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**LMS Handling Service and Website Designing
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ENG513 Quiz File

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QUESTIONS OF MARKS 3:

Q. Dose digital media support reading materials in L2 classrooms?

Digital media offer a number of ways to enhance materials development and learner feedback across the traditional skills (for an extended discussion, see Levy, 2009). Chun (2006) reviewed a number of technologies available to support reading in a second language, some of which are available non-commercially such as electronic and online dictionaries, hyperlinks to vocabulary words that are embedded within many online texts, or the use of the Internet to obtain a wider range of sources. She also points towards software that can provide annotations through multimedia and promote word recognition.

Q. Define self direction with reference to learner autonomy? Self-direction refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions; **Q. How would you define reading?**

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving

information and transmitting it (even if only to ourselves). **Q. How many types of speaking tasks are there? Give names.** There are broadly three types of speaking tasks that encourage genuine communication among learners:

communication-gap tasks, discussion tasks, and monologic tasks **Q.**

What is the aim of VOLL program?

A VOLL program aims to provide students with an English course integrated with vocational content.

This vocational content is a starting point for designing English language programs based on vocational themes, tasks, and language.

Q. Define eclectic approach of language teaching?

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners.

Q. Repeated viewing in extensive viewing

Repeated viewing leads to repeated encounters with a vocabulary item.

There is no maximum number of times that a learner can watch a given episode.

Q. Two categories of team performances founded in task based learning.

1. orientation functions (processes for generating and distributing information necessary to task accomplishment to team members)
2. organizational functions (processes necessary for members to coordinate actions necessary for task performance)

Q. Role of learners as Risk taker and innovator in task based learning

Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals (where appropriate), and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed.

Q. Some context of EIL communication foreign visitor seeking

A information/directions/assistance from a local resident in a non-English speaking country.

A foreign visitor giving directions to a local taxi driver in a non-English speaking country A foreign resident seeking and giving information to a local

official in a non-English speaking country travellers from different

Tcountries interacting at an airport/on a

plane/on a train business men from different countries negotiating a

contract **Q. Underlying assumption behind the synthetic syllabus?**

analyzed into its smaller units of grammatical structures, lexical items, or functional categories;

- classified in some manageable and useful way; and
- presented to the learner one by one for their understanding and assimilation.

Q. What is Integrating language skills ?

The primary skills of language identified as listening, speaking, reading, and writing are connected with one another. We integrate these skills during every day conversation. It is rarely noted when we only listen, or only speak, or only read, or only write. It is artificial and tiresome if, we decide to separate these skills and use only one for a specified period of time for some peculiar reason,. Such an artificial separation of language skills is quite normal in most language schools. In North America, and several other countries, colleges and universities' language institutes offer classes based on isolated skills and proficiency levels with course titles as 'Beginning Reading', 'Intermediate Listening', or 'Advanced Writing'. Curriculum designers and textbook writers have long been using the separation of skills as a guiding principle for syllabus construction and materials production. They even try to hardly link a particular skill with a particular set of learning strategies. They talk about reading strategies, listening strategies, speaking strategies, and writing strategies. Oxford (2001, p. 19), has done extensive research on learning strategies, asserts, "Many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning and predicting are applicable across skill areas."

Q. What are the student's goals of an immersion program?

- (1) Developing a high level of proficiency in the foreign language; (2) Developing positive attitudes toward those who speak the foreign language and toward their culture(s);
- (3) Developing English language skills commensurate with expectations for a student's age and abilities.
- (4) Gaining designated skills and knowledge in the content areas of the curriculum.

Q. What is meant by bottom-up.

'Bottom-up' models view reading as a process in which the reader has to go through the text in a more linear fashion, starting from the smallest unit in print. Frequently, such a process is mainly textbound, without any opportunity of the reader actively interpreting the text meaning. In this view, meaning is self-evident as soon as you are able to decode all the words. Bottom-up and top- down models of reading are two polarities of the reading models mentioned above (Ehrich et al., 2013).

Q. Suggested Approach to listening practical outside the classroom

A number of listening difficulties have been revealed by researchers and many suggestions have been made to improve listening instruction efficiency; however, simply relying on teachers' instruction in the

classroom is not sufficient to improve one's listening competence.

Therefore, teachers should give their students guidance on doing listening practice outside class. Three approaches: narrow listening, repeated listening, and reading while listening, are suggested.

