



ENG513

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. Three theory-based listening types

- Bottom-up listening
- Top-down listening
- Interactive listening

2. What is Mobile Profession?

A profession that requires workers to move between different locations or workplaces, creating a need for flexible communication skills, especially English.

3. What is Integrating Language Skills?

Teaching listening, speaking, reading, and writing together so learners use language naturally in meaningful contexts.

4. Three Team Performance Functions

- Task function
- Team maintenance function
- Individual support function

5. Monitor Hypothesis – Three conditions limiting the Monitor

- Sufficient time
- Focus on form (correctness)
- Knowledge of grammatical rules

6. One writing style that affects accurate writing

Academic writing style (formal, clear, and objective).

7. What is meant by Teacher Training?

Teacher training is the systematic preparation of teachers to develop the knowledge, skills, and attitudes needed for effective teaching.

8. Quantitative Research – Define

Research that collects and analyzes numerical data using statistical methods.

9. Extensive Reading – Define

Reading large amounts of easy and interesting material for general understanding and enjoyment.

10. Stoller (1997) – Classification categories by purpose

- Informational
- Instructional
- Persuasive

- Evaluative
- Creative

11. Reading or viewing is itself meaning-making

It means readers/viewers actively construct meaning by combining the text with their background knowledge.

12. Nurweni and Read (1999) findings

Their study of **324 first-year university students** found that students had limited English vocabulary, insufficient for successful academic reading.

13. Repeated Reading

Reading the same text several times to improve reading fluency, speed, accuracy, and comprehension.

14. Teacher Education Curricula

A curriculum designed to prepare teachers through professional knowledge, teaching skills, classroom practice, and assessment.

15. Difference between Curriculum and Syllabus

- **Curriculum:** Overall educational plan including objectives, content, teaching, and assessment.
- **Syllabus:** A detailed outline of topics and content for a specific course.

16. Aim of VOLL

To develop learners' English proficiency for vocational and workplace communication.

17. Lexical variety and its significance in writing

Lexical variety means using a wide range of vocabulary. It improves clarity, richness, precision, and writing quality.

18. Differentiate research in language learning based on research design

- Quantitative research
- Qualitative research
- Mixed-method research

19. Three main VOLL tasks

- Work-related communication
- Job-specific language tasks
- Workplace problem-solving

Compilation

20. Lexical variety and its context in language

Lexical variety refers to selecting appropriate vocabulary according to the context, audience, and purpose.

21. According to Widodo, what is theme-based writing?

Writing organized around a central theme by integrating language learning with meaningful content.

22. Two contexts of a lesson plan

- Classroom context
- Learner context

23. Explain repeated review

Repeated review means revisiting previously learned material regularly to strengthen long-term memory and retention.

24. Objectives of a well-organized lesson plan

- Achieve learning objectives
- Organize classroom activities
- Improve learner participation
- Guide assessment

25. Editing in writing

Editing is revising a written text to correct grammar, spelling, punctuation, vocabulary, and sentence structure.

26. Types of syllables

- Synthetic syllabus
- Analytic syllabus

27. ESP – Define

English for Specific Purposes (ESP) is English teaching designed to meet the specific needs of learners in academic or professional fields.

28. Two steps of lesson planning

- Planning instructional objectives
- Planning teaching-learning activities and assessment

29. Difference between L1 and L2 vocabulary growth

- **L1:** Acquired naturally through daily exposure.
- **L2:** Learned gradually through instruction and practice.

30. How is Learner Autonomy developed step by step?

- Awareness
- Involvement
- Intervention
- Creation
- Transcendence

31. Natural Order Hypothesis

Learners acquire grammatical structures in a predictable natural order, not according to the order in which they are taught.

32. Wenden's Learner Training approach (steps + 3 characteristics)

Steps:

- Raise awareness
- Teach learning strategies
- Practice strategies
- Evaluate strategy use

Characteristics:

- Learner-centered
- Strategy-based
- Promotes self-directed learning

33. What do NLP language teachers do differently?

They adapt teaching according to learners' preferred sensory styles (visual, auditory, and kinesthetic) and build positive learning experiences.

34. Third dimension of Language Ideology

Members display different degrees of awareness of local language ideologies.

35. Phonemic Awareness

The ability to recognize, identify, and manipulate individual sounds (phonemes) in spoken words.

36. Direct and Indirect Strategies

Direct: Memory, cognitive, compensation.

Indirect: Metacognitive, affective, social.

37. Features of Speaking

- Fluency
- Accuracy
- Pronunciation

- Vocabulary
- Interaction

38. Two elements of lexicon from Levelt's model

- Lemma
- Lexeme

39. Purpose of passive voice in academic writing

It emphasizes the action or result rather than the doer and creates an objective, formal style.

40. In differentiated assignments, teachers are required to

Modify tasks according to learners' readiness, interests, and learning profiles.

41. Metacognition Enhancement strategy in L2 speaking

Learners plan, monitor, and evaluate their speaking performance to improve communication.

42. Vallance and Towndrow – Mention any five IT features

- Interactivity
- Multimedia
- Connectivity
- Collaboration
- Flexibility

43. SLEP – Write about

SLEP (Secondary Level English Proficiency) is a proficiency test used to assess learners' English language ability for academic purposes.

