

You

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Time Left 88 sec(s)

Quiz Start Time: 03:28 PM, 20 June 2022

If you are developing curriculum what would be your source for setting the aims of education?

Select the correct option



social aims



aims of life



cultural aims



aims of change

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curriculum

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Education Development in Pakistan (EDU505) VU

Educational sociology has a great impact on the modern educational theories and practices, such as:

- Aims of Education

- Educational sociology has its indirect impact on the aims and objectives of education
- Educational sociologists think that education is a social process and it should be directed to social welfare

- Curriculum Construction

- The impact of educational sociology on the principles of curriculum construction cannot be ignored
- In ancient times children were not the ultimate focus of curriculum formation.
- Whereas the curriculum is now in conformity with the general aims of education and it must help in the total development of the child
- Modern curriculum thus emphasizes the social need of education

Extra Reading

Education takes place in society constituted of individuals. It is a social process. It has a social function as well as social purpose. A school is created by the society and the society is shaped and moulded by the school. Thus, education is both cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is an intimate relationship between education and society. Modern education has two-fold functions. It must help in



Education Development in Pakistan (EDU505) — VU

There are currently about 60,000 government schools and 35,000 private schools in Punjab, spread across 36 districts

Government schools are administered at the district level, and districts are further subdivided into tehsils and clusters

One education district officer per district provides the main administrative link to the provincial government and plays a key leadership role in the delivery of education

Education district officers are assisted by two or more assistant education officers

Punjab's elaborate education administrative structure, however, has produced poor outcomes

Low enrollment rates (reflecting children who have never attended school as well as early dropouts), low levels of learning in schools, inadequate access to schooling for girls, and poor transition to middle and higher levels of education are of particular concern

Moreover, the poorest households and southern districts show the **least numbers** of children enrolled

Topic 118**State of Education: Absence of Census Data**

In case of enrollment rates of students, there is a serious lack of census data

Which of the following region of Punjab has least number of children enrolled?

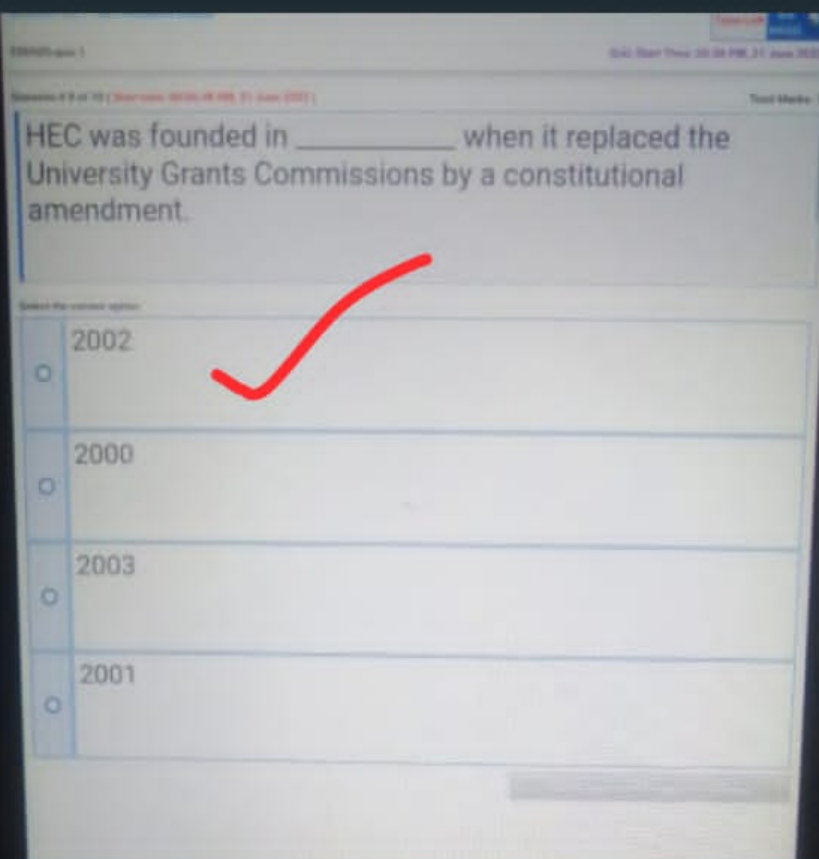
None of these

Southern Punjab

Central Punjab

Eastern Punjab





HEC

2 of 11



was around 180 million

Out of this 180 million, the rough estimate of the university going cohort (ages 18 to 25) is estimated to be around 25 million

The enrolment in the higher education sector in Pakistan is barely 6% from the above mentioned 25 million people

However, efforts are being made by the government and **HEC** to increase the enrollment of both men and women in the higher education

Topic 100

Higher Education Commission

The Higher Education Commission of Pakistan is an independent, autonomous and constitutionally established institute of primary funding

HEC was founded in 2002 when it replaced the University Grants Commissions by a constitutional amendment

Previously, the universities were accredited by the UGC established in 1947

Responsibilities of HEC

Question # 10 of 10 (Start time: 01:17:41 PM, 21 June 2022)

In which year the political instability led to the first military regime of General Ayub Khan?

