



ENG504

Solved Mid-Term_Spring2026

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.

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Solved Mid-Term

Key Concepts / Terms

1. Lenneberg

Lenneberg (1967) argued that language is a biologically triggered behavior and proposed the **Critical Period Hypothesis**, stating that language must be acquired before puberty.

2. Competence vs Acquisition – What is difficult to measure?

Competence (knowledge of language) is difficult to measure directly because it exists in the mind, while acquisition is observed through language performance.

3. Structuralism

A linguistic approach that views language as a system of patterns and structures learned through practice and habit formation.

4. UG is concerned with Competence

Universal Grammar focuses on **knowledge of language (competence)** rather than language use (performance).

5. Textual Orientation

Studies how vocabulary and grammar organize discourse and create cohesion across sentences and texts.

6. Salience / Perceptual Saliency

The idea that learners notice and learn linguistic forms that are more noticeable or prominent in the input.

7. Teachability Hypothesis

Pienemann's theory stating that instruction is effective only when learners are developmentally ready for the next stage. Stages cannot be skipped.

8. Acculturation / Acculturation Model

Schumann's model proposes that SLA success depends on how closely learners adapt to the target language community socially and psychologically.

9. CDS

CDS = Child-Directed Speech, the special speech style adults use when talking to children. It may facilitate language acquisition.

10. Psycholinguistics Perspective on Interaction

Interaction helps learners process input, negotiate meaning, notice gaps in knowledge, and facilitate language development.

11. Input Hypothesis Critique

- Vague and imprecise.
- Difficult to test empirically.
- Does not explain internal acquisition processes clearly.

12. Negative Evidence

Information showing learners what is incorrect in a language, often through feedback, correction, or recasts.

13. Fossilization

The persistence of non-native language forms despite extensive exposure and learning opportunities.

14. Affective Filter Hypothesis (Krashen)

Learners with low anxiety, high motivation, and positive attitudes acquire language more effectively because the affective filter is low.

15. Long's Interaction Hypothesis

Language learning is facilitated through interaction and negotiation of meaning during communication.

16. Anderson ACT Model

Learning moves through three stages:

1. Cognitive Stage
2. Associative Stage
3. Autonomous Stage

17. Specific Language Impairment (SLI)

A language disorder where children experience language difficulties despite normal intelligence.

Short Questions

1. Write Names of Two Theories of SLA

- Universal Grammar Theory
- Krashen's Monitor Model

2. Differentiate Between Form and Function

Form

Concerned with grammatical structure.

Focuses on rules.

Function

Concerned with meaning and communication.

Focuses on language use.

3. Define Perceptual Saliency

Perceptual saliency is the degree to which a linguistic feature stands out and attracts the learner's attention during language learning.

4. Name Three Stages Proposed by Anderson ACT Model

- Cognitive Stage
- Associative Stage
- Autonomous Stage

5. Define Specific Language Impairment

Specific Language Impairment is a condition in which children experience language difficulties despite normal cognitive abilities.

6. Psycholinguistics Perspective on Interaction

Interaction promotes language learning by helping learners process input, negotiate meaning, and notice language gaps.

7. Critique on Input Hypothesis

The Input Hypothesis is criticized because its concepts are vague, difficult to test, and lack clear explanations of acquisition processes.

8. Two Theories of Language Learning

- Behaviorism

- Universal Grammar Theory

Long Questions

1. Short Note on Nature vs Nurture Debate

The Nature vs Nurture debate concerns whether language acquisition results primarily from innate biological abilities (nature) or environmental experience and learning (nurture). Nativists such as Chomsky argue that humans possess an inborn language faculty, whereas behaviorists emphasize learning through environmental input and reinforcement. Modern views generally recognize contributions from both biological and environmental factors.

2. Short Note on Negative Evidence / Role of Negative Evidence in SLL

Negative evidence refers to information indicating that a learner's language form is incorrect. It is provided through correction, feedback, negotiation, and recasts. Negative evidence helps learners notice errors, revise hypotheses about the target language, and improve grammatical accuracy. It plays an important role in second language classrooms.

3. Define Textual and Cognitive Orientation

Textual Orientation

Textual orientation investigates how grammatical and lexical devices organize discourse and create cohesion across sentences and texts.

Cognitive Orientation

Cognitive orientation focuses on mental processes involved in language learning and how learners construct form-function relationships.

4. Statements – Classify as Competence or Performance

Statement	Classification
Knowledge of grammar rules	Competence
Speaking in a conversation	Performance
Understanding sentence structure	Competence

Statement	Classification
Making errors while speaking	Performance
Mental knowledge of language	Competence

5. Affective Filter Hypothesis

Krashen's Affective Filter Hypothesis states that emotional factors such as motivation, confidence, and anxiety affect language acquisition. A low affective filter allows more input to be processed, while a high affective filter blocks language acquisition. The theory emphasizes the importance of a positive learning environment.

6. Long's Interaction Hypothesis

Long proposed that interaction plays a crucial role in second language acquisition. During communication, learners negotiate meaning, request clarification, and receive modified input. These interactional processes make input more comprehensible and promote language development. The hypothesis extends Krashen's Input Hypothesis by emphasizing conversational interaction.

Fill in the Blanks

1. Learners must **replace** their old habits with new ones.
2. Chomsky shift from structural linguistics to **generative** linguistics.
3. Chomsky **criticised** Skinner's behaviourist view.
4. Children go through similar language learning **stages**.
5. Children extract and apply **rules** from language.

BS English

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Compilation