Q. How extensive reality effective in vocabulary learning. Reading may not be the main source of vocabulary acquisition in an instructed language learning context (Laufer 2003), but it can be used as a useful activity outside the EFL classroom. It is also one of the activities central to Nation's (2001) strand of meaning-focused input. Second language researchers, educators and practitioners have long acknowledged an important role of reading in vocabulary acquisition (Pigada and Schmitt 2006). It has been claimed that acquiring vocabulary through reading leads to learning gains due to

repeated encounters with the same word According to Nation's (2001) core principles of vocabulary teaching, spaced, repeated exposures are imperative for vocabulary learning This suggests that longer texts might be better suited for vocabulary learning purposes than shorter ones, as the same word would be encountered a number of times. Extensive reading has been argued to be particularly effective in vocabulary learning. It not only offer opportunities for repeated exposure to the same lexical item, but also provides learners with opportunities to use words according to context, helping them notice, read, analyze, and eventually learn new items.

.Q. Note on Narrow Listening

Narrow listening originates from narrow reading, and has been found to be helpful for language acquisition (Krashen, 1981). Narrow listening means that learners focus on one topic, e.g., weather or sports, or one author, like Conan Doyle or Agatha Christie, and do a great deal of listening in the area they choose. This approach is suitable for learners across all proficiencies and is definitely interesting for the L2 learner because the learners themselves choose the topics. In 1996, Krashen provided some guidelines for doing narrow listening; however, over the years, advancing technology has made this learning approach much easier than previously.

Q. Activities to enhance writing skills

The Australian 'teaching and learning cycle' for genre instruction outlines the teaching of writing in three distinct stages: modeling, joint construction of text, and independent construction of text (Cope & Kalantzis, 1993). At the modeling stage, teachers introduce the text type, purpose, audience, context of the text, as well as the vocabulary, grammar, and organizational structure, which are used in realizing that particular text type. For example, when teaching the genre of a complaint letter, teachers can make use of a short authentic letter from a local newspaper. Teachers can jumble the paragraphs, and then ask the students to rearrange the paragraphs and write down the proper order of a jumbled text following

the situation-problem-solution- evaluation structure. Students can undertake this task individually if the class size is small, or in small groups with large class size. **Q. Syllabus Vs Curriculum.**

A curriculum is concerned with making general statements about language learning, learning purpose, and experience, and the relationship between teachers and learners. A syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation.

Q. Define Communication Strategies

Communication strategies are special techniques that learners need to employ during oral communication. They can have a social function for enhancing interaction or a psycholinguistic function that compensates inadequate vocabulary and other language-related problems (Nakatani and Goh 2007). Given the constraints of time and inadequate language mastery, learners also often need to employ communication strategies to keep the conversation going or to prevent flagging (Dörnyei, 1995).

Q. Three distinct stages of 'production of speech' as prescribed by level (1993) in his SP Model. i. The Conceptualiser, ii. The Formulator and iii. The Articulator.

Q. Student goal Imersion program.

- (1) Developing a high level of proficiency in the foreign language;
- (2) Developing positive attitudes toward those who speak the foreign language and toward their culture(s);
- (3) Developing English language skills commensurate with expectations for a student's age and
- (4) gaining designated skills and knowledge in the content areas of the curriculum.

Q. ESP material

The role of materials is very crucial in designing any language instruction. There are seven key elements of ESP materials:

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- Authenticity
- Topics/themes
- Texts and contexts
- Knowledge and language,
- Tasks or activities
- Representations of participants and social practices
- Pedagogical
- Prompts. These elements emphasize the totality of what constitutes ESP materials.

Q. What is augmented speaking and listening skills ... Digital media.

Listening and speaking skills can be augmented using digital media through computer tools that provide individualized feedback on speaking and options for learner-controlled listening activities (Levy, 2009). Many Internet-based listening supports are available in the form of websites that allow students to control the speed, to pause, or to repeat segments of speech. The Internet also offers access to a wide range of examples of English speakers that can provide learners with practice in listening to a variety of authentic intonation patterns, rhythms, stress, and segmentation (see, e.g., <http://EnglishCentral.com>).

