ENG 503 Midterm Papers Fall – 2018 Complied by Amina shaikh

10:30am
1. Free morpheme

Defination:

"Free morpheme" is that which can stand alone to function as words. They comprise simple words like, the words which are made up of free morphemes, for example, The , run, on , well etc.

2. What is second language acquisition (SLA)?

Second language Acquisition: In general it is use to describe learning a second language. In words we can say that it's the theory of the process by which we acquire a second language. We can also elaborate this SLA as the process of learning the other languages in addition to the native language for example A children whose native language is Urdu and he go to school where under a process he starts learning English.

3. Name any three listening stages.

Generally, five stages involved in listening process, Three of those are as follows:

- Receiving: The response caused by sound waves stimulating the sensory receptors of ear – receiving the words while we hear, its an initial stage of listening.
- Remembering: It's the stage comes after receiving, that means adding certain messages to the mental storage – as our attention is selective, what is remembered may be, different from what we originally heard.
- Evaluating: Evaluating specifically means to evaluate the message in some way that means to judge the message in some way like, What were the speakers intentions or motives – even without conscious awareness.

4. Write five disadvantages of audio-visual aid teaching of listening.

Many teachers use audio materials like tape, CDs hard disks when they want their students to practice their listening skills, This method have some disadvantages too which are as follows:

- In big class room, with poor acoustics, the audibility of recorded materials often gives cause for concern.
- It is sometimes difficult to make sure that all the students can hear well equally.
- Another problem with the recorded material in the class environment is that everyone has to listen at the same speed at the same time they have to match with the speed of recording.
- Learners will not be able to interact with the speakers on audio.
- Listening to any kind of tape recorder or CD player is not an entirely natural occupation.

5. Difference between phonetics and phonology 5 marks

Both these terms relate to the study of sound, but there is a bit difference between both of these:

Phonetics: The term phonetics refers to the study of speech sounds, their production, transmission and perception.

Phonology: It is the study of sound system of language; how much systems differ from one language to another for instance we can say that there is a difference between the phonology of English and Urdu languages.

6. ENGLISH is a language of power. What factors contributed which make English a language of every domain in south Asia? 5 marks

From 17th century onwards, English people began to extend their language across the world. English has become the global language in the last fifty years .It is also the official language of the international and multinational companies and industries. It's the language of the internet and all intellectual exchanges. The main factors contributed to make English dominant language in South Asia are as follows:

- The countries of south Asia opened out to the forces of globalization, so as the role of English increased in society.
- English is used in schools, colleges and universities as well as in multinational companies.Its presence also increases with the tourism industry of South Asian countries.
- South Asian countries shifted from teaching English through its literature and Grammar to ELT.

Discuss 2 types of Evidentiality?

Evidentiality allows the speaker to communicate her attitude to the source, or to check whether the evidence exist for the statement or not. There are 5 types of evidentiality two of which are as follows:

Witness Evidentiality: It's the type of evidentiality,in which one witness certain matter that happened infront of him/her for instance if someone say" I saw him stealing my pen.

Assumed Evidentiality: It refers to the assumption of certain things like if someone says that " I think he will go to picnic. I think Maria will wear black dress.

Definition of language by Sapir.

LANGUAGE: "Sapir" in 1921 explained language as "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols".
2 discuss strategies for extensive reading.

Following are some strategies for Extensive learning:

In such type of reading one should practice large amount of text for extended period of time. One should read a lot otherwise he/she can,t become a good reader there are several ways to engage students in extensive reading, for example by oral interviews about what students read ,Allow students to take book home to read. Allow class to share and recommend reading materials to class mates.
5 periods of English development:

It is customary to divide English in to periods. This is called periodization, Following are the periods of English language.

- Pre-Old English: Three Germanic tribes arrived in Britian, from their original homeland in Southern Scandinavia.
- Old English: It is from 8th century that, we possess the first surviving English texts.
- Middle English: From 1100 to 1500.
- Early Modern English: From 1500 to 1800
- Later Modern English: From 1800 up to the present day English.

1 Common characteristics of various 'Alternatives in assessment. 5marks

A: Requires students to perform, create, produce or do something:

- Use real world contexts or stimulations.
- Allow students to be assessed on what they normally do in class.
- Focus on processes as well as product.
- Become multi-culturally sensitive.

