



ENG504

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.

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Short Questions

1. Biggs' Three Strategies

- Surface Strategy
- Deep Strategy
- Achieving Strategy

2. Scaffolding

Scaffolding is the support provided by a more knowledgeable person (teacher or peer) that helps learners complete tasks they cannot perform independently. The support is gradually removed as learners become more competent.

3. Jim Cummins' Two SLA Factors

- BICS (Basic Interpersonal Communicative Skills)
- CALP (Cognitive Academic Language Proficiency)

4. True/False about L1 and L2

True: First Language (L1) can facilitate Second Language (L2) learning when used appropriately.

5. Mediation (Definition)

Mediation is the process through which learning is supported by **language, cultural tools, and interaction with more knowledgeable others.**

6. Task Naturalness

Task naturalness refers to how closely a classroom task resembles authentic real-life language use.

7. Learning Style (Definition)

A learning style is an individual's preferred way of receiving, processing, and retaining information.

8. Two Strands of SLL

- Formal Learning
- Informal Learning

Compilation

9. Three Mediation Tools

- Language
- Symbols/Signs
- Cultural artifacts (tools)

10. Input and Output in Language Learning

- **Input:** Language learners hear or read.
- **Output:** Language learners produce by speaking or writing.

11. Five Culture Activities

- Role plays
- Discussions
- Cultural comparisons
- Watching videos/films
- Reading authentic texts

12. Deep Processing

Deep processing means understanding meaning, making connections with prior knowledge, and thinking critically, resulting in better learning.

13. Activity Theory

Activity Theory explains learning as a socially mediated activity involving people, tools, goals, and the environment.

14. Age as an Internal Factor

Younger learners generally achieve better pronunciation and native-like accents, while adults often learn grammar and vocabulary more quickly due to greater cognitive maturity.

15. Three Processes Language Enables Learners to Achieve

- Communication
- Thinking (cognition)
- Social interaction

16. Two Pedagogical Proposals Influencing Research

- Processing Instruction
- Focus on Form

17. Self-Regulation

Self-regulation is the learner's ability to perform tasks independently without assistance.

18. Zone of Proximal Development (ZPD)

ZPD is the difference between what learners can do independently and what they can do with guidance.

19. Approximate System

Approximate System refers to the learner's temporary language system that gradually develops toward the target language.

20. Behaviourism Theory

Behaviourism views language learning as habit formation through:

- Stimulus
- Response
- Reinforcement
- Imitation
- Repetition

21. Interlanguage

Interlanguage is the learner's developing language system that contains features of both the first language and the target language.

Long Questions

1. CALP (Cognitive Academic Language Proficiency)

CALP refers to the language skills required for academic learning and success in school. According to Jim Cummins, it includes understanding textbooks, writing essays, solving problems, and using subject-specific vocabulary.

Characteristics

- Academic language
- Higher-order thinking
- Reading and writing skills
- Develops over several years
- Essential for educational success

2. Sociolinguistics

Sociolinguistics studies the relationship between language and society. It examines how factors such as culture, age, gender, social class, identity, and context influence language use and learning.

Importance

- Explains language variation
- Promotes effective communication
- Encourages cultural understanding
- Supports language teaching

3. Pakistani Schools Humiliate Students for Using Home Language (Opinion)

Opinion: This practice is **wrong**.

Reasons

- Reduces learner confidence
- Creates anxiety
- Weakens motivation
- Ignores the facilitative role of L1
- Prevents effective learning

Teachers should use learners' home language strategically to support understanding instead of punishing students.

4. Language Awareness

Language awareness is the conscious understanding of how language works, including grammar, vocabulary, pronunciation, and language use.

How it helps learners

1. Improves grammar awareness.
2. Develops vocabulary.
3. Enhances communication.
4. Improves reading and writing.
5. Increases learner confidence.

5. Limitations of Interactionist Hypothesis

- Mostly based on Western educational settings.
- Cross-cultural evidence is limited.

- Internal learning processes are not fully explained.
- Few studies follow particular language structures over time.
- Cannot make strong predictions about all aspects of SLA.

6. Recast

A recast is an indirect form of corrective feedback in which the teacher reformulates a learner's incorrect sentence without directly pointing out the error.

Example

Student: *He go to school.*

Teacher: *Yes, he goes to school.*

Importance

- Provides negative evidence.
- Maintains communication.
- Encourages correct language use.

7. Relationship Between Communities of Practice and Situated Second Language Learning

Communities of Practice are groups where people learn through participation in shared activities.

Situated Second Language Learning argues that language is learned best through real social interaction within these communities.

Relationship

- Learning occurs through participation.
- Social interaction develops language.
- Identity develops with experience.
- Knowledge is shared collaboratively.
- Authentic communication improves learning.

8. Mediation

Mediation is the process through which learning occurs using language, cultural tools, and interaction with others.

Types

- Social mediation

- Symbolic mediation
- Cultural mediation

Importance

- Supports learning
- Develops thinking
- Promotes collaboration
- Helps learners become independent

9. Input and Output in SLA

Input

Language learners receive through listening and reading.

Output

Language learners produce through speaking and writing.

Importance

- Input provides language exposure.
- Output helps learners notice errors.
- Output promotes hypothesis testing.
- Both work together for successful language acquisition.

10. Three Strategies to Motivate Students

1. Use meaningful communication

Provide authentic activities such as discussions and role plays.

2. Give positive feedback

Encourage students and recognize improvement.

3. Create an anxiety-free classroom

Allow mistakes as part of learning and encourage participation.

11. Processability Theory

Processability Theory was proposed by **Manfred Pienemann**.

It explains that learners acquire language structures in a predictable order based on their processing ability.

Main Points

- Learning is gradual.
- Processing ability determines learning.
- Stages cannot be skipped.
- Teaching should match the learner's developmental stage.
- Basis of the Teachability Hypothesis.

12. Interlanguage (Detailed)

Interlanguage is the learner's evolving language system between the first language and the target language. The term was introduced by **Larry Selinker (1972)**.

Characteristics

- Systematic
- Dynamic
- Rule-governed
- Influenced by L1 and L2
- Changes with learning
- May become fossilized

Importance

- Shows learner progress.
- Helps teachers understand learner errors.
- Guides effective instruction.
- Supports SLA research.

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Compilation