Q. What do u meant by simultaneous reading and listening.

Simultaneous reading and listening is also termed “reading while listening” if the focus is on listening. Reading and listening at the same time can help beginner learners to develop awareness of form-meaning relationships and word recognition skills. However, it has to be noted that the post- listening phase in a listening lesson also involves reading while listening, but their purposes are different. Reading while listening at the post listening stage is to confirm or clarify what one hears during the listening stage. Reading while listening after class is to enjoy reading and listening to all sorts of materials. Some empirical studies have also found that reading while listening improves students’ comprehension (Chang, 2009; Chang & Millett, 2014).

Q. Three types of language tests.

- i. An achievement test is conducted at the end of the year.
- ii. A proficiency test is designed to measure people’s ability in a language regardless of any training they may have had in that language.
- iii. A placement test is used to place pupils at different levels of education.
- iv. Finally, a diagnostic test is employed to know the weaknesses and strengths of the learners in a language.

Q. BBC and TED talk developing English learning The advancement of modern technology and the popularity of internet can be used to overcome this difficulty, as learners can access the internet to listen to a variety of talks featuring very different accents from all over the world, i.e., TED talks and BBC’s learning English. Apart from graded readers, many online materials also involve both written and spoken texts, for example BBC’s learning English website and TED talks. The learner can listen first and then read afterwards, or read and listen at the same time.

Q. self peer assessment

It involves students scoring or rating their own work or their peers’ work (Brown and Hudson 2002, p. 83–86). Such assessment can take less time than teacher scoring if well organized. It also combines well with performance, conference, or portfolio assessment. Since self/peer assessment involves students directly and intimately in the assessment process, it helps them understand that process and encourages student

autonomy and motivation. **Q. Two Principles of content-based**

Instruction...

1. People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. This principle reflects one of the motivations for CBI noted earlier - that it leads to more effective language learning. 2. Content-Based Instruction better reflects learners' needs for learning a second language. This principle reflects the fact that many content-based programs serve to prepare ESL students for academic studies or for mainstreaming; therefore, the need to be able to access the content of academic learning and teaching as quickly as possible, as well as the processes through which such learning and teaching are realized, are a central priority.

Q. Consciousness-Raising

Current views of TBLT hold that if learners are to acquire language through participating in tasks, they on Form." TBLT proponents stress that this does not mean doing a grammar lesson before students take on a task. It does mean employing a variety of formfocusing techniques, including attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks, and use of highlighted material.

Q. Provincial or Regional Languages

Research on the use of languages in Pakistani institutions reports that a large number of teachers do use local languages in their classrooms for instruction. (Gulzar & Qadir, 2010) **Q. segmental and**

suprasegmental feature.

He articulatory and phonological skills enable speakers to produce sounds at the segmental and suprasegmental levels. At the segmental level, learners need to articulate discrete sounds such as vowels, consonants and diphthongs, and clusters of these sounds thro---ugh movement with and inside of their mouths to produce intelligible sounds through the articulatory tract. The suprasegmental level concerns overall sound patterns of utterances or parts of an utterance and are realized mainly but not exclusively through prominence (stress of selected syllables in key words) and tones (pitch movements in selected key words).

Q. Mobile profession in education classroom

A mobile profession: mobility should be a central component of initial and continuing teacher education programmes. Teachers should be encouraged to participate in European projects and spend time working or studying in other European countries for professional development purposes. Those who do so should have their status recognised in the host country and their participation recognised and valued in their home country. There should also the opportunity for mobility between different levels of education and towards different professions within the education sector

Q. ICT contribution in L2 classroom

The use of CALL in EFL classrooms is linked with the computer and language learning theories. CALL has the potential to provide a “rich linguistic environment” which is the key to language learning (Youngs et al. 2011, p. 25). The teacher, learner, and the language make up the core components of the L2 classroom, therefore computer is often considered a fourth component, a tool that can encourage teachers classroom, therefore computer is often considered a fourth component, a tool that can encourage teachers to understand better the process of learning and how to support their students to be successful learners (Chapelle & Jamieson, 2008). Technology has supported L2 language theories since the 1950s, such as the chalkboard’s support of grammar translation and the cassette tape’s support of the audio-lingual method. By the 1980s, communicative approaches to language learning had emerged, which focused on student interaction in meaningful exchanges (Warschauer & Meskill, 2000).

