



ENG505

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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1. Self-Esteem

Self-esteem is a learner's evaluation of his/her own worth and ability. High self-esteem increases confidence and motivation, while low self-esteem may hinder language learning.

2. Discourse

Discourse is language used in context, either spoken or written, to communicate meaningful ideas beyond individual sentences.

3. Competence

Competence is the unconscious knowledge of language rules that enables a speaker to understand and produce an infinite number of grammatical sentences. (Chomsky)

4. Needs and Wants of Learners

- **Needs:** Essential language skills required to achieve learning goals.
- **Wants:** Learners' personal preferences and interests regarding what they wish to learn.

5. Behaviorism and Cognitivism

- **Behaviorism:** Learning occurs through stimulus-response, repetition, and reinforcement.
- **Cognitivism:** Learning is based on internal mental processes such as thinking, memory, and problem-solving.

6. Learning Domains

The three learning domains are:

- Cognitive (knowledge)
- Affective (attitudes and emotions)
- Psychomotor (physical skills)

7. Characteristics of Needs Analysis

- Identifies learners' needs.
- Helps in curriculum development.
- Determines course objectives.
- Guides teaching methods and assessment.

8. Learning – Definition

Learning is the process of acquiring knowledge, skills, attitudes, or behaviors through experience, study, practice, and instruction.

9. Dimensions of Language Learning

Major dimensions include:

- Linguistic dimension
- Cognitive dimension
- Social dimension
- Psychological (affective) dimension

10. Factors of Language Learning (According to Krashen)

Internal factors:

- Age
- Personality
- Motivation
- Experience
- Cognition
- Native language

External factors:

- Culture
- Access to native speakers
- Curriculum
- Instruction

11. Three Aspects of Linguistic Competence

- Phonological competence
- Morphological competence
- Syntactic competence

12. Difference between Short-term and Long-term Memory

Short-Term Memory	Long-Term Memory
Stores information briefly	Stores information permanently
Capacity: 7 ± 2 items	Unlimited capacity
Duration: about 18 seconds	Unlimited duration
Mainly auditory encoding	Mainly semantic encoding

13. Three Indirect Strategies

According to Oxford:

- Metacognitive strategies
- Affective strategies
- Social strategies

14. Any Three Types of Assessment

- Diagnostic Assessment
- Formative Assessment
- Summative Assessment

15. What is Subtractive Bilingualism?

Subtractive bilingualism occurs when learning a second language gradually weakens or replaces the learner's first language.

16. Speech Act

A speech act is an utterance that performs an action such as requesting, apologizing, promising, greeting, or thanking.

17. Characteristics of Cognitive Motivation

- Focuses on internal mental processes.
- Encourages meaningful learning.
- Promotes problem-solving.
- Develops curiosity and understanding.

18. Indirect Strategy – Compensatory Learning Strategy

Compensatory strategies help learners overcome gaps in language knowledge by:

- Guessing meaning from context.
- Using synonyms.
- Using gestures or paraphrasing.

19. Conscious and Unconscious Learning

- **Conscious Learning:** Learning through formal instruction and awareness of grammar rules.
- **Unconscious Learning (Acquisition):** Natural language acquisition without deliberate effort.

20. Interpersonal Competence – Characteristics

- Effective communication with others.
- Cooperation and teamwork.
- Social interaction skills.
- Appropriate language use in different situations.

21. Indirect Strategy – Social Learning Strategy

Social strategies help learners learn through interaction with others, such as:

- Asking questions.
- Cooperating with peers.
- Practicing with native or proficient speakers.
- Developing cultural understanding.

22. Critical Period Hypothesis (CPH)

The **Critical Period Hypothesis (CPH)**, proposed by Penfield & Roberts and developed by Lenneberg, states that language is acquired most successfully **before puberty**, when the brain is biologically most adaptable for language learning.

23. Classroom Research in SLA by Long

Michael Long emphasized that **classroom research** should focus on real classroom interaction. He proposed that meaningful communication, interaction, and negotiation of meaning improve second language acquisition.

24. Monitor Model

Stephen Krashen's **Monitor Model** consists of **five hypotheses**:

- Acquisition–Learning Hypothesis
- Natural Order Hypothesis
- Monitor Hypothesis
- Input Hypothesis
- Affective Filter Hypothesis

25. Positive Reinforcement and Negative Reinforcement (One Example Each)

Positive Reinforcement:

Giving a reward to strengthen behavior.

- *Example:* Teacher praises a student for speaking English.

Negative Reinforcement:

Removing an unpleasant condition to encourage behavior.

- *Example:* Homework is reduced because students completed class activities well.

26. Constructivism (2–3 lines)

Constructivism is a learner-centered theory which states that learners **construct knowledge through experience, interaction, and active participation** rather than simply receiving information from the teacher.

27. Define Language Learning

Language learning is the process of acquiring the knowledge and skills needed to understand and use a language through study, practice, interaction, and experience.

28. Five Assumptions of Behaviorism

- Learning is a product of experience.
- Humans are born as a blank slate.
- Learning occurs through stimulus-response.
- Reinforcement strengthens behavior.
- Repetition and habit formation are essential.