44. English language awareness can be increased by which materials?

- Authentic materials
- Newspapers
- Magazines
- Books
- Digital media
- Audio and video resources

Long Questions

1. Types of Syllables depending on nature and purpose

a) Synthetic Syllabus

- Language is divided into small units (grammar, vocabulary).
- Learners study parts separately.
- Parts are combined later for communication.

b) Analytic Syllabus

- Language is learned through meaningful communication.
- Focus is on tasks, situations, and content rather than isolated grammar.
- Learners acquire language naturally while using it.

2. Ages of English

1. **Old English (450–1100)** – Germanic origins; highly inflected.
2. **Middle English (1100–1500)** – French influence after the Norman Conquest.
3. **Early Modern English (1500–1700)** – Renaissance and Shakespeare period.
4. **Modern English (1700–Present)** – Global spread and standardization.

3. What is Lingua Franca?

A **Lingua Franca** is a common language used by people with different native languages to communicate. Today, English is the world's most widely used lingua franca in business, education, science, technology, and international communication.

4. Learner Training

Learner Training teaches students **how to learn effectively** by developing learning strategies and independent learning.

Objectives

- Improve learning strategies.
- Develop learner autonomy.
- Increase motivation.
- Encourage self-monitoring and self-evaluation.

5. Five Writing Stages

1. Pre-writing
2. Drafting
3. Revising
4. Editing
5. Publishing/Sharing

6. Monitor Hypothesis – Explain "Knowledge of Rules"

According to Krashen, the Monitor works only if learners **know the grammatical rules**. Without explicit knowledge of grammar, they cannot consciously check or correct their language production.

7. Extensive Reading Approach

Extensive Reading encourages learners to read large amounts of **easy, interesting material** for pleasure and general understanding. It improves vocabulary, reading fluency, comprehension, grammar awareness, and motivation.

8. Key Characteristics of a Well-designed Syllabus

- Clear objectives
- Logical organization
- Learner-centered
- Relevant content
- Flexible
- Balanced language skills
- Appropriate assessment

9. Five Characteristics of Spoken Text

- Interactive
- Spontaneous
- Informal
- Uses repetition
- Contains pauses and fillers

10. Richards (2001): Six Main Purposes of Needs Analysis

1. Identify learners' language needs.
2. Determine course objectives.
3. Develop appropriate materials.
4. Select teaching methods.
5. Design assessment.
6. Evaluate course effectiveness.

11. Digital Media enhances material development and learner feedback (Any Two)

a) Online Learning Platforms

Provide interactive lessons, multimedia resources, quizzes, and immediate feedback.

b) Mobile Applications

Support vocabulary learning, pronunciation practice, self-study, and instant progress tracking.

12. Assessment and its Significance

Assessment is the systematic process of measuring learners' knowledge and performance.

Significance

- Measures learning outcomes.
- Identifies strengths and weaknesses.
- Guides teaching.
- Provides feedback.
- Improves learning.

13. Useful Editing Strategies for Second Language Writers

- Read aloud.
- Check grammar and spelling.
- Improve vocabulary choice.
- Revise sentence structure.
- Seek peer or teacher feedback.

14. Three Strategies of the Multilingual Lexicon

- Shared conceptual system
- Separate lexical stores
- Dynamic interaction among languages

15. Difference between Communication Gap Tasks and Discussion Tasks

Communication Gap	Discussion Task
Information is missing.	Everyone has the same information.
Purpose is exchanging information.	Purpose is expressing opinions.
Focus on completing a task.	Focus on interaction and reasoning.

16. Synthetic vs Analytic Syllabus

Synthetic	Analytic
Grammar-based	Meaning-based
Language taught in parts	Language learned as a whole
Accuracy emphasized	Communication emphasized
Teacher-centered	Learner-centered

Compilation

17. Co-langaging

Co-langaging is the collaborative use of one or more languages by learners to construct meaning, solve problems, and support learning together.

18. Relationship between Competencies and Job Performance

Competencies are the knowledge, skills, and attitudes required to perform a job effectively. Higher competencies generally lead to better job performance, productivity, and professional success.

19. Difference between Silent Way and Repetition

Silent Way	Repetition
Teacher speaks very little.	Teacher models and students repeat.
Learners discover language independently.	Habit formation through drills.
Learner-centered.	Teacher-centered.

20. Francois Gouin: Language learning is transforming perception into conception

Gouin believed learners first observe real actions (**perception**), then form mental understanding (**conception**), and finally express these ideas through language. Therefore, language should be taught in meaningful sequences and contexts.

21. Learning-centered Method is concerned with

It focuses on learners' needs, interests, learning styles, strategies, motivation, and active participation rather than only teaching content.

22. Why was Whole Language Instruction developed?

It was developed to teach language naturally by integrating listening, speaking, reading, and writing in meaningful contexts instead of teaching isolated language skills.

23. Neurolinguistic Programming – Sensory Acuity

Sensory acuity is the ability to carefully observe learners' verbal and non-verbal responses so teachers can adjust instruction according to learners' needs.

Compilation

24. "ELT is not based on students' needs" – Pakistan Context

In Pakistan, English Language Teaching often follows examination-oriented textbooks and fixed curricula rather than learners' real communicative needs. As a result, students develop grammar knowledge but often lack practical communication skills.

25. Counseling and Community Language Learning

Community Language Learning is based on counseling because the teacher acts as a counselor who supports learners emotionally, reduces anxiety, builds confidence, and encourages communication in a safe learning environment.

26. Three Problems Students Face while Writing in English

- Limited vocabulary.
- Weak grammar.
- Difficulty organizing ideas coherently.

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Compilation