Q. Narrow listening

Narrow listening originates from narrow reading, and has been found to be helpful for language acquisition (Krashen, 1981). Narrow listening means that learners focus on one topic, e.g., weather or sports, or one author, like Conan Doyle or Agatha Christie, and do a great deal of listening in the area they choose. This approach is suitable for learners across all proficiencies and is definitely interesting for the L2 learner because the learners themselves choose the topics. In 1996, Krashen provided some guidelines for doing narrow listening; however, over the years, advancing technology has made this learning approach much easier than previously.

Q. Define syllabus.

A syllabus is an academic document that communicates course information and defines expectations and responsibilities. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus may be set out by an exam board or prepared by the professor who supervises or controls course quality.

Q. Why linguistic feel the need of integration of language skills for various learners? OR Integration of language skills has the potential to offer different opportunities for different types of learner, explain?

Various learners bring various learning styles and strategies to the class. Integration of language skills has the potential to offer different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually orientated learners who like to see how words are written and sentences constructed (Davies & Pearse, 2000, p. 75). Selinker and Tomlin (1986) urge for more classroom-oriented research is required to determine the full impact of integration and separation of skills, all available theoretical and experiential information stress the need to

integrate language skills for effective language learning and teaching. **Q.**

Stages of Theory based listening lessons

i. pre-listening, ii. while-listening and iii. post-listening.

Q. Three channels of communication

- (1) newspapers,
- (2) radio,
- (3) TV, and

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(4) The Internet.

Q. Three assumptions of language classroom.

- Learners need guidance in learning English.
- There are many styles of English used for many different purposes.
- Teachers should provide guidance by selecting appropriate language and by structuring learning activities.

Q. Three Assumptions of Task Based Instruction

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

Q. VoLL aims enlist three

A VoLL program aims to provide students with an English course integrated with vocational content.

This vocational content is a starting point for designing English language programs based on vocational themes, tasks, and language.

Q. Teaching pronunciation content in Pakistan

- Education system of Pakistan
- L2 and ELT in Pakistan
- Examination system in Pakistan
- Language skills and Classroom practices

Q. Difference between Assessment or Evaluation Assessment is defined as a process of appraising something or someone, i.e. the act of gauging the quality, value or importance. Evaluation focuses on making a judgment about values, numbers or performance of someone or something. Assessment is made to identify the level of performance of an individual, whereas evaluation is performed to determine the degree to which goals are attained. The basic difference between assessment and evaluation lies in the orientation, i.e. while the assessment is process oriented, evaluation

is product oriented. The article presented to you describes all the distinguishing points between these two.

Q. Differentiate Assessment

Differentiated assessment requires teachers to first assess students' learning style preferences using an instrument like the Visual, Auditory, and Kinesthetic Learning Styles questionnaire at http://www.businessballs.com/freepdfmaterials/vak_learning_styles_questionnaire.pdf and then provide different assessment procedures to suit the preferences of different groups of students (Stefanakis & Meier 2010). Such assessment is tailored to the visual, auditory, or kinaesthetic learning style strengths of individual students, a practice that is fairer than traditional testing methods. One way to think about differentiated assessment is that it allows students to demonstrate their learning or skill getting in the way that best suits their abilities.

Q. Green k 3 states when language certain moment can exit? An influential proposal was that of Green (1986), who proposed three states in which languages can be at a certain moment in time: selected, active and dormant. The language that is used at a certain moment is the selected language; languages that, at that particular moment, play a role in the background are labeled active languages that do not play a role at that moment is dormant.

Q. External comprehension

External factors refer to the learning environment (Rost 1994, 2005), practice opportunities (Boyle, 1984), and speaker factors, such as speech rate, accent and pronunciation, and effectiveness of a speaker's talk (Samuels, 1984). Medium factors relate to text type, task type and the context in which listening takes place (Anderson & Lynch, 1988). Internal factors are about listeners themselves, for example, their listening proficiency, motivation, background knowledge, physical condition

Q. difference between Qualitative and Quantitative

Quantitative Research: controlled, experimental, objective, inferential, outcome-oriented, reliable, particularistic, hard/replicable data, generalizable, aggregate analysis; Qualitative Research: naturalistic, observational, subjective, descriptive, process-oriented, valid, holistic, real, rich/deep data, un-generalizable, single-case analysis.