2. What is lexicon. 2 marks

A: The lexicon may be the important language component for learners Additionally the large corpora of errors consistently indicate the lexical errors are the most common among the l2 learners.

3. Define the term "Reading" 2marks

A: Reading is the process of constructing meaning from written texts, comperehending,and actively responding to what is read. It is a complex skill requiring the coordination of a number of interrelated sources of information.

4. What are three types of tasks. 3marks

A: Three types of tasks while reading includes:

- Slashed/cutup texts
- Jigsaw reading
- Running and reading.

5. What is Skimming? 3marks

A: It deals with, using a quick survey of the text to get the main idea, identify text structure confirm or question prediction. like we can say to touch some main headings of any article and move towards the next.

Q Types of Assessment:
Following are the types of Assessments:
- Informal and formal assessment.: Informal assessments can take number of forms; starting with incidental unplanned comments and responces,along with coaching and other important

feedback to the students while Formal assessments are excersices or procedures specially designed to know the skills and knowledge.

- Formative assessment: Evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process.
- Summative assessment: It aims to measure and summarize, what students has grasped.

Q What are the teaching methods?

Followings are the methods of teaching;

Approach: It refers to theories about the nature of language and language learning that serves as a source of practices and principles in LT.

Design: It deals with objectives of a method, selection and organization of a language content, the role of teachers and learners

Procedure: These are the actual moment-to-moment techniques, practices, and behaviours that operates in teaching a skill.

Technique: It is a particular trick stratagem, or contrivance use to accomplish an immediate objective.

Method: It is over all the practical realization of an approach.

Q What is Morphology?

A: A study of investigating basic forms in a language is generally known as morphology. It can also be defined as the study of internal structures of words, word formation.

Q what is Lexeme?

A: A lexeme is a word in an abstract sense, for example "live" is a verb lexeme. It represents the meaning shared by forms such as lives, lived, living etc.

Q: Name some kinds of morphemes?

A: some kinds Morphemes are as under:

- Free and bound morphemes.
- Lexical morphemes.
- Functional morphemes.
- Derivational morphemes.
- Inflectional morphemes.
- Allomorphs.

Q: what is sementics?

A: Language uses a system of linguistic signs, each of which is a combination of meanings and phonological and orthographic forms .According to Yule , semantics is the study of the meanings of words, phrases and sentences.

Q: What are the kinds of semantics?

A: Lexical semantics: It deals with the meaning of individual word.

Structural semantics: It deals with the meanings of words inrelation with each other.

Q What is" meaning"?

AThe meaning of words is to be derived from the relation between words, concepts and things in the real world. Other possible definition of meaning is, To understand a sentence is to be able to relate it to the outside world.

Q Explain peer editing in writing process?

A: It means that classmates share their rough drafts and make suggestions to eachother for improvement, they help each other to understand the story by asking, who? What? When? Where? Why? And how? Like questions They discuss among themselves how to make the writing clearer.

Q Describe Kachru,s three Concentric model?

- Inner Circle: 320-380 million, ENL users and former settler colonies, norm providing
- Outer Circle: 300-500 million ESL users Former UK colonial dependencies, Norm developing.
- Expanding Circle: 320-380 million users England, and Former settler colonies, Norm providing

Q Write five advantages of standardized test.

A: 1. A ready-made previously validated product that makes the teacher free from creating a new test.

2. Easily administered

3. Scoring procedures are stream-lined.

4. Provide teachers with guidance.

5. Objective in nature.

Q: Define Phonetics?

A It is concerned with how sounds are produced, transmitted, and perceived.

Q: Name three listening stages?

A: Generally five stages are involvedin listening process.

- Receiving
- Understanding

- Responding.

Q: Name three branches of Phonetics?

- Articulatory Phonetics: It deals with the study of how speech sounds are made.
- Acoustic Phonetics: Deals with the physical properties of speech sounds.
- Auditory Phonetics: Deals with the perception of speech sounds via ear.

Q: Name 6 areas of Phsycolinguistics?

A: There are six major areas of phsycolinguistics are as under:

- Language processing.
- Language storage and access.
- Comprehension theory.
- Language and the Britain.
- Language in exceptional circumstances.
- First language acquisition.

Q: what is scope?

A: It draws from ideas and knowledge from other associated areas e.g neurolinguistics, phonetics and semantics.

Q: What is the status of English in Pakistan?