29. Levels of Learning by Robert Gagné

Robert Gagné proposed **nine instructional events**:

1. Gain attention
2. Inform objectives
3. Stimulate recall
4. Present stimulus
5. Provide guidance
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer

30. Vygotsky's Theory of Learning

Vygotsky's **Socio-Cultural Theory** states that learning occurs through **social interaction**. He introduced the **Zone of Proximal Development (ZPD)**, where learners progress with guidance from teachers or peers.

Compilation

31. Learning Preferences (Short Note)

Learning preferences are the individual ways learners prefer to receive and process information. They differ from person to person and influence learning effectiveness.

32. Three Divisions of Indirect Strategies

According to Oxford:

- Metacognitive Strategies
- Affective Strategies
- Social Strategies

33. Define Implicit and Explicit Learning According to Dörnyei

Implicit Learning: Learning occurs naturally without conscious awareness of rules.

Explicit Learning: Learning occurs consciously through instruction and deliberate attention to language rules.

34. Main Characteristic of Critical Period Hypothesis

The major characteristic is that **language acquisition is most successful before puberty because of greater neurological plasticity.**

35. Celce-Murcia and Swain Model (Chapter 20)

The **Celce-Murcia Model of Communicative Competence** includes:

- Linguistic Competence
- Sociocultural Competence
- Discourse Competence
- Formulaic Competence
- Interactional Competence
- Strategic Competence

36. How to Make Language Theories into Social Practice

Language theories can be applied in social practice by:

- Using communicative classroom activities.
- Encouraging interaction.
- Promoting collaborative learning.
- Relating language to real-life situations.

37. Towell and Hawkins' Point of View on Language

Towell and Hawkins view language learning as a process involving **both implicit and explicit knowledge**, where learners gradually develop automatic language processing through exposure and practice.

38. Ethnography (Hypothesis Topic)

Ethnography is the systematic study of language and communication within a cultural group through observation and participation in real-life social settings.

39. Academic Competence

Academic competence is the ability to use language effectively for **academic purposes**, such as reading textbooks, writing essays, understanding lectures, and participating in formal education.

40. Proficiency Assessment

Proficiency assessment measures a learner's overall ability to use a language in listening, speaking, reading, and writing, regardless of how or where the language was learned.

41. Internal and External Competence

Internal Competence:

Knowledge of grammar, vocabulary, pronunciation, and language rules.

External Competence:

Ability to use language appropriately and effectively in real communication and social contexts.

42. Classroom Application

Language learning theories can be applied in classrooms by:

- Using communicative activities.
- Providing meaningful interaction.
- Giving constructive feedback.
- Encouraging learner participation.
- Applying appropriate teaching strategies based on learners' needs.

Compilation

1. Difference between Cognitivism and Constructivism

Cognitivism	Constructivism
Focuses on internal mental processes such as thinking, memory, and problem-solving.	Focuses on constructing knowledge through experience and interaction.
Learning is information processing.	Learning is knowledge construction.
Teacher organizes information for learners.	Teacher acts as a facilitator.
Emphasizes memory, attention, and perception.	Emphasizes collaboration, discovery, and active participation.
Major theorists: Piaget, Vygotsky, Newell & Simon.	Major theorists: Piaget, Vygotsky, Bruner, Dewey.

Conclusion:

Cognitivism explains how information is processed mentally, whereas Constructivism explains how learners actively build knowledge through experience and social interaction.

2. Classification of Language Learning by a Researcher

The ENG505 handouts discuss **Oxford's Language Learning Strategies**, which classify language learning strategies into **Direct** and **Indirect Strategies**.

A. Direct Strategies

These involve direct use of the target language.

- Memory Strategies
- Cognitive Strategies
- Compensation Strategies

B. Indirect Strategies

These support learning indirectly.

- Metacognitive Strategies
- Affective Strategies

- Social Strategies

Importance

- Makes learning more effective.
- Promotes learner autonomy.
- Improves communication skills.
- Helps learners solve language problems.

3. Five Characteristics of Communicative Competence

Communicative competence refers to the ability to use language effectively and appropriately.

Its major characteristics are:

1. **Linguistic Competence**
 - Knowledge of grammar, vocabulary and pronunciation.
2. **Sociolinguistic Competence**
 - Using language appropriately according to context.
3. **Discourse Competence**
 - Connecting sentences into meaningful discourse.
4. **Strategic Competence**
 - Using communication strategies to overcome difficulties.
5. **Interactional Competence**
 - Managing conversations effectively through turn-taking, clarification and negotiation.

4. Two Steps for Attainment of Writing Proficiency

Step 1: Develop Language Knowledge

- Learn grammar.
- Build vocabulary.
- Improve sentence structure.
- Read quality texts.

Step 2: Practice Writing Regularly

- Write paragraphs and essays.
- Revise and edit work.
- Receive teacher feedback.

- Improve organization and coherence.

5. Indirect Strategy – Compensatory Learning Strategy

Compensatory strategies help learners communicate despite limited language knowledge.

