

ENG504 Final-term Current Papers 2026

Short and Long Questions

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SHORT QUESTIONS

1. What is Language Awareness?

Language awareness is the conscious understanding of how language works, including grammar, meaning, and use in context. It helps learners notice language patterns and improve communication skills.

2. What is Second Language?

A second language is any language learned after the first/native language, usually used for education, communication, or official purposes in society.

3. Define Fossilization in SLA.

Fossilization is the permanent stabilization of incorrect language forms in a learner's interlanguage despite exposure and correction.

4. What is Scaffolding in Activity Theory?

Scaffolding is temporary support given by teachers or peers to help learners perform tasks beyond their current ability, gradually removed as competence increases.

5. Define Input and Output in language learning.

Input is the language learners receive, while output is the language they produce through speaking or writing for communication practice.

6. What is Diglossia?

Diglossia is a sociolinguistic situation where two language varieties exist in a society with different functions, one formal and one informal.

7. Define Private Speech.

Private speech is self-directed speech used by learners to guide thinking, problem-solving, and language learning processes.

8. What are the three types of Private Speech (Ohta)?

Ohta identifies repeating, manipulating, and internalizing types of private speech used in second language development.

9. What is Productive Skill in language learning?

Productive skills are speaking and writing abilities where learners actively produce language for communication.

10. What is Input Enhancement?

Input enhancement refers to making certain language features more noticeable to learners to facilitate learning and acquisition.

11. What are the three processes of Language Input?

The three processes are noticing, comprehension, and intake, which help convert input into learned knowledge.

12. Define Approximation System in L2 learning.

It is a system where learners gradually approximate correct language forms through continuous hypothesis testing and correction.

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

ZPD is the gap between what a learner can do independently and what they can achieve with guidance or support.

14. Explain Age as an internal factor in SLA.

Age affects language learning ability; younger learners often acquire pronunciation and fluency more easily than older learners.

15. Explain Personality as an internal factor in SLA.

Personality traits like extroversion, confidence, and anxiety influence how effectively a learner acquires a second language.

16. What are Affective Factors in SLA?

Affective factors include emotions such as motivation, anxiety, and attitude that influence language learning success.

17. What are Second Language Learning (SLL) factors?

SLL factors include cognitive ability, motivation, environment, teaching methods, and exposure to the target language.

18. Differentiate between skilled and unskilled learners.

Skilled learners use effective strategies and self-monitoring, while unskilled learners rely on memorization without strategy use.

19. What is Deep Processing in language learning?

Deep processing involves meaningful understanding and analysis of language rather than rote memorization.

20. What are the benefits of second language learning in classrooms?

It improves communication skills, cognitive development, cultural awareness, and academic opportunities for learners.

21. What is Learning Style?

Learning style refers to the preferred way a learner understands and processes information, such as visual, auditory, or kinesthetic.

22. What are Motivational Strategies in SLA classrooms?

These are teaching techniques used to increase learners' interest, engagement, and persistence in language learning.

23. What is Motivation Theory in SLA?

Motivation theory explains how internal and external factors drive learners to start, sustain, and achieve language learning goals.

24. What is CALP model by Jim Cummins?

CALP (Cognitive Academic Language Proficiency) refers to advanced language skills needed for academic learning and reasoning.

25. What are Biggs' learning strategies?

Biggs identifies surface, deep, and achieving strategies used by learners to approach academic tasks.

26. What is Autonomous Induction Theory by Suzanne Carroll? Mention three phenomena.

It suggests learners can form grammar rules independently through exposure. It involves input analysis, hypothesis formation, and rule testing.

27. What is Sociolinguistic Perspective in SLA?

It studies how social context, culture, and interaction influence second language learning and use.

28. What is Idiosyncratic Dialect?

It is a learner's unique and personal version of language that develops during interlanguage progression.

29. What is Japanese Identity in SLA context?

It refers to how Japanese learners' cultural identity influences their language learning behavior and communication style.

30. What are aims of second language culture in classrooms?

It aims to develop cultural understanding, intercultural communication, and appreciation of the target language culture.

31. What is Social Domain and its function in SLA?

Social domain refers to social contexts where language is used. Its function is to shape communication based on relationships, roles, and social settings.

32. What is Power Domain and its characteristics?

Power domain refers to language use in authority-based contexts. It is characterized by hierarchy, formality, and control over interaction.

33. What is Performance Domain? Mention its three names.

Performance domain is the area where language is actively used in real situations. It is also called communicative domain, functional domain, or practical domain.

34. What is Meditation/Subjective Meditation in SLA?

It refers to internal cognitive reflection where learners process language mentally to understand and organize meaning.

35. What is Sociocultural Theory?

Sociocultural theory explains language learning as a social process where interaction and cultural tools shape cognitive development.

36. What is Deci and Ryan Model of SLA motivation?

It is Self-Determination Theory which explains motivation through intrinsic and extrinsic factors influencing learner autonomy.

37. What are Clement's Five Orientations of L2 learners?

They include integrative, instrumental, travel, knowledge, and friendship orientations guiding motivation in language learning.

38. What are Eccles' Four Dimensions of motivation?

These are expectancy, value, cost, and goal orientation that influence learner motivation and achievement.

39. What is Long's Theory of SLA?

Long's Interaction Hypothesis states that language acquisition improves through interaction and negotiation of meaning.

40. What are variables that affect SLA?

Variables include age, aptitude, motivation, input quality, learning environment, and social factors.

41. What do ethnographers study in second language learning?

They study real-life language use, classroom interaction, and cultural contexts influencing language learning behavior.

42. What is Agency in SLA?

Agency refers to learners' ability to take control of their own learning decisions and actions in language acquisition.

43. What is Transitional Competence? Give example.

It is an intermediate stage in language learning where learners use partially correct forms. Example: "He go to school yesterday."

LONG QUESTIONS

1. Discuss factors affecting Second Language Acquisition (internal and external factors).

Second Language Acquisition is influenced by both internal and external factors. Internal factors include age, aptitude, motivation, personality, and cognitive ability. External factors involve classroom environment, input quality, teaching methods, and social exposure. Motivation plays a key role in sustaining learning effort. A supportive environment enhances input and interaction opportunities. Both sets of factors work together to determine success in SLA.

2. Explain the role of scaffolding in SLA with reference to Activity Theory.

Scaffolding is temporary support provided by teachers or peers to help learners perform tasks beyond their ability. In Activity Theory, learning occurs through social interaction and mediated activities. Scaffolding helps bridge the gap between current and potential performance. It gradually reduces as learners gain independence. Tools, language, and collaboration act as mediating factors. This leads to autonomous language use.

3. Discuss Input and Output theory in second language learning.

Input refers to language learners are exposed to, while output is the language they produce. According to theories like Krashen and Swain, both are essential for acquisition. Input helps comprehension and internalization of structures. Output allows learners to test hypotheses and notice gaps. Interaction between input and output strengthens fluency. Effective learning requires balanced exposure and practice.

4. Explain Zone of Proximal Development (ZPD) and its application in classroom learning.

ZPD is the gap between what a learner can do alone and what they can do with help. Teachers use scaffolding to operate within this zone. It encourages collaborative learning and guided practice. Tasks are designed slightly above learner ability. Peer interaction also supports development within ZPD. It leads to gradual independence in learning.

5. Discuss Sociolinguistic Perspective in Second Language Acquisition.

This perspective focuses on how social context influences language learning. Factors such as culture, identity, and interaction shape acquisition. Language use varies depending on social situations and relationships. Learners adapt language according to norms and expectations. Identity plays a role in language adoption. It highlights language as a social practice.

6. Explain Power Domain and Social Domain in SLA with their functions.

Power domain refers to hierarchical communication involving authority and control. Social domain involves everyday interaction and relationships. Power domain governs formal settings like classrooms and institutions. Social domain is used in informal communication. Both influence language choice and register. Together they shape communicative competence.

7. Discuss motivation theories in SLA (Deci and Ryan, Eccles, Clement).

Deci and Ryan focus on intrinsic and extrinsic motivation through self-determination theory. Eccles emphasizes expectancy, value, cost, and goals in motivation. Clement highlights orientations like integrative and instrumental motivation. All theories explain why learners engage in language learning. Motivation determines persistence and achievement. Combined, they provide a comprehensive view of learner behavior.

8. Explain CALP and its importance in academic language learning.

CALP refers to Cognitive Academic Language Proficiency required for academic success. It involves understanding complex texts and abstract concepts. Unlike basic communication skills, it supports higher education learning. It develops through formal education and practice. CALP is essential for exams and academic writing. It bridges language and cognition in learning.

9. Discuss Autonomous Induction Theory (Suzanne Carroll) and its three phenomena.

This theory suggests learners can independently infer grammar rules from input. The three phenomena include input analysis, hypothesis formation, and rule testing. Learners

actively construct language knowledge. Errors are part of the learning process. Exposure plays a crucial role. It emphasizes learner autonomy in acquisition.

10. Explain sociocultural theory and its role in language learning.

Sociocultural theory views learning as a socially mediated process. Language develops through interaction and cultural tools. Learners construct knowledge collaboratively. Teachers and peers provide scaffolding. Internalization occurs through practice and guidance. It highlights the importance of social context in SLA.

11. Discuss identity formation in SLA (e.g., learners in different cultural contexts like USA/UK).

Identity formation in SLA refers to how learners see themselves while using a second language. In multicultural contexts like USA/UK, learners may adopt new linguistic identities. Their accent, confidence, and participation reflect cultural adaptation. Identity can shift between native and target language communities. Social acceptance also affects willingness to communicate. Thus, language learning is closely linked with identity negotiation.

12. Explain ethnographic perspectives in second language research.

Ethnographic perspective studies language learning in natural settings through observation and participation. Researchers focus on classroom interaction, culture, and learner behavior. It emphasizes real-life communication instead of controlled experiments. Data is collected through field notes, interviews, and recordings. It helps understand how social context shapes learning. This approach provides deep insight into SLA processes.

13. Discuss transitional competence with examples in language learning.

Transitional competence refers to an intermediate stage where learners use partially correct language forms. It shows progress between L1 influence and target language mastery. Learners often mix grammatical structures during this phase. Example: “He go school yesterday.” Errors reflect developmental stages, not failure. With practice and correction, learners move toward accuracy.