A: In the varied linguistic fabric of Pakistan, English has remained an important , dominant and most prestigious language It is primary condition for obtaining better jobs in Pakistan. Success in all the professions is heavily dependent on English language.

- English in education.
- Compulsory subject and MOI at HE.
- Language of Examination.
- Gateway to higher education in majority of fields.

Q: what is behaviorism?

A: The process in which language learning is seen as the formation of habits similar to any other kind of learning. It is based on notion of stimulus and response.

Q: What is inter-language?

A: Larry selinker introduced the term inter language, which is the intermediate state of a learners language as it moves towards the target language L2. The development of IL is the creative process influenced by both L1 and L2.

Bilingual method

It was developed by Dr. C.J. Dodson to improve audio-visual method. It is also a reaction against the direct method. The excessive use of the DM would result in disappearance of the vernacular in future. DM operates at the expense of the first language, and cannot make the learner bilingual. The Bilingual method makes use of two languages - the mother tongue and the TL and may be considered as a combination of DM and GTM. L1 is used to gloss difficult words and not for translating the whole language as was done in GTM. Assumptions • L2 may be learnt with the help of L1 – provided it is not used as translation but as a means to achieve communication ends. • L1 is not considered as interfering with the learning process in L2. • Teacher may banish L1 from the classroom but not from the learners' mind. • Language is a way of making infinite use of finite means. • L1 seems to be the ideal means of getting the meaning across completely and quickly. Procedures of Bilingual Method This approach aims to develop L2 spontaneously within a lesson cycle. Well-ordered activities are to take the students up to a conversational level in the shortest possible time. A teacher reads out a dialogue to the class just once which students listen to with their books closed. The class repeats the lines with their books open. Principles of the Bilingual Method • Controlled use of the students' mother-tongue • Early introduction of reading and writing • Integration of various skills How Ddoes it Differ from GTM? Only the teacher uses L1 in BM to explain meaning. The pupils are given a lot of practice in the drill of sentence patterns that is not provided in GTM. Critical Appreciation • Not an innovative method, still similar to GTM, L1 use. • Demands on teachers – proficiency in both L1 and L2. • Scarcity of good teachers with excellent command of spoken and written L2 may be a difficulty in implementing this method.

Vowels phonology and phonetic (3)

Vowels

A speech sound which is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction. and which is a unit of the sound system of a language that forms the nucleus of a syllable.

Phonology

Phonology is concerned with how sounds function in relation to each other in a language

Phonetic

The central concern in phonetics is the discovery of: how speech sounds are produced; how they are used in spoken language; how we can record speech sounds with written symbols and how we hear and recognize different sounds.

Names of five language planning organization input and intake

There are plenty of professional organizations available for TESOL teachers and students across the world. For example, TESOL International Association (1966-2016) which has been one of the oldest and largest associations in the field, American Council on the Teaching of Foreign Languages (ACTFL), National Council of Teachers of English (NCTE), American Association for Applied Linguistics (AAAL), International Language Testing Association (ILTA), and International Association of Teachers of English as a Foreign Language (IATEFL).

Professional organizations for teachers of English at national levels include Japan Association for Language Teaching (JALT), TESOL Greece, ELT Organizations in Pakistan, and Society of Pakistan English Language Teachers (SPELT) etc.

Reason to maintain Linguistics diversity

Languages express identity. • Languages are repositories of history. • Language contributes to the sum of human knowledge. • Languages are interesting in themselves. • Ecological diversity.

Write five types of task based learning by Willis 1996

Listing, ordering and sorting, comparing, problem solving, sharing personal experiences, creative tasks (Willis, 1996).

Types of task based language

Types of Tasks • Listing, ordering and sorting, comparing, problem solving, sharing personal experiences, creative tasks (Willis, 1996). • Jigsaw tasks, Information gap, Decision-making. • One-way or two-way, convergent or divergent, collaborative or competitive, simple or complex processing, etc

Write advantages of standardized test

• A ready-made previously validated product that frees the teacher from having to spend hours creating a test. • Easily administered to large groups within reasonable time limits. • Scoring procedures are streamlined. • Provide teachers with guidance for what and when something needs to be taught. • Objective in nature. • Provide accurate comparisons between subgroups.

Write techniques /activities for developing speaking skills

There are a number of widely-used categories of speaking activities. In the past, speaking activities that focused on accuracy invariably involved drills which have for the most part fallen

out of favor in language teaching. There is a shift to more authentic communication activities. In centered activities, explicit error correction will probably be out of place because it disrupts the communication that is going on. Teachers may note errors that occur at these times and may provide instructions to the class as a whole or to individual students.