Major Features

- Guess meaning from context.
- Use synonyms.
- Use gestures.
- Paraphrase unknown words.
- Avoid communication breakdown.

Importance

- Maintains communication.
- Builds learner confidence.
- Encourages fluency.
- Reduces fear of making mistakes.

6. McLaughlin's Theories

McLaughlin proposed two important concepts:

Automaticity

Language learning develops through continuous practice until language use becomes automatic and requires little conscious effort.

Restructuring

Learners reorganize their existing knowledge whenever they acquire new language forms, leading to higher levels of proficiency.

Importance

- Explains gradual language development.
- Shows movement from controlled to automatic processing.
- Supports cognitive views of language learning.

7. Bachman Revised Version of Competencies

Bachman's revised model of Communicative Language Ability includes:

1. Language Competence

- Organizational Competence
- Pragmatic Competence

2. Strategic Competence

Planning, monitoring and evaluating communication.

3. Psycho-physiological Mechanisms

Physical and psychological processes involved in language use.

Importance

- Measures overall communicative ability.
- Widely used in language testing.
- Links language knowledge with language use.

8. Microsocial Factors

Microsocial factors are immediate social influences that affect second language learning.

Examples include:

- Family
- Friends
- Teachers
- Peer groups
- Classroom interaction
- Community support

Importance

- Increase opportunities for communication.
- Improve learner motivation.
- Enhance language practice.
- Encourage meaningful interaction.

9. Linguistic Consideration

Linguistic considerations are language-related factors that influence second language learning. According to the ENG505 handouts, these factors help explain why learners differ in acquiring a language.

Main Linguistic Considerations

- Influence of the first language (L1)
- Knowledge of grammar
- Vocabulary development
- Pronunciation (phonology)
- Morphology and syntax
- Communicative use of language

Importance

- Helps teachers understand learner errors.
- Improves curriculum planning.
- Supports effective language teaching.
- Develops communicative competence.

10. Five Key Features of Total Physical Response (TPR) (*Only Names*)

1. Listening before speaking
2. Learning through physical actions
3. Teacher gives commands
4. Stress-free learning environment
5. Delayed speech production

11. Universal Grammar (UG) – True/False Concepts

These are the important facts often tested as True/False:

- UG was proposed by Noam Chomsky. ✓
- Language Acquisition Device (LAD) is an innate ability. ✓
- All human languages share universal principles. ✓
- Children are born with the ability to acquire language. ✓

- Parameters vary according to language input. ✓
- UG supports the mentalist/nativist approach. ✓
- Behaviourists agree with UG. ✗
- UG claims language learning occurs only through imitation. ✗
- L2 learners may have direct, indirect, partial, or no access to UG depending on the model. ✓

12. Attribution Theory

Attribution Theory explains how learners interpret the causes of their success and failure. These beliefs influence motivation, confidence, and future performance.

Types of Attribution

- Ability
- Effort
- Task Difficulty
- Luck

Importance

- Increases learner motivation.
- Builds confidence.
- Encourages responsibility for learning.
- Improves future performance.

Classroom Application

Teachers should encourage students to attribute success to **effort and effective learning strategies** rather than luck or fixed ability.

13. Ethnography of Communication

Ethnography of Communication is the study of language use within its cultural and social context. It explains how people communicate according to the norms of their speech community.

Main Features

- Studies communication in real-life settings.
- Considers culture and society.
- Examines language functions.
- Focuses on communicative competence.
- Uses observation and participation.

Importance

- Explains language in context.
- Improves intercultural communication.
- Helps learners understand appropriate language use.

14. Lexical-Functional Grammar (LFG) with Reference to Processability Theory

Lexical-Functional Grammar (LFG) explains language through two structures:

- **Constituent Structure (C-Structure):** Sentence form and word order.
- **Functional Structure (F-Structure):** Grammatical relationships such as subject and object.

According to the ENG505 handouts, **Processability Theory** explains that learners acquire grammatical structures in a predictable sequence because language can only be produced when the learner's processing ability has developed sufficiently.

Relationship

- LFG explains **how language is structured**.
- Processability Theory explains **how learners gradually process and produce those structures**.

Importance

- Predicts learner development.
- Helps teachers sequence grammar instruction.
- Explains developmental stages in SLA.

15. Celce-Murcia Model of Communicative Competence

The **Celce-Murcia Model** explains communicative competence as a combination of interconnected competencies required for successful communication.

Components

1. **Discourse Competence (Central Competence)**
 - Ability to organize language into meaningful spoken or written texts.
2. **Linguistic Competence**

- Grammar
- Vocabulary
- Pronunciation
- 3. **Sociocultural Competence**
 - Appropriate language according to culture and social context.
- 4. **Formulaic Competence**
 - Use of fixed expressions, idioms, collocations, and routines.
- 5. **Interactional Competence**
 - Conversation management
 - Turn-taking
 - Repair strategies
 - Non-verbal communication
- 6. **Strategic Competence**
 - Communication strategies used to overcome language difficulties.

Importance

- Develops real-life communication skills.
- Integrates grammar with language use.
- Widely applied in Communicative Language Teaching (CLT).
- Helps learners become effective communicators.

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Compilation