Select the correct option

☐	1965
☐	1997
☐	1998
☐	1956



political instability | 1 of 1



Topic 79

Educational Scenario in the 1950s and 1960sFirst Five-Year Development Plan

This plan was implanted from 1955-1960

In this five year plan the pivotal role of education was recognized for the improvement and expansion of national development but it failed to address the Islamic character of education

In 1956, the **political instability** led to the first military regime of General Ayub Khan

During this period, the primary and secondary curricula was revised and Islamic studies and religious education was given a lot of consideration

The Commission on National Education 1959 also stressed the need of re-orientation and reorganization of the existing education system so as to evolve a national system which would reflect our spiritual, moral and cultural values

Character building and the pursuit of quality were highlighted as the main aims of education

Again, in the Second Five Year Development Plan (1960-1965), the supreme task of education was defined as to build the national character on strong foundations of faith



The difference between the purpose and the function is in _____.

Select the correct option



producing results



efforts



planning



intent and a task

EDU505 Quiz 1



purpose

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Definition: An action performed by a device, department, or person that produces a result

- Function remains more or less fixed, whereas the **purpose** (*which indicates intention or objective*) generally changes.
 - Example: Some teachers believe that the transmission of knowledge is the primary **purpose** of education.
 - Example: Whereas the transfer of knowledge from school to the real world is something that happens naturally as a consequence of possessing that knowledge – a **function** of education.
- Because a **purpose** is an expressed goal, more effort is put into attaining it.
- Functions are assumed to occur without directed effort.

- However, for this reason it is valuable to figure out which outcomes you consider a fundamental **purpose** of education.





language usage (I did it with her) and the other is a deviation of the language use (she can do whatever she wants).

3. Description of Errors:

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. Trying to identify general ways in which the learners utterances differ from target-language utterances.

Once all the errors have been identified, they can be described. Ellis says, "One way is to classify errors into four grammatical categories:

1. **Omission** (leaving out an item that is required for correct grammatical constructions)

For example: He cooking

Ellis (1997, p. 23) points out that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time".

Common Types of Omissions

Erdogan (2005, p. 264) makes the aforementioned categories very clear by providing some common types of omissions:

- Morphological omission (Hand I the pliers.)

- Syntactical omission (I hungry.)

2. **Addition** (addition of unnecessary elements) Addition is defined as the **presence of an** item that should not appear in well-formed utterance. For Example:

She doesn't works at hospital.

3. **Substitution** (use of one element in the place of another or wrong form of morpheme)

4. **Misinformation and Mis-ordering** (incorrect placement of a morpheme or group of morphemes in an utterance)

Misinformation is the use of the wrong form of the morpheme or structure.

For Example: The chair was maked by the carpenter.



BS English 4th Semester

.Maria, ArOoj, Aleesha Vu, Am...



Downloaded 9 of 14 | Mock Date: 10-10-22 19:40:30, 20 June 2022 | Your Marks: 0

Which of the following is defined as the presence of an item that should not appear in a well-formed utterance?

Select the correct option

☐	Substitution
☒	Addition
☐	Omission
☐	Mis-ordering

Submit your answer



Message



Corder's Explanation of Error

Corder (1974) distinguishes between systematic and non-systematic errors; non-systematic errors occur in one's native language whereas, second language (L2) errors are systematic errors.

Topic-021: Stages of Error Analysis

According to Corder (1974) there are five stages of error analysis, they are:

1. Collection of data
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

1. Collection of Data:

The first stage of error analysis is 'collection of data'. We have to collect the relevant data at this stage. Data may be written or spoken, general or specific. Researchers have identified three broad types of error analysis according to the size of the sample. These types are: massive, specific and incidental samples.

A **massive** sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population. A **specific** sample consists of one sample of language use collected from a limited number of learners.

An **incidental** sample involves only one sample of language use produced by a single learner. All of them are relevant in the corpus collection but the relative utility and proficiency of each varies in relation to the main goal. In other words, in this first step, the researcher has to be aware of his research, and the main objective of this stage is selecting a proper data collection system.

2. Identification of Errors:

After data collection it is identified. It means distinguishing errors. For this, errors are distinguished from mistakes in general.



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Question # 9 of 10 (Start time: 02:36:00 PM, 23 June 2022)

Which of the following samples consists of one sample of language use collected from a limited number of learners?

Select the correct option

☐	Incidental
☒	Specific
☐	Unspecific
☐	Massive

Which of the following is the best choice if you, as a teacher, are making effort to impress upon your students to be truthful in their conduct?

Select the correct option

☒ character formation

☐ language

☐ spirituality

☐ long term memory



truthful

1 of 1



- 2) What causes or prevents it?
- 3) How can it be measured so that efforts at improvement can have corrective feedback; and
- 4) How can it best be developed?