 1. Early Activities

• Students getting acquainted with each other in a realistic context. • "Two Minute Conversations" (Wong, 1994). • Structured interview - students talk to their classmates. • Requires the use of wh- and/or yes-no questions.

2. Acting from a Script

• Students to act out scenes from plays and/or their course books. • Students often act out dialogues they have written themselves. • Students should treat it as real acting. • Teachers should help their students go through the scripts similar to theatre directors. • Draw attention to appropriate stress, intonation and speed. • Acting out is both a learning and a language producing activity. • Apart from pronunciation and general language use, this helps to build student confidence, contextualize language, develop students' empathy for other people, etc.

 3.Communication Games

• Information gap games • One student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures • Television/Radio Games • Provide good fluency activities – e.g., 'twenty questions'

4. Prepared Talks/Speeches • A student makes a presentation on a topic of their own choice. • Not designed for informal spontaneous conversation. • Students may speak from notes rather than from a script. • Students should be given a chance to prepare and rehearse their presentation. • Topics for speeches will vary depending on the level of the students and the focus of the class. • Teachers can provide the structure for the speech - its rhetorical genre and time restrictions – while the students select the content. It is a good idea to assign some responsibilities to listeners during the speeches: • May require peer evaluation of a classmate's speech. • Videotaping of speeches allows all evaluators (the speakers, peers, and teachers) to do a more indepth critique at a later time. • Students themselves can come up with their own evaluation guidelines, use teacher-made criteria, or a combination of the two.

(also check topic 65)

Define productivity and duality features of human language

Productivity:

Humans continually create new expressions and novel utterances by manipulating their linguistic resources to describe new objects and situations. This property is called productivity. The potential number of utterances in any human language is infinite. The communication systems of other creatures

Duality :

Human language is organized at two levels or layers simultaneously. At one level, we have distinct sounds (n, b and i). At another level, we have different combinations of these sounds and their distinct meanings (bin, nib).

Write the names of 3 inner circle countries

Australia, **New Zealand**, **Ireland**, anglophone **Canada** and South Africa

Dates of different educational policies

First Education Policy of Pakistan (1959): There was a minor change to the one inherited from the British. Where it recommended primary and secondary education in Urdu and higher education in English, it also recommended the national language to gradually replace English by 1974.

The Education policy (1969): Urdu was declared as the official language in West Pakistan and Bengali in East Pakistan. By 1974, both languages were in use in the central government.

The Education Policy (1970) links the change of medium of instruction at a higher level with the replacement of English for official purposes.

The Constitution of Pakistan (1973) endorsed that the national language of Pakistan (Urdu) should be used for official and other purposes within fifteen years. There should be promotion of Arabic, English, and provincial languages.

The National Educational Policy (1979) recommended 'Islamization and Urduisation' at every educational level – also as MOI. English language was dubbed as a legacy of colonialism and was maligned.

Education Policy (1989): New democratic government considered English as a compulsory subject from grade one. It ignored the basic role of mother tongue in primary education.

Education Policy (1992): It recommended that at tertiary level, English may be the medium of instruction for science and technical subjects.

Education Policy (2009): The promotion of English language emphasized and declared it as a compulsory subject from grade 1 up to higher levels. Mathematics and Science are to be taught in English from grade four onwards.

Scope of SLA

• Informal L2 learning - naturalistic contexts • Formal L2 learning - classrooms • L2 learning that involves a mixture of these settings

Three basic questions regarding the process of SLA are:

• What exactly does the L2 learner come to know? • How does the learner acquire this knowledge? • Why are some learners more successful than others? There are no simple answers to these questions (Saville-Troike, 2006). • Why most second language learners do not achieve the same degree of knowledge and proficiency in an L2 as they do in their L1? • Are the rules of learning L2 like those of the L1? • Do the rules created by second language learners vary according to individuals and the context of use? Multidisciplinary views are involved in SLA. It is primarily from within linguistics and psychology. Linguists emphasize the characteristics of the languages that are being learned.

