ENG504

Quiz for Final-Term

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

Second Language Acquisition

ENG504_Second Language Acquisition
Quiz for Final-Term

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.
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 behaviorism 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)**

59. **FonF**~Focus on Form

60. **UG~** Universal Grammar

61. **IL**~ Inter-language

62. **TL~** Target Language

63. **CDS~** Child Directed Speech

64. **CA~**Contrastive Analysis

65. **SL~** Second Language

66. **SLL~** Second Language Learning

67. **SLA**~Second Language Acquisition

68. Learning styles and strategies are often _____. **(interrelated)**

69. First language maintains the vital _____ relationships between speech and thought. **(dialect)**

70. The domain which involves the learner's self and encourages them to develop personal relevance to L2 and gives importance of their feelings is termed as _____ domain. **(affective)**

71. In defense of the use of first language, _____ (1999) says that it is not really possible to stop the flow of the first language in learner's mind. **(Hawkin)**

72. The use of the first language in the ____ domain leads to develop cross cultural and cross linguistic links**. (social)**

73. In early development stages, the learners have to resort to _____ language, the only available resource to organize and process new information. **(first)**

74. In recent years, the influence of personality variables on _____ styles has increase greatly. **(learning)**

75. The people or learners who are introvert do not communicate much and find it difficult to practice the second language. This factor is related to the learner's ____. **(age)**

76. The factors related to the personality of the learner of a second language are called factors. **(internal)**

77. The domain that helps analyzing the language, drawing inferences and categorizing new knowledge is termed as _____ domain. **(cognitive)**

78. Language awareness emphasizes on person's sensitivity and _____ awareness of language's nature and role in human life. **(conscious)**

79. Researchers argue that it is easy for the children as compared to adult learners to learn a second language. This factor is related t0 _____. **(age)**

80. Language awareness believes that explicit instruction and focus on ____ leads to L2 acquisition. **(form)**

81. The use of L1 in L2 classrooms has been appraised as too complex for learners, requiring them to operate in _____ different ways. **(two)**

82. The domain which creates awareness of the way language can be used to imply meaning is termed as _____ domain. **(power)**

83. Ehrman and Leaver (2001-2003) have recognized the scales for cognitive styles like _____. (random-sequential, levelling-sharpening, abstract-concrete, **all of the given**)

84. A language socialization perspective predicts that there will be _____ strategic relationship between language development and „culturally organized situations of use. **(structured)**

85. The communities of _____ are an aggregate of people who come together around mutual engagement in an endeavor and this is different from the traditional community. **(practice)**

86. Early studies of private speech worked with data elicited from ___learners in semi-controlled settings. **(older)**

87. According to Activity theory, Actions are always goal-directed. **(True)**

88. The private speech in classic Piagetian theory is seen as an evidence of children's _____. **(egocentrism)**

89. Valuable concepts like „community of practice" were introduced to the field of _____. **(sociolinguistics)**

90. Researchers in _____ believe that language and culture are not separable. **(socialization)**

91. The aspect of _____speech has been regularly noted in naturalistic studies of child SLA. **(private)**

92. According to socio-cultural theory, meanings and their _____ are socioculturally organized; linguistic knowledge is embedded in sociocultural knowledge. (**functions)**

93. The longitudinal study of _____ explored changes in social identity over time, particularly, their struggle to achieve the right to speak in Second language settings. **(Norton)**

94. understanding of social organization of everyday life is acquired through _____. **(language)**

95. Activity is defined in terms of sociocultural settings in which _____ occurs. (collaborative interaction, inter-subjectivity, and assisted performance, **all of the given**)

96. The social structure of communities and the _____ relations obtaining within them define the learning possibilities available to the members**. (power)**

97. Sociocultural theory rejects _____ separation between social and psychological aspects of cognition and development. **(conventional)**

98. Sociocultural research approaches are affected by difficulties in developing causal explanations and generalizations through _____research. **(naturalistic)**

99. The researchers argued that the reduced need for other-regulation constituted evidence for micro genetic _____ within the learner's ZPD. **(development)**

100. Which of the following studies of SL learners produced complex and dynamic portraits? **(Ethnographic)**

101. Which of the following theorists of SLL are generally critical of transmission models of communication, input, and interactional models of language learning? **(Vygotskyan)**

102. The analysis of _____ autobiographical narratives revealed that many female SL users accepted second language English as the language that gives them enough freedom. **(Pavlenko)**

103. According to socio-cultural perspective, language itself develops as a tool for meaning**. (making)**

104. The communities of _____are an aggregate of people who are different from the traditional community. **(practice)**

105. According to Actions theory, _____ actions or strategies may be taken to achieve the same goal. **(different)**

106. One of the obvious strengths of _____ tradition in SLA is the rich accounts offered for cross-cultural second language communication. **(sociolinguistic)**

107. Social identity is the sense of 'belonging' to a particular _____ group, whether defined by ethnicity, by language, or any other means. **(social)**

108. Activity theory comprises a series of _____ for the social context within which individual learning takes place. **(proposals)**

109. For Vygotsky, private speech eventually becomes _____ speech, a use of language to regulate internal thought without any external articulation. **(inner)**

110. Which of the following linguist explains that learners' motivation to succeed in SLL and the amount of effort they are willing to 'invest' are closely related to the social identities? **(Norton)**