Campbell and Bond – 1982

- Character formation traditionally has focused on those traits (*qualities, characteristics, behaviour*) and values appropriate for the industrial age such as obedience to authority, work ethic, working in group under supervision, etc.
- However, modern education must promote character based on values appropriate for the information age: **truthfulness**, honesty, integrity, individual responsibility, humility (*humbleness, modesty, simplicity*) wisdom, justice, steadfastness (*loyalty, persistence, determination*) dependability, etc.

“Character education has to be visualized not in a social vacuum but with reference to contemporary (*modern, present, up-to-date*) socio-economic and political situation” –
The Secondary Education Commission (1951-52)



- Basis of moral behavior
- Means of human happiness
- Valuable asset

Topic 15

The Cultural Aim

The cultural aim refers to the **refinement of the personality**.

- Mere **knowledge** is not enough
- Education should lead that quality of mind which may be reflected in daily conduct.
- Education is a medium through which the cultural traditions and values of the past are transferred on to the next generation.
- The cultural aim of education helps in producing men of culture.
- But it is ambiguous and has too many meanings.
- It cannot serve as the major aim of education.

Education Development in Pakistan (EDU/505) — VI

- The cultural aim of education has been suggested to supplement the narrow view of **knowledge** aim.

Topic 16

The Character Formation Aim

Character has fundamental worth for a society and for an individual.

- Character is the cream of life and, as such, it should be the aim of education.
- Students' moral development is both implicit (*hidden, implied, understood*) and inevitable (*unavoidable, expected, certain*) in standard educational practice.

"Development of character is a solution to social problems and a worthy educational ideal" – Miller and Kim, 1988.

Character Formation

There are four major questions to be addresses when focusing on character development:

- 1) What is good character?
- 2) What causes or prevents it?
- 3) How can it be measured so that efforts at improvement can have corrective feedback; and
- 4) How can it best be developed?

Campbell and Bond – 1982

- Character formation traditionally has focused on those traits (*qualities, characteristics, behaviours*) and values appropriate for the industrial age such as obedience to authority, work ethic, working in group under supervision, etc.
- However, modern education must promote character based on values appropriate for the information age: truthfulness, honesty, integrity, individual responsibility, humility (*humbleness, modesty, simplicity*) wisdom, justice, steadfastness (*loyalty, persistence, determination*) dependability, etc.



This is especially true in case of students who don't have an English language environment and whose teachers don't have the required command on the language

3. The vocabulary of the language is a problem even in the English-speaking societies

In Pakistan, majority of science students come from rural backgrounds and their vocabulary is already limited in national language which at times becomes their second language

- For such students, English is a third language
- The problems posed by a foreign language to these socio-economically low-class students are more than obvious

Since independence, the successive governments have tried to adopt a uniform education policy regarding language

- However, disappointingly every government brings in their own policy without paying any heed to the aspirations of the public

The ultimate result is that they fail to stick to one policy regarding education

Topic 111

Challenges of Education in Punjab: Defining the Challenge

Improving the quality of public sector education and increasing its coverage is a complex challenge in Pakistan

This is mainly because of the very large number of schools, inherently diverse of various levels and types of education, low levels of investment and weak infrastructure

96 / 239

Despite significant enlargement of the school network in recent decades, Punjab continues to lag behind national and global targets in providing quality education to its children

32% children of school-going age are currently out of school and 41% of the total population cannot read or write (Punjab Bureau of Statistics, 2011)

At the current rate of progress, Punjab is estimated to take until 2041 to provide its children their constitutionally guaranteed right of primary education (Pakistan Education Task Force 2010)

- Poor quality of education is also a serious concern

- Numerous studies have noted that an average student in Grade 3 struggles to perform simple tasks that students in Grade 1 are supposed to have mastered

Two Major Challenges

Following are 2 major challenges currently being faced by Punjab:

1. Bringing the remaining 32% of its children to (public or private) schools; and
2. Addressing the learning deficiency of enrolled children

Dealing with these Challenges

Meeting these challenges will require a coherent and comprehensive strategy addressing two sets of issues

Question # 4 of 10 (Start time: 03:31:26 PM, 20 June 2022)

Total Marks: 1

According to The Annual Status of Education Report, 2012 there was a slight improvement in which subject?

Select the correct option

- ☐ Urdu
- ☐ Science
- ☐ English
- ☒ Mathematics

Create an Account to Access All Questions



2012

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Education Development in Pakistan (EDU505) VU

- The gauge of a good education system is the availability of high-quality education for every child.

Results based on examinations in grade 4 introduced by the Punjab Examination Commission (PEC) show that most students in public and private schools have basic proficiency in mathematics, language, and social studies. ASER also carries out assessments of learning, and its 2012 report shows that only 40 percent of 6-16-year old could read a second-grade level sentence in Urdu or their mother tongue and perform arithmetic (ASER, 2013). There was a slight improvement in overall scores and mathematics on average compared to the figures in the previous year's report (ASER, 2012). However, absolute learning levels in both government and private schools continue to be low.