5 blanked of grammar translation method: (don't know what question demands)

GTM is also known as the classical method. It is one of the oldest or traditional methods, hence it is difficult to trace its origin. In the early 1500s, GTM was used for teaching of Latin and Greek. It was popular in FL classrooms from the mid-19th century to the mid-20th century. Basic Assumptions • A foreign language can easily be learnt through translation. • Grammar is the soul of language.

• Learning foreign languages was a part of a truly liberal education. • The structure of foreign language can best be taught by comparing it with that of L1. Goals of GTM • To learn a language in order to read its literature or in order to benefit from development that results from L2 study. • To be able to translate from one language to another. • The L1 is maintained as the reference system in L2 learning. • It views language learning as consisting of little more than memorizing rules. • To be able to learn vocabulary items and grammatical rules through memorization. Practices and Techniques in GTM Words are taught through bilingual word lists and dictionary. Grammar is taught deductively – that is, by presentation and study of grammar rules in an organized and systematic way and then practiced through translation exercises. GTM Lesson A reading passage, comprehension questions, antonyms/synonyms, cognates, grammar exercises, using words in sentences, memorization, composition, and summarizing. Criticism • Teacher - centered and aims at improving accuracy, not fluency. • Does not cater for the

communicative aspect of language. • Overemphasis on the language as a mass of rules and vocabulary to be memorized and translated.

Process and adopt approach of writing:

There are a number of approaches to the practice of writing skills both in and outside the classroom. We need to choose: • Whether we want students to focus more on the process of writing than its product. • Whether we want them to study different genres. • Whether we want to encourage creative writing.

Process and Product

In the teaching of writing we can either focus on the product of writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product (e.g., genre approach). Process approach pays attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases; editing, redrafting and finally producing a finished version of their work, a process approach aims to get to the heart of the various skills that most writers employ. Editing and re-drafting (process approach) are more important while writing in a foreign language. Writing process is complex and recursive in nature. Focusing on the process of writing may be time consuming. The writing process is at least as important as the product

Difference between native or non native speaker.

A native speaker is a person who speaks a particular language since s/he was a baby, rather than having learned it as a child or adult. A non-native speaker is a person who has another native tongue other than the language being used.

 The politics of English emerge as a potentially imperialistic force, rather than linguistic concerns, which occupy this debate. In many cases, the categorization of speakers into native/non-native has a nonlinguistic basis (e.g., race, color). ELT institutions still largely prefer Western teachers of English. Native-speakerism is still the dominant ideology in European ELT. In ELF contexts, native-speaker norms do not enjoy undue privilege. Both 'native' and 'non-native' speakers are included amongst English as "lingua franca" researchers and those opposing them.   On one hand, this distinction is discredited by ELF researchers or treated with ambivalence, on the other, it is sustained as a basic means for labeling English users in TESOL. There should be tolerance for diversity. An international language developed and negotiated by EFL speakers rather than imposed from "above" (Seidlhofer, 2006: 36). It is counterweight to hegemonic Anglo-American dominated English (Jenkins, 2006). Implications for ELT   Non-native English-speaking teachers need to position themselves in their

contexts, contest social inequity, and express their 'voice' to gain empowerment and promote change in their own realities

Criticism on contrastive Analysis. (3)

• Cannot explain how learners know more than they have heard or have been taught. • CA analyses were not always validated by evidence, and also missed many learner errors. • Instructional materials produced according to this approach are language-specific.

What is constituent...? Types of constituent.   3 marks

a syntactic unit that functions as part of a larger unit within a sentence'. A constituent can be a word, phrase, clause or a sentence, but it will function as a complete unit (Meyer, 2009). Constituency is at the center of any discussion of syntax. Syntactic units are not simply arbitrarily grouped and ordered, but form identifiable units. Syntacticians have identified four different levels of structure at which constituents occur:

sentences → clauses → phrases → words

Types of constituent

There are two types: Immediate constituents and ultimate constituents. Exactly which elements constitute immediate constituents depends upon what level of structure is there (sentence, clause, and phrase). At the highest level, the sentence itself is a constituent. But within it, one can find several immediate constituents: separate units into which a given structure can be divided. (e.g., subject and predicate).

Characteristics of international language.5 marks

It is spoken by a lot of people of different nationalities. • The speakers of an IL don't need to assume the culture of the said language. • The ownership of an IL is denationalized. • The goal of its education is to enable learners to communicate the ideas and culture to others across the world. • A language is spread not only by its people migrating to other areas but by the people of other areas acquiring it. • The special roles of English have been recognized by almost every country, either by making it their official language or requiring its study as a foreign language.