111. Socio-cultural perspective sees early language learning as a process of meaning-making in activity with other members of a given culture. **(collaborative)**

112. Private speech and meta-statement are values used _____ as instruments for self-regulation. **(positively)**

113. Self-regulation is the capability of _____ functioning that mature and skilled individual possess. **(autonomous)**

114. Humans are _____ of learning throughout their life. **(capable)**

115. Three main types of second language private speeches; repetition, vicarious responses, and manipulation were identified by _____. **(Ohta)**

116. The changes in the zone of proximal development _____ the learners to solve similar problems in future without help. **(enable)**

117. Why we speak differently in different social contexts is the basic concern of _____. **(sociolinguistics)**

118. The perspective of _____provide evidence about role of language in problem solving, self-regulation and appropriation. **(Vygotsky)**

119. The concept of zone of proximal development links process of _____. **(all of the given options)**

120. Communicative language teaching (CLT) emerged when teachers were skeptical about the role of _____ in foreign language instruction. **(grammar)**

121. The teaching of culture in second language classroom is a/an ___ idea. **(old)**

122. Mark the following as true or False. The language students need to understand the beliefs and values of the target culture. **(True)**

123. In Pakistan, the connections between native and target cultures is mostly missing in language classrooms**. (true)**

124. Although there are individual differences, research shows that SL learners frequently develop native-like _____ skills within two years. **(conversational)**

125. It is important to introduce the second language culture in the classrooms. **(objectively)**

126. The teaching-learning repertoire of _____ puts emphasis on perceptions and consideration of the whole context prior to understanding. **(Japan)**

127. Specifically in _____ culture, the words and statements of authority (hence of teachers) are not doubted or criticized. **(Japanese)**

128. Mark the following true or false. Culture must be fully incorporated as a vital component of language learning**. (True)**

129. Students' passiveness is interpreted as a sign of respect within Japanese frame and as a sign of indifference within _____ frame. **(Western)**

130. The CALP aspect of proficiency is much more critical to students' academic success and takes about five to _____ years to develop. **(seven)**

131. After studying the second language culture, the language students act as _____. **(anthropologists)**

132. The teaching in second language acquisition classroom is type of _____ teaching. **(explorative)**

133. Cultural information should be presented ____ without placing value on distinction between students' native and the explored culture. **(non-judgmentally)**

134. According to Krashen (1985), second language acquisition requires _____ input and motivation. (**comprehensible)**

135. Learning SL is as _____ for a child as it is for an adult since children do not have access to memory techniques and other strategies. **(difficult)**

136. The teaching-learning repertoire of (the) _____ puts emphasis on concentration of overt message and expects a prompt reaction to it. **(West)**

137. Kramsch (1993) describes the _____ culture of the language classroom as a neutral space that learners can create to explore their own target culture. **(third)**

138. The teaching-learning repertoire of _____ puts emphasis on perception and consideration of the whole context prior to understanding. **(Japan)**

139. SLA research has recently influenced which of the following main pedagogical proposals. (focus on form in meaning-based curricula; communicative language teaching**, both of he given options**, none)

140. Specifically in _____ culture, the words and statements of authority (hence of teachers) are not doubted or criticized. **(Japanese)**

141. The students of _____ avoid risks and show little value of personal choice or freedom of thought. **(Japan)**

142. Research indicates that increased exposure does not necessarily speed the _____ language acquisition**. (second)**

143. It is important to introduce the second language culture in the classrooms _____. **(objectively)**

144. In _____ settings, main function of communication is information presentation and information exchange. **(Western)**

145. CALP is referred to as _____ English, the proficiency to read, write and learn at an appropriate grade level. **(academic)**

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148. The accuracy of recast reproduction depends on: (Learners' language level; Length of the recast; Number of corrections; **All of the options**)

149. Input, Output, and Interaction hypotheses have led to very active strands of empirical research. **(True)**

BS English

https://whatsapp.com/channel/0029VaazKAVBfxoDMH4l9U0u

Maha Malik's Compilation

ENG504

Quiz 2

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Second Language Acquisition

ENG504_ Second Language Acquisition
Quiz 2

1. Learning styles and strategies are often _____. **(interrelated)**
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3. Early studies of private speech worked with data elicited from ____learners in semi-controlled settings. **(older)**
4. According to Activity theory, Actions are always goal-directed. **(True)**
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Second Language Acquisition

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Quiz 4

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2. The teaching of culture in second language classroom is a/an ____ idea. **(old)**
3. Mark the following as true or False. The language students need to understand the beliefs and values of the target culture. **(True)**
4. In Pakistan, the connections between native and target cultures is mostly missing in language classrooms**. (true)**
5. Although there are individual differences, research shows that SL learners frequently develop native-like _____ skills within two years. **(conversational)**
6. It is important to introduce the second language culture in the classrooms. **(objectively)**
7. The teaching-learning repertoire of _____ puts emphasis on perceptions and consideration of the whole context prior to understanding. **(Japan)**
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11. The CALP aspect of proficiency is much more critical to students' academic success and takes about five to _____ years to develop. **(seven)**
12. After studying the second language culture, the language students act as _____. **(anthropologists)**
13. The teaching in second language acquisition classroom is type of _____ teaching. **(explorative)**
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Compilation

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Quiz 4

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