Topic 123**Educational Vision**

In the mid-19th century many countries that are now considered developed, launched public education to instill a sense of national cohesion among their citizens and develop the basic skills required by newly industrializing economies

Variations in education systems emerged from countries' unique institutional and cultural backgrounds



different situations created in Situational Syllabi determine the language structures to be learnt which is, however, a drawback in situational language syllabi. While the aim of the Situational Syllabus is communicative competence, the nature of its contents will not necessarily lead to total communicative competence. This shortcoming led to the development of the Functional-Notional syllabus.

2. The Functional-notional Syllabus

It is the best known of contemporary language teaching syllabus types. When dealing with this type of syllabus, it is important to first clarify the definitions of the terms used in the name. The term 'function' refers to the **communicative purpose of** the speaker. These functions can be personal, interpersonal, directive, referential or imaginative and they can either be expressed through fixed formulae in the language or communicative expressions (Finocchiaro & Brumfit, 1983 :28). Thus, the functions to be expressed depend solely on the speaker.

'Notions' can be defined as the words following the functional expression. "Notions" are thus "meaning elements which may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or adverbs" (Finocchiaro & Brumfit, 1983:14). Thus, notions will depend basically on three factors: the functions, the elements in the situation and the topic which is being discussed (Finocchiaro & Brumfit, 1983 : 15).

The researchers also make use of another term "exponents" in order to indicate the relationship between the above-mentioned elements: exponents are the language utterances or statements which stem from the function, the situation, and the topic. They are the language forms a speaker uses to express (to complete or realize) a message; to indicate an awareness of elements

ENG22: Quiz 2

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Question # 9 of 40 (Start time: 6:28:09 PM, 24 June 2022)

Choose the correct option.

The term _____ refers to the communicative purpose of the speaker.

Select the correct option

☐	notion
☒	function
☐	situation
☐	task

Done



16



Assignment No. 1

Course Code: Edu401

Q 1: Critique the equity issues in the field of education. Suggest the solution to deal with such issues.

Poverty

- First of all poverty is an important equity issue. In more than 65 years of independence, we have not eradicated poverty. When children come to school with a lack of certain skills, it is the teacher's job to enable them to learn those skills. But what happens is that teachers make fun of them instead of encouraging them.
- Lack of emotional support, stress and anxiety do not help us to learn more.
- Academic motivation and safety are important issues in the 21st century. There is a strong link between poverty and educational achievement. Conversely, this connection. The poorer we are, the less we will perform.
- Students with less economic base have more chances to fail almost 63% to 85% more as compared to the students with good economic base.

2. Religion

- Religion is also an issue of equality. An integrated curriculum is often used for beginners, with no clear distinction between religious and non-religious content given to religious minorities. In elementary school, all students study the same material, whether religious or non religious.
- A review of pakistani textbooks suggests that all national heroes, social reformers are all Muslims. This study found 96 chapters and poems of 362 had strong orientation of Islamic values. An examination for 1st grade curriculum titled "Meri Kitab" or "My Book" has 7 out of 16 chapters containing Islamic sermons.
- In 2006, the subject of ethics was introduced in the revised curriculum of Pakistan. However, many students do not have access to this ethics course.
- According to a report by the National Commission for Justice and Peace, the government has released textbooks that teach students that Hindus are superstitious and will push Muslims if given the opportunity. That may be true 67

years ago, but today we have to unite minorities and majorities and work for mutual development.

- Public school teachers often advocated respect for religious minorities. It shows that they are admitting them but they do not know how to deal with them.
- There is the division of Shia Sunni Muslims. There are teachers who respect both and there are teachers who do not respect both.

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..... of equality is based on gender. Gender equality has been and still is an issue in Pakistan. The backward group is women.



Aa





caused by mother

1 of 1



by Richerd (1974). Error analysis can be considered as a fundamental tool in language teaching in order to reorganize teachers' point of view and his methodology for full filling the students gaps. Richerd distinguishes two types of errors

1. Interlingual Errors

2. Intralingual Errors

Interlingual errors are **caused by mother** tongue interference.

Intralingual errors are occurred during the learning process of the second language at the stage when the learners have not really acquired the knowledge.

Interlingual errors are also subdivided into the following categories

Over generalization errors the learner creates a deviant structure on the basis of other structures in the target language.

Example: He can sing

Correction: He sings

←  **BS English 4th Semester**
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Which of the following errors is caused by mother tongue interference?

Interlingual

All of the given options

Intralingual

Overgenralization





Message





advancing technology has made this learning approach much easier than previously.

Repeated Listening

Repeated listening also derives from an L1 source, repeated reading. Repeated reading is one of the most common methods for developing reading fluency. It was developed by Samuels (1979) as a pedagogical application to use with L1 readers who have reading difficulties. The theory underlying repeated reading is to make word decoding more efficient through repeatedly practicing the same text. It is assumed that if much attention is paid to decoding word meanings, then little time is left for comprehending text meaning. Repeated reading is used as a means to assist unskilled readers to practice a very basic skill (word recognition) and help them move from the non-accurate to the accurate stage and eventually to the automatic stage (Samuels, 1979). By the same token, if a listener listens to a text many times, then she or he may require very little time for word recognition, so more time can be allotted to comprehending the message.

Simultaneous Reading and Listening

Simultaneous reading and listening is also termed "reading while listening" if the focus is on listening. Reading and listening at the same time can help beginner learners to develop awareness of form-meaning relationships and word recognition skills. However, it has to be noted that the post-listening phase **in a listening lesson** also involves reading while listening, but their purposes are different. Reading while listening at the post-listening stage is to confirm or clarify what one hears during the listening stage. Reading while listening after class is to enjoy reading and listening to all sorts of materials. Some empirical studies have also found that reading while listening improves students' comprehension (Chang, 2009; Chang & Millett, 2014).



Question 2 of 2 (100%) (13 June 2018)

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Choose the correct option.

Post-listening phase in a listening lesson also involves _____ while _____

Select the correct option

- | | |
|-----------------------|---------------------|
| ☐ | writing, speaking |
| ☐ | speaking, listening |
| ☐ | reading, writing |
| ☐ | reading, listening |





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1 of 1



- II. Notion: conceptual meanings expressed through language.(objects, entities, logical relationships, etc.)
- III. In this syllabus language contents is arranged according to learners communicational needs.
- IV. It sets realistic learning tasks
- V. It provides for the teaching of real world language
- VI. It provides for the widespread promotion of foreign language courses

- which the focus is on the development of language through classroom activities
- II. Designed to promote cognitive skills
- III. Involves the integration of subject matter(what to talk about) and linguistic matter (how to talk about)
- IV. Theme based teaching
- V. Language class activities are specific to the subject matter being taught
- VI. Teaching elements/course is structured around certain themes
- VII. Such as: Cooperative learning, task base/experiential learning, project work, whole language approach

Procedural Syllabus

The syllabus type designed by Prabhu and his colleagues is called the procedural syllabus, which consisted of a set of pedagogic tasks. The structure can be best learned when attention is concentrated on meaning. In this type of syllabus design the focus is on the learner. Tasks and activities are designed but not the linguistic content. Learner focuses on trying to solve the meaning behind the text. The procedural syllabus is often confused with the task syllabus, another recent development in language teaching.

Despite some differences in practice, the principles underlying procedural and task-based syllabuses are very similar. In fact, they are seen as synonymous by Richards, Platt, and Weber (1985), who describe them both as follows:

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ENG Quiz 2

Question # 6 of 10 (Start time: 02:34:08 PM, 23 June 2022)

Which of the following syllabus types is consisted of a set of pedagogic tasks?

Select the correct option

☒	Procedural
☐	Analytic
☐	Process-oriented
☐	Product-oriented





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1 of 1



(3) Contrastive difficulty in relation to L1

(4) Situation need and

(5) Pedagogic convenience.

Some applied linguists assume that the synthetic syllabuses should not be restricted to only grammatical syllabus rather it can be applied to any syllabus whose content is product-oriented.

Distinction between the Synthetic and Analytic Syllabus

It was Wilkins (1976) who first drew attention to the distinction between synthetic and analytic syllabuses. He described the synthetic approach in the following terms:

- A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up.
- The distinction between the synthetic and analytic syllabus is that the former views that nature of learning is additive while later views that the nature of learning is holistic (having regard to the whole of something rather than just to parts of it.)



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Question # 4 of 10 : Score: 100 (100%) 00:00:00 (00:00)

Which of the following syllabuses views that the nature of learning is holistic?

Select the correct option

☐	Analytic
☐	Synthetic
☐	Process-oriented
☐	Product-oriented

Total Marks: 100



Message





significant of an incomplete learning. According to James (1998:77) an error arises "only when there was no intention to commit one".

Errors are typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language.

Mistakes and Errors

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena.

Mistake—refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly. Native speakers make mistakes. When attention is called to them, they can be self-corrected.

Error—a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner

Topic-018: Contrast between Behavioristic and Mentalistic Attitude to Errors

Behaviorists' View: People learn language by responding to an external stimuli and receiving proper reinforcement. By this repetition, a proper habit is formed and language learning takes place. Therefore, errors were deemed as a sign of failure on the part of the learners as well as teachers.

Mentalists' View: The conviction is that error is inevitable. It is integral part of learning process and developing competence. It should not be regarded as a sign of failure but as an evidence that student is heading his way towards the correct rules.

Question # 3 of 10 (Start time: 06:40:00 PM, 23 June 2022)

Which of the following refers to a performance error that is either a random guess or a slip?

Select the correct option

☐	Blunder
☐	Error
☐	Fault
☐	Mistake





- In modern education the teacher is regarded as a friend, philosopher and guide
- To fulfill this responsibility the teacher must possess suitable personality.

Human Relations

- Educational sociology thinks that the work of education cannot be carried on properly without reference to human relations
- Human relations are developed among students in the school society.