5 characteristics of a good reader...5 marks

Individual differences impact processing and may include: working memory capacity, understandings stored in long term memory, language ability, and goals for reading etc.

Unidirectional listening

The second mode is one-way or unidirectional communicative listening. The auditory input surrounds us as we move through the day. The input comes from a variety of sources: overheard conversations, public announcements, recorded messages, instructional situations of all kinds, and public performances. As we hear speakers but are unable to interact, we often talk to ourselves in a reactive or self-dialogue manner as we analyze what we hear.

Voiceless sound:

The sound of [z] in the word 'hazy'. You can feel the vibration, if you put your fingers to your larynx and produce [z]. The sounds which are produced without such vibration are called 'voiceless' sounds. E.g., the sound of [s] in the word 'miss'.

Planned and unplanned speaking

Planned: Such as a Lesson or wedding speech. Unplanned: a conversation that takes place spontaneously when we bump into someone on the street.

Brainstorming

This is often a group exercise in which all students in the class are encouraged to participate by sharing their collective knowledge about a particular subject. It generates far more material than any one student thinks of on his/her own. Students can then utilize any or all of the information while preparing their first draft.

Five types of tests

(topic 80)

Development of Language, Describe 4 stages of them

How language develops from infancy to adolescence? Children are not born silent; they make what are known as vegetative sounds from the beginning. They cry, burp, and make sucking noises.

Brief Outline of Language Development

Birth: Crying 6 Weeks: Starts cooing 16 Weeks: Starts to Laugh 16 Weeks - 6 Months: Engages in vocal play; involves in making speech-like sounds; vowels emerge before consonants. 6-9 Months: Starts babbling: distinguished from vocal play by the presence of true syllables (consonants plus vowels), often repeated.

Infant might start noticing that particular strings of sounds co-occur with particular situations. For example, whenever the sound "mummy" is heard, mother is there. 10 or 11 Months: Produces their first words which also form single-word utterances. 18 Months: A rapid explosion in vocabulary size and around this time two-word sentences emerge. They show telegraphic speech by learning 40 new words a week. 2 Years 6 Months: The child produces increasingly complex sentences. Grammatical development carries on throughout the childhood, and we never stop learning new words.

Teaching Reading skills:

Instructors aim to produce students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-byword comprehension. To accomplish this goal, instructors need to focus more on the process of reading rather than on its product.

1. They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language. 2. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. 3. They show students the strategies that will work best for the reading purpose and the type of text. 4. They also encourage students practice reading strategies outside the class in their reading assignments. 5. They periodically review how and when to use particular strategies. 6. They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task

Manipulate control on language:

1. Blending.

The combination of two separate forms to produce a single new term is also present in the process of blending. However, blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word. Example: Smoke + fog: Smog; smaze: smoke + haze; smurk: smoke + murk. Bit: binary + digit; brunch: breakfast + lunch. Motel: motor + hotel. Common on Media: e.g., telecast, telethon, infotainment. Mixing of languages: e.g.,

Spanglish-Spanish/English In a few blends, we combine the beginnings of both words; modem (modulator/demodulator).

2...alternatives in assessment...

1. Use real-world contexts or simulations 2. Are nonintrusive in that they extend the day-to-day classroom activities 3. Allow students to be assessed on what they normally do in class 4. Use tasks that represent meaningful instructional activities 5. Focus on processes as well as products 6. Tap into higher-level thinking and problem-solving skills 7. Provide information about both the strengths and weaknesses of students 8. Become multi-culturally sensitive 9. Ensure that people, not machines, do the scoring using human judgment 10. Encourage open disclosure of standards and rating criteria 11. Call upon teachers to perform new instructional and assessment roles

3...rift of language in Pakistan. ...

English was never seriously questioned. South Asian governments generally teach most children through the vernacular languages while reserving English for the elite. English-using elite are considered to be politically more liberal, democratic, and tolerant. English divide is contingent upon the distribution of power than a free choice of the medium of education. South Asian countries shifted from teaching English through its literature and grammar to ELT (EFL/ESL) from the 1970s onwards. This brought realization among ELT practitioners that non-native South Asian varieties of English should be recognized not merely as "incorrect" Englishes but as alternatives

4. Skimming.

Skimming a text for specific information to answer true or false statements or to fill gaps

Using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

5. Difficulties of learners in classroom:

The difficulties of learners also depend upon how much their native language is different from English. Learners of English language usually commit errors of grammar, vocabulary, and pronunciation.