Q. direct/controlled approach of teaching speaking in language classroom.

On the whole, there have been no perceptible paradigm shifts in methods and practices for teaching speaking (Goh & Burns, 2012; McCarthy & O'Keeffe, 2004). Nevertheless, new understandings of discourse analysis and features of spoken English have resulted in an expansion of the scope of the direct/ controlled approach. This expanded approach, informed in part by genre theory, introduces learners to a variety of spoken texts and their respective discourse structures through direct

teaching of language and discourse knowledge needed for successful oral communication (Burns, 1998).

Q. extensive learning promotes learners autonomy. How?

Researchers agree that watching (traditional) television and internet television can be a useful EFL activity promoting learner autonomy and enhancing vocabulary learning, and recommend including extensive viewing of television into the language-learning program. **Q. content based instructions.**

Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Krahnke offers the following definition: It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language separately from the content being taught. (Krahnke, 1987, p. 65).

Q. Teacher training define.

Teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. Sometimes the term Teacher education is used instead. In fact there is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the U.S., to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner).

Q. Factors needed for lesson planning in Pakistan

Teaching is a collection of best teaching practices, intricate lesson plans, and the expertise of the teachers' guide. It is exhausting and exhilarating for the new teachers. Those who remain in the profession over time develop a tremendous knowledge and understanding of children, their perceptions, and how their minds work. An effective lesson plan increases knowledge and understanding. When it comes to Pakistan we need to consider:

- (1) Pakistani education system
- (2) Status of government schools
- (3) Status of Teaching of English in Pakistani schools

Q. types of syllabus depending on nature and purpose There are two basic types of syllabus depending on the nature and purpose of syllabus: product- oriented and process-oriented syllabuses. Product oriented syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses are those which focus on the learning experiences themselves.

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Process oriented, as the name indicates, is more focused on the process than the product.

Q. What do theme based objectives in content based instruction do.

In theme-based CBI, language learning objectives drive the selection of theme topics; that is, "there are often set linguistic objectives in the curriculum, and thematic modules are selected for the degree to which they provide compatible contexts for working towards these objectives." It is possible for theme based courses to be directed toward single-skill objectives; however, most often theme-based instruction "lends itself well to four skills courses, since the topic selected provides coherence and continuity across skill areas and allows work on higher-level language skills (e.g., integrating reading and writing skills)" (Brinton et al., 1989, p. 26). context of listening comprehension

Q. According to samuels what do the external factors refers to in

External factors refer to the learning environment (Rost 1994, 2005), practice opportunities (Boyle, 1984), and speaker factors, such as speech rate, accent and pronunciation, and effectiveness of a speaker's talk (Samuels, 1984). Medium factors relate to text type, task type and the context in which listening takes place (Anderson & Lynch, 1988). Internal factors are about listeners themselves, for example, their listening proficiency, motivation, background knowledge, physical condition.

Q. Note on National language with respect to Pakistani bilingual context

We have considered the issue of national language and regional languages in this context. Urdu while being the national language, is spoken by less than 8% of population as mother tongue, the rest of the population speaks one of the other 72 languages of Pakistan (Lewis, Simons & Fennings, 2014).

Q. Chapelle and Jasmieson three basic assumption

- Learners need guidance in learning English.
- There are many styles of English used for different purposes.
- Teachers should provide guidance by selecting appropriate language and by structuring learning activities. **Q.**

Three teaching methods.

1. The Grammar-Translation Method
2. The Direct Method
3. The Audio-lingual Method

Q. Three exploratory projects in integrated skill.

Project: Comic Situations

Apart from the newly introduced reality shows, television everywhere has traditionally shown sitcoms (situation comedies), brief episodes that humorously bring out the strengths and weaknesses of human beings. These sitcoms are loaded with cultural and subcultural beliefs and value

systems. Sitcoms produced in North America, depict the lives and loves of people of different ethnic communities. Any of the episodes of a sitcom can be used as a resource around which to design classroom activities, since each episode is short and self-contained with a beginning and an end. In learning/teaching environments where internet surfing and videotaping are difficult, radio broadcast broadcasts offer a variety of programs including songs, music, news items, speeches, interviews, and sports commentaries. Depending on the interest and proficiency level of your learners, select any of these programs for designing a micro strategy to integrate language skills. Here's one possibility.

In Closing

What we learn from the general discussion, the micro strategies, and the project proposals is that integration of language skills is natural to language communication.

By designing and using

Micro strategies that integrate language skills, we will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use.