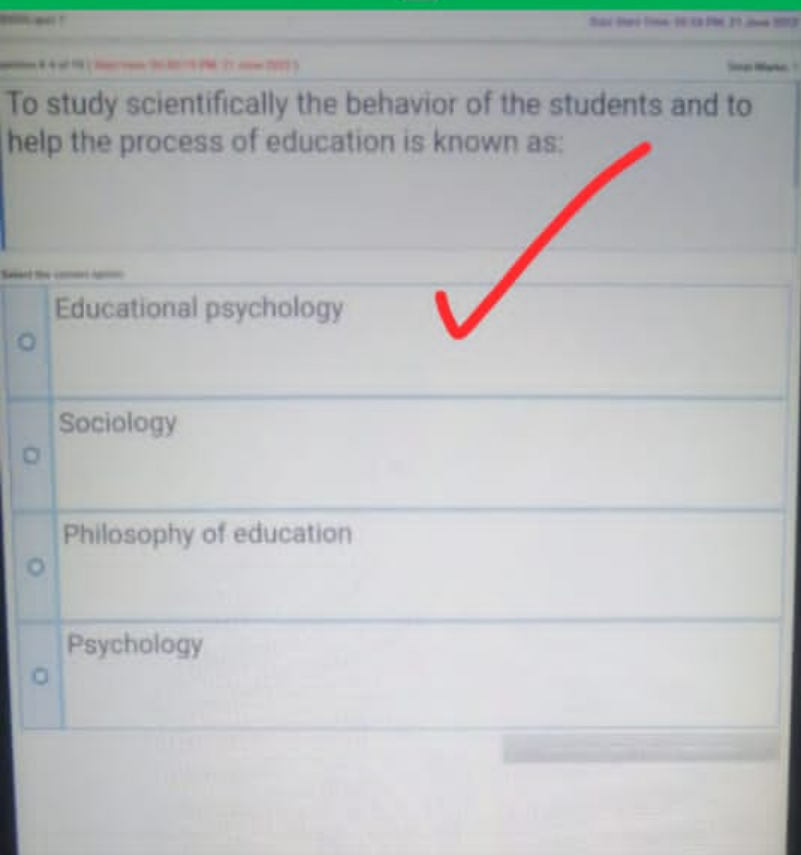
Thus, it is evident that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors.

Topic 37

Psychology and the Education Process

Educational psychology has developed to study **scientifically** the behavior of the students and to help the process of education.

- Educational psychology deals with various problems of learning and teaching
- The starting point in the process of education must be related to original tendency of the child.
- This stock of originality is conveniently classified as instinct, reflex action, emotion and intelligence.
- Original tendencies are adaptable and incomplete.
- These may be modified and improved in acquiring acceptable behavior – responses through education.





Education Development in Pakistan (EDU505) — VU

National Identity and Language

The **Sharif Report** states that language, as the repository of thought and culture of people and as a link between the past and present, is also a part of the concept of nationhood.

National language is thus an icon which constructs the 'nation' as unified and homogenized.

The **Sharif Report** further gives importance to the script in preserving the cultural heritage.

Topic 62

Making of the Citizen

An important task that education is expected to perform in contemporary nation-states is the forging of modern and moral citizens.

Apart from homogenization and developing an emotional relation to the idea of the 'one nation',

EDU505-quiz 1

Quiz Start Time: 06:15 PM, 21 June

Question 2 of 10 (Started on: 06:15 PM, 21 June 2022)

Total Marks

According to the Sharif Report of 1959, _____, as the repository of thought and culture of people and as a link between the past and present, is also a part of the concept of nationhood.

Select the correct option

- | | |
|----------------------------------|-------------|
| ☒ | language |
| ☐ | education |
| ☐ | heritage |
| ☐ | citizenship |





Mis-ordering is regarded as the incorrect placement of a morpheme or group of morphemes in an utterance.

For Example: What is doing my mother?

Further, Corder distinguishes three types of errors according to their systematicity:

Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

Systematic errors occur when the learner has discovered a rule but it is the wrong one.

Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

4. Explanation of Errors:

Explanation is concerned with establishing the source of the error, i.e. accounting for why it was made. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquisition. Taylor (1986), points out that, the error source may be psycholinguistic, sociolinguistic, or may reside in the discourse structure.

Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners have in using it in production.

Sociolinguistic sources involve such matters as the learners' ability to adjust their language in accordance with the social context.

Discourse sources involve problems in the **organization** of information into a coherent 'text'.

Task of Tracing the Source of Error: While explaining the error we try to find out different sources of errors. The sources of errors can be:

'Inter-lingual' (i.e. due to L1 or L2 interference)

- Transfer Errors: L2 learners attempt to make use of their L1

'Intra-lingual': Sometimes errors can be committed because of overgeneralization of rules and inherent difficulties within the same language.

- Systematic Errors: L2 learners create rules on their own, different to the rules of the target language.
- Universal Errors: L2 learners commit the same grammatical errors.
- Overgeneralized Errors: L2 learners overgeneralize form that they find easy to learn and process.

The errors can be explained by referring to the faulty methods and techniques of teaching.

Because of difficulties with error analysis, some researchers (Krashen & Pon, 1975) have abandoned altogether the attempt to find sources of errors. Assuming, however, that analysis by errors is still possible, it would be interesting to find out how adults perform on such errors.

Question # 6 of 10 (Start time: 06:44:09 PM, 23 June 2022)

Which of the following sources involves problems in the organization of information into a coherent 'text'?

Select the correct option

☐	Error analysis
☒	Discourse
☐	Psycholinguistic
☐	Sociolinguistic



male and female

1 of 9



- High School 13-15 years
- According to Pakistan Bureau of Statistics (2011) substantial overlap in the data regarding primary and katchi age groups is expected
- Data for middle and high schools shows specific age groups corresponding to grades 6-8 and grades 9 and 10, respectively
- The data indicates that children in middle and high schools tend to be in older age groups within the categories used to calculate NERs
- A higher proportion of middle school children fall in the older age groups, so children older than 9 years are expected to be in primary school but are not included in net enrollment calculations
- Children older than 15 years are also enrolled at matriculation level or in high school, although this is not reflected in the NER data
- Although net enrollments do not capture accurate levels of school participation, the data indicate substantial differences between urban and rural and **male and female** enrollments
- Findings from Pakistan Bureau of Statistics (2011)
- In primary and katchi age group the total enrollment in rural areas of Punjab for males and females was calculated to be 67 and 61 respectively while, in urban areas it was 80 and 77
- This difference increases in middle and high schools with 55 enrollments for males and 46 for females in rural areas in middle schools and 75 males and 85 females in urban areas



EDU505 Official Group

Aleesha Vu, Areena Cus, Aroosh...



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~❤️ Love Is Lit...

How much total enrolment for male and female students was calculated by NER in the urban areas of Punjab for middle school?

☐ 45 and 36 respectively

☒ 55 and 46 respectively

☐ 50 and 41 respectively

☐ 60 and 51 respectively


Message





Philosophical base of education attempts to find harmony

Select the correct option

- ☐ from truth to imagined
- ☐ through human effort and activity
- ☐ across philosophy and education
- ☐ between experience and thought



philosophical ba

1 of 3



- However, for this reason it is valuable to figure out which outcomes you consider a fundamental purpose of education.

Topic 26

Philosophical Base of Education

In order to understand functions of education in a better manner we will be looking at philosophy and its relationship with education.

Philosophy has been derived from two Greek words: "Philo" (love), and "Sophia" (wisdom), meaning love of wisdom.

- Philosophy is love for the truth and a life's necessity
- Education, in the widest sense of the term, is life itself and, in a narrow sense, it is the preparation for complete living.
- The interdependence of philosophy and education is evident from the fact that all great philosophers were great educators – Socrates in Greece, Confucius in China, Buddha, Tagore and Gandhi in India.
- Philosophy furnishes the goals of life and education gives the means to achieve those goals.

"Philosophy is an unceasing effort to discern the general truth that lies behind the particular facts." - Raymont

- Education is nothing but human effort and activity.
- Philosophy, therefore, is inseparable from education.





You

10 photos • Yesterday

Time Left

85 sec(s)

EDUS05 quiz 1

Quiz Start Time: 03:28 PM, 20 June 2022

Question # 9 of 10 (Start time: 03:37:57 PM, 20 June 2022)

Total Marks: 1

Who introduced that Education should be given according to the natural interest of the child aiming at a holistic development of the personality and what it is known as?

Select the correct option

☐ Emanuel Kant, condition of possibility

☐ Rousseau, Naturalism

☐ Froebel, spontaneous development

☐ Pestalozzi, psychological tendency

[Click here to view all previous questions](#)


naturalis

1 of 2



Topic 12

Evolution of Aims

Individualistic Aim Rousseau introduced the first truly individualistic ideal of education in the 18th century.

- He revolted against the existing artificial and demoralized system of education.

Naturalism

Rousseau not only championed the cause of the common people but also the cause of the child in the field of education

- Thus 'naturalism' appeared in education.

Emanuel Kant

Kant was greatly influenced by the individualistic concept of education, and defined education as the process by which man becomes man through his voluntary efforts.

Pestalozzi

Pestalozzi introduced the **psychological tendency** in education, and with it the child-centric movement in education received a new momentum and fillip (*boost, stimulus, inspiration*)

Froebel

Froebel, the German idealist, regarded education as the spontaneous development of a joyful, creative self-activity.

This discussion of educational ideals makes it evident that the aims and functions of education have been variously defined in different ages by different educators.





Syeda Binty Zain...

online



9:27 PM

You

Uff ya bi confirm nhi hova tha. Hm nay group main phr B decide kia tha

Mujy b yhi lg rha tha

9:28 PM

Syeda Binty Zainab

Photo

C shukar confirm

9:28 PM ✓



Message



primary and k

1 of 3



- High School 13-15 years
- According to Pakistan Bureau of Statistics (2011) substantial overlap in the data regarding **primary and katchi** age groups is expected
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35 minutes ago



EDU505:quiz 1

Question # 7 of 10 (Start time: 06:23:22 PM, 21 June 2022)

In which year was the first education policy mandatory for the boys?