The difficulties of learners also depend upon how much their native language is different from English.

Criticism on ELT Post Modern Era (long)

Background

The notion of methods came under criticism in the 1990s. A number of limitations implicit in the notion of all-purpose methods were raised. Mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure. Some spoke of the death of methods and approaches and the term "post-methods era" was used. Criticism on Methods Methods typically prescribe for teachers what and how to teach. • Good teaching is regarded as correct use of the method. • The role of the teacher is marginalized. Moreover, learners are also sometimes viewed as the passive recipients of the method, i.e. they must submit themselves to its regime of exercises and activities. • The concept of learner-centeredness and teacher creativity remains absent. • Methods remain less flexible and adaptive to learners' needs and interests.

Protofolio Assessment? (Long) (r)

This is one of most common alternative in assessment. It includes materials such as: Essays and compositions in draft and final forms; reports, project outlines; poetry and creative prose; artwork, photos, newspaper or magazine clippings; audio and/or video recordings of presentations, demonstrations, etc.; journals, diaries, and other personal reflections; tests, test scores, and written homework exercises, and notes on lessons.

Kachru's Expanding Circle with examples?

320-380 million Users, England and former settler colonies, Norm-providing

Lexical Entry Storage and access

Lexical Entries: What information do we need to store in our mind about lexical items?

Lexical Storage: How lexical items are stored in relation to each other?

Lexical Access: What is the process that enables us to retrieve lexical items?

What is SLA?

It has two interpretations. In general terms, it is used to describe learning a second language. More specifically, it includes the theory of the process by which we acquire a second language - mainly a subconscious process during communication. It can be compared with SLL - how formal education helps us learn language through more conscious processes and also the scientific discipline devoted to studying the process of L2 acquisition.

The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also called a target language (TL) - any language that is the aim or goal of learning.

What are Relative and Absolute Grading?

If you pre-specify standards of performance on a numerical point system, it is known as absolute system of grading. For example, established points for a midterm test, points for a final exam, and points accumulated for the semester etc. In many educational contexts, relative grading is more commonly used than absolute grading.. This has the advantage of allowing your own interpretation and of adjusting for unpredicted ease or difficulty of a test. This is usually accomplished by ranking students in the order of performance (percentile ranks).

Three stages of listening:

1. Receiving The response caused by sound waves stimulating the sensory receptors of the ear - receiving the words while we hear.

2. Understanding Learning what the speaker means – the thoughts and emotions

3. Remembering Adding the message to mind's storage box - as our attention is selective, what is remembered may be different from what was originally heard. 4. Evaluating Judging the message in some way – speaker's intentions or motives - even without conscious awareness.

5. Responding Verbal and/or nonverbal feedback determines if a message has been received and it also tells aboutthe degree of success in communication.

Language policy organizations in Pakistan:

(topic 24)

Borrowing in word formation ye sb 3 marks

Borrowing is the taking over of words from other languages. It is one of the most common sources of new words. Throughout its history, English has adopted a vast number of words from other languages: croissant (French), dope (Dutch), piano (Italian), pretzel (German), sofa (Arabic), tycoon (Japanese), yogurt (Turkish). Other languages also borrow terms from English, as in the Japanese use of 'suupaamaaketto' ("supermarket"). A special type of borrowing is described as 'loan-translation' or 'calque', which is a direct translation of the elements of a word into the borrowing language. For example, 'aero plane' '(hawai jahaz in Urdu)

Teaching method in SL

SYNONYMS

Words with very closely related/similar meanings are called synonyms. They can often, though not always, be substituted for each other. In the appropriate circumstances, we can say, what was his answer? Or what was his reply? With much the same meaning. Other common examples: almost/nearly, big/large, broad/wide, buy/purchase, cab/taxi, car/automobile, couch/sofa, freedom / liberty.

ANTONYMS

Between the words which are opposite in meaning. Simple Antonyms: (non-gradable) such a relation between words such that the negative of one implies the positive of the other. The pair is also sometimes called complementary pairs or binary pairs. E.g., dead/alive, pass/fail, hit/miss, male/female.

COLLOCATION

A collocation is made up of two or more words that are commonly used together in English. E.g., 'close a deal', 'open an account.'