Q. in ELF context, why pronunciation awareness and refers to? In an ELF context, the teaching and learning of pronunciation awareness means being sensitive to the differences among the language varieties. Learners should be made aware of the major differences among the regional varieties such as the vowel alternation between the RP /ɑ:/ and GA /æ/ in words like dance, ask, master, etc. As a result, they will be able to comprehend the speech of speakers of these two major varieties. Very often,

miscomprehension is not so much the learners' inability to hear accurately what NSs produce; rather, it is their lack of awareness of the fact that not all speakers of English speak in the same way. The

raising of learners' awareness of the pronunciation features of other varieties of English is especially important in an ELF context. **Q. What is the reading or viewing act itself for meaning-making is determined and affected by variables?**

- Text (including multimodal texts, images, visuals and sounds) characteristics;
- reader/viewer characteristics; and
- Social context.

Q. What you understand by consciousness rising, role of teacher?

Current views of TBLT hold that if learners are to acquire language through participating in tasks, they need to attend to or notice critical features of the language they use and hear. This is referred to as "Focus on Form." TBLT proponents stress that this does not mean doing a grammar lesson before students take on a task. It does mean employing a variety of

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form-focusing techniques, including attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks, and use of highlighted material. **Q. What you understand by colonial heritage?**

It is another source of bilingualism in Pakistan. The influence of colonial legacy and past practices also has an impact on current language education policies **Q. What is repeated reading**

The use and impact of RR (Samuels 1979) in second and foreign language vocabulary learning has been studied (see Gorsuch and Taguchi 2008). In RR, students are told to do repeated reading and pay attention to words that they need to know more in terms of morphological features and semantic taxonomies. For low proficient students, assisted RR is a useful task to help them build their vocabulary knowledge.

Q. Note on Indirect strategies

Indirect strategies are those that support and manage language learning without directly involving the target language. They are composed of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions and attitudes, and social strategies for learning and working with others. Figure 6.1 captures the salient features of the Oxford strategy system. Notice that many of the strategies suggested by Oxford are learnercentered, that is, they represent actions taken by learners to maximize their learning potential.

Q. Write two principals on "practical side" within the paradigm of teaching pronunciation as provided by Wells.

On the practical side, Wells (2005) provides a few principles to follow within such a paradigm. He suggests that the teaching of English pronunciation in an EFL/EIL context should focus on areas which impede communication and at the same time we should not undermine learners' confidence. While the importance of effectively communicating with NSs should be maintained, NSs should be educated too, so as to achieve mutual intelligibility from both sides.

Q. Activities for brain activation.

- Ask questions to clarify ideas and to add knowledge. Engage students in the learning and build background with probing questions
- Brainstorm main ideas. Fill students' heads with ideas, concepts, possibilities, allow them to expand and clarify their thinking.
- Clarify and correct misconceptions. Engage students in activities that inform you whether students are confused or have incorrect ideas, so corrections can be made before the misconceptions become worse or detrimental to learning.

Q. assessment is ongoing process discuss

Assessment is an ongoing interactive process, in which two parties (assessor and assessee) are involved.

The assessor is someone who assesses the performance based on the defined standards, while assessee is someone who is being assessed. The

process aims at determining the effectiveness of the overall performance of the assessed and the areas of improvement. The process involves, setting up goals, collecting information (qualitative and quantitative) and using the information for increasing quality.

Q. lexical concept

Lexical representations, or rather more technically, lexical concepts, represent the semantic pole of linguistic units, and are the mentally-instantiated abstractions which language users derive from conceptions and the specific semantic contribution perceived to be associated with particular forms. **Q.3 Ages of English**

1 Old English literature (c. 450–1066)

2 Middle English literature (1066–1500) 2.1 Medieval theatre. 3 English Renaissance (1500–1660) 3.1 Elizabethan period (1558– 1603).

4 Restoration Age (1660–1700) 4.1 Poetry. ...

5 18th century. ...