Select the correct option



1985



1889



1990



1878





1. Firstly, to find out the level of language proficiency the learner has reached.
2. Secondly, to obtain information about common difficulties in language learning.
3. Thirdly, to find out how people learn a language.

Corder's Explanation of Error

Corder(1974) distinguishes between systematic and non-systematic errors: non-systematic errors occur in one's native language whereas, second language (L2) errors are systematic.

Topic-021: Stages of Error Analysis

According to Corder (1974) there are five stages of error analysis, they are:

1. Collection of data
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

1. Collection of Data:

The **first stage** of error analysis is 'collection of data'. We have to collect the relevant data at this stage. Data may be written or spoken, general or specific. Researchers have identified three types of error analysis according to the size of the sample. These types are: massive, specific and incidental samples.

A **massive** sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population.

A **specific** sample consists of one sample of language use collected from a limited number of learners.

An **incidental** sample involves only one sample of language use produced by a single learner. All of them are relevant in the corpus collection but the relative utility and proficiency varies in relation to the main goal. In other words, in this first step, the researcher has to select the data of his research, and the main objective of this stage is selecting a proper data collection method.

2. Identification of Errors:

After data collection it is identified. It means distinguishing errors. For this, the researcher has to identify the errors in the data collected.

ENG522 Quiz 2

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Yesterday, 2:32 PM

Question # 3 of 10

(Last time: 02:31:27 PM, 10 June 2022)

Choose the correct option

The first stage of error analysis is _____.

Select the correct option

☒	collection of data
☐	explanation of errors
☐	description of errors
☐	identification of errors

In private and public schools, the fee varies from ----- .

Select the correct option

☒	School to school
☐	Grade to Grade
☐	Province to province
☐	Age and gender



fee varies

1 of 1



There are some schools which are offering the reception class also known as 'Katchi' class in an informal manner

However, it has been decided by the government that the reception class will now be recognized and schools are being encouraged to admit students accordingly

Topic 74

Fee and Facilities

At primary level, education is free in the government schools

In private and public schools, the **fee varies** from school to school

It needs to be clarified here that public schools are run by the autonomous bodies and receive in-aid from the Government

Normally, the medium of instruction in these schools is English

There is no provision of free or subsidized meals in either kind of schools

However, in public schools, health services are provided in the form of annual check-ups

In the state-run schools, a nominal fee is charged

But in the private and public schools, the fee is much higher than that of the government schools

In the state-run schools, a nominal fee is charged





minimizing differences.

Being unlike Others, that is, backward, underdeveloped, steeped in superstition, unscientific, irrational, and uncivilized was a matter of national shame.

Topic 68

Later Nationalism

The later nationalism of the era of **General Zia** drew heavily from the 19th century form of religious nationalism articulated (*expressed, said, pronounced*) in two nation theory.

53 / 239

It laid a lot more emphasis on religion, tradition, and the past as sources of national pride.

The focus was on differences from Others, dissimilar traditions, and local culture.

For **General Zia**, being different meant being superior to or better than the Others on account of a 'golden path' and having inherent 'great tradition'.

Religious tolerance and diversity of faith were among the values advocated in Ayub's period as part of becoming modern and secular.

Whereas, the Zia era textbooks created the Hindu, Buddhist, Christian and Jewish Others as eternal enemies of Islam, Muslims and Pakistan.

The opposing ideas of the two marshals were designed to achieve similar effects – the legitimization of military rule.

Modernity and Islamization, served more or less the same purpose of supporting military rule.

Question # 3 of 10 (Start time: 06:20:30 PM, 21 June 2022)

The later nationalism of the era of General Zia drew heavily from the 19th century form of religious nationalism formulated

Select the correct option



Shamil report



Algarh Scheme



Two nation theory



Wardha Scheme



GO TO





Education Development in Pakistan (EDU505) VU

1. the complete living aim, and
2. the harmonious development aims

According to the complete living aim, education should help the individual to fulfill the various needs and necessities of life.

Following are some of the goals of complete living aim of education:

- the individual must know the art of self-preservation
- education should enable a person to earn his/ her living
- a person should know how to take care of his/ her own children.
- he/ she must have the idea how to utilize the leisure hours properly in a profiting manner

According to **Herbert Spencer** the complete living aim should be a comprehensive aim of education.

- he advocates full development of individuality in all spheres rather than one or a few dimensions.

Question 3 of 10 (Start time: 20:11:55 (PM, 21 June 2022))

Total Marks:

Which one of the following aims referred to the complete living aim that can only be achieved when combined?

Select the correct option

- | | |
|-----------------------|--------------------------|
| ☐ | balanced development |
| ☐ | simultaneous economic |
| ☐ | synchronized citizenship |
| ☐ | coordinated character |