describe the Social Domain and Its Function

Deals with language use in daily interactions—family, friends, society. It helps in social integration and communication .

33. Describe the Power Domain and Its Characteristics

Refers to language use in hierarchical or institutional settings (e.g., government, law). Characterized by control and authority.

34. Performance Domain – Three Names

1. **Academic**
2. **Professional**
3. **Artistic** – where performance in language is required (presentations, performances) .

35. Meditation (Subjective Meditation)

Possibly refers to reflective practices where learners internalize language experiences, linking to metacognition.

36. Function of Social Domain in SLA

Facilitates real-life communication, peer interaction, and cultural learning.

37. Sociocultural Theory

Vygotsky's theory that emphasizes the role of social interaction and cultural context in language learning.

38. Subjective Meditation

Involves learners reflecting on their own learning, beliefs, and emotions in relation to language learning.

39. Deci and Ryan Model of SLA

Self-Determination Theory – learners are motivated when needs for autonomy, competence, and relatedness are fulfilled.

40. Clement's Five Orientations of Second Language Learners

1. **Instrumental**
2. **Integrative**
3. **Task-oriented**
4. **Knowledge-oriented**
5. **Travel-oriented .**

41. Eccles' Four Dimensions

1. **Attainment value**
2. **Intrinsic value**
3. **Utility value**
4. **Cost** – All affect learners' motivation .

42. Long's Theory of SLA

Focuses on **Interaction Hypothesis** – comprehensible input through interaction is key to language acquisition .

43. Variables that Affect SLA

Include age, aptitude, motivation, personality, learning environment, and instruction methods.

44. Dimensions Seen by Social Ethnographers in Second Language Research

Social roles, identity, cultural practices, and community norms observed in natural learning settings.

45. Ethnographers' Study on Second Language Learning

Focuses on real-life social contexts, learner behavior, and language use in communities.

46. Agency (Explanation Required)

Agency refers to learners' ability to take control of and direct their own learning process, making choices and taking actions.

47. Transitional Competence (with Example)

Interlanguage state between L1 and L2 proficiency.

Example: A learner says "She go to school" – grammatically incorrect but shows progress toward full L2 acquisition.

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Compilation