Q. Chronologically, phase of methods in the history of LTM.

i. Language Teaching Methods in Ancient Times ii. LTM in Europe in Early Modern Times iii. LTM in the 19th and Early to Mid-20th Century iv. LTM from the Mid- to Late-20th Century

Q. vocational purpose

English for vocational purposes (EVP) is defined as a program established in both the secondary education and tertiary education sectors, which equips students with English competence that supports their vocational expertise. The role of English as a medium of vocational communication helps students to understand their vocational content, build and develop their vocational knowledge, communicate their vocational expertise, perform specialist tasks, and develop their disciplinary language (Widodo 2015). Drawing on Basturkmen's (2010) classification of ESP, EVP can be designed from wide-angled (English for General Vocational Purposes) and narrow-angled (English for Specific Vocational Purposes) perspectives (Widodo 2014). English for tourism can be classified as English for General Vocational Purposes. Framed in this general vocation, English for tourism has different branches, such as English for Hotel and Restaurant Workers, English for Hotel Receptionists, English for Tour Guides, English for Hotel Management, and Travel English. This specification is tailored to meet students' target vocational areas.

Q. How digital media help in shaping English as an international language.

Digital media are helping shape the role of English as an international language, so too are they shifting EIL classrooms from a focus on mastery of skills to an emphasis on using English to communicate and engage with

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speakers all around the world. English learners are now seen as global communicators, sharers of local cultures, arbiters of misunderstandings, and valued contributors to a growing global community. Communication skills therefore take on a new importance for English teaching (Cameron, 2002; Cortazzi, 2000), as the Internet provides a social environment that students enter with increasing frequency outside of the classroom. In this environment, many students typically use English rather than their first language for their interactions (Warschauer, 2001). When digital media are used to support integration of language skills within a larger communicative purpose, then other aspects of language use come to the fore: agency, identity, authenticity, and authorship (Kramsch, A'Ness, & Lam, 2000). Research exploring these aspects has primarily been conducted on non-institutional settings and provides a starting point before we discuss implications for the EIL classroom.

Q. Authentic task

Tomlinson (2012) defines an authentic task as “one which involves the learners in communicating to achieve an outcome, rather than to practice the language”. Authentic tasks can be realistic and they replicate in the classroom with real communicative demands. What is needed when developing materials for learners of English as an International Language (EIL) is an inventory of typical contexts of communication for users of EIL (Tomlinson 2006 , p. 139) and an inventory of the key skills and sub-skills needed by users of EIL. Then, authentic tasks can be developed to facilitate the development of relevant skills and of pragmatic EIL competence (Cohen and Ishihara 2013).

Q. Daily lesson plan OR Q. significance of daily lesson plan

A daily lesson plan is designed by a teacher to follow written guidelines related to teaching/learning. The details may vary from subject to subject; and lesson to lesson. The lesson planner takes various aspects as the course, target group, learning resources etc. into account.

Daily lesson planning is as essential as planning the general course. The teacher should think of planning for the day's lesson with the coordination and integration of course planning. When the course is carefully planned, many important aspects of lesson planning will be anticipated. The major aspects of objectives, content, and sequence should be broadly determined. The general procedures for dealing with learning are predicted to a considerable degree, for the guidance of the teacher.

Q. Phases of lesson planning: Write Name only 4.

Introduction, Foundation, Brain Activation, Body of New Information, Clarification, Practice and Review, Independent Practice, and Closure.

Q. "personal response" assessment type....5

The personal-response category adds a learner-focused dimension to the assessment process by getting students to use the language to create meanings personally important to them, by getting them personally involved in the assessment process, and/or by simulating authentic language use. Assessment in this category is necessarily integrated into the teaching/learning curriculum and can be used to examine the learning processes that are going on. All of which helps provide positive wash back effects on the students and their learning.

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Q. Difference B/W Accent archive and IDEA.

A website similar to the speech accent archive is IDEA

(International Dialects of English Archive)

(Meier, 2015). The main difference between these two archives is that the speech samples in IDEA contain both scripted and spontaneous speech while those in the accent archive are recorded based on a scripted short passage. Another special feature of IDEA is that it welcomes submission from the public. In other words, learners can submit their speech sample to be archived on the website. The website showing the different varieties of English

“Accents of English from Around the World” developed by a team of experts at the University of Edinburgh. This allows users to compare the pronunciation of 110 different words from a wide range of regions including England, Ireland, Scotland, Canada, US, South Africa, Australia, New Zealand, Nigeria, India, and Singapore.

Q. what is note of caution in language Teaching

It is important that teachers who would like to be observed choose a concerned and cooperative colleague as an observing partner. It has to be someone who has the desired knowledge, skill, and attitude to observe and analyze classroom events; someone who is able and willing to give fair, frank, and friendly comments on the teacher’s classroom performance. The primary role of the observer is to analyze and interpret teaching acts, and not to judge and evaluate the teacher. In other words, the observing partner should take on the role of a counselor, not that of a supervisor. The actual evaluation should be done by teachers themselves, using the partner’s comments as one source of input for evaluation.

Q.2 ways through which learners enhance their English Pretask Planning. Some researchers have investigated whether it was useful to give learners time to plan and prepare for a complexity?

Varying degrees of positive effects have been reported for all three dimensions of speech but the effect on accuracy is still inconclusive.

Task Repetition

Task repetition is the repeated use of the same or similar communication task or discourse sequences by the effect on accuracy is still inconclusive.

Task Repetition

Task repetition is the repeated use of the same or similar communication task or discourse sequences by learners with the same or different

people (Bygate, 2001). Research has shown that when learners repeated a speaking task they produced more accurate and natural speech and demonstrated better framing of their narratives (Bygate & Samuda, 2005).

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Q. Why editing is important in writing.

Careful editing is important because a well-crafted essay gives a positive impression to the reader that the writer is competent. Second language writing researchers (Ferris, 2014) suggest useful strategies for good editing that can enhance the effectiveness of the written work. First, students should try to finish their writing earlier rather than wait until the last minute before starting. It is because good writers rely on effective editing and will allow sufficient time for it. Second, it is advisable to read the composition aloud. When writers read aloud their texts, they are more likely to detect problematic sentences, e.g. those containing missing words or unneeded repetitions of ideas.

Q. reading with listening is increase vocabulary than reading alone give your view.

Research suggests that reading with listening can lead to greater vocabulary learning than reading alone

(Webb & Chang 2012; Webb et al. 2013). TED Talks and other similar services provide a range of videos and talks with transcripts.

In addition, Tom Cobb's Complete Lexical Tutor (available at <http://www.lextutor.ca/>) offers a range of electronic versions of graded and ungraded readers accompanied by recordings that a learners can listen to before, after, or during reading. It is noteworthy that the Complete Lexical Tutor is an extremely valuable resource for teachers and learners alike, offering such tools as word lists, concordancers, vocabulary profilers, and vocabulary tests.

Q. write assumptions of content based instruction

Language Is Text and Discourse-Based

CBI addresses the role of language as a vehicle for learning content. This implies the centrality of linguistic entities longer than single sentences, because the focus of teaching is how meaning and information are communicated and constructed through texts and discourse. The linguistic units that are central are not limited to the level of sentences and sub-sentential units (clauses and phrases) but are those that account for how longer stretches of language are used

Language Use Draws on Integrated Skills

CBI views language use as involving several skills together. In a content-based class, students are often involved in activities that link the skills,

because this is how the skills are generally involved in the real world. Hence students might read and take notes, listen and write a summary, or respond orally to things they have read or written. And rather than viewing grammar as a separate dimension of language, in CBI, grammar is seen as a component of other skills.

Language is Purposeful

Language is used for specific purposes. The purpose may be academic, vocational, social, or recreational but it gives direction, shape, and ultimately meaning to discourse and texts. When learners focus on the purpose of the language samples they are exposed to, they become engaged in following through and seeing if the purpose is attained and how their own interests relate to this purpose (or purposes).

Q. why lesson planning is important?

The main aim of lesson planning is scientifically tested organization of the educational process and achievement of successful acquisition of the language in question. At the beginning of the course teacher should predict how to organize the whole process and be aware of the results, which have to be achieved at the end of it. Foreign language teacher needs two to three kinds of plans to work successfully.

Q. Self direction

Self-direction refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions. **Q. Strategy training in the planning task.**

Strategy training conducted at the pre-task stage enabled some learners to apply strategies during speaking and produce speech that was significantly more fluent than that of learners who did not receive any training. In addition, pre-task planning time has allowed some test-takers to prepare themselves for a speaking test by using language-related strategies as well as strategies for content and discourse organization (Wigglesworth & Elder, 2010). Some researchers speculated that pre-task planning was helpful for learners but individual differences such as the ability for selfmonitoring and repairs could confound the effects of pre-task planning, so other ways of helping learners improve their speech production such as task repetition should be explored.

Q. Write five stages or area of future on the basis or LTM

1. Digital Media and EIL Classroom: Present and Future
2. Global Literacy: EIL Classrooms and World
3. Learner Autonomy
4. Future of Assessment
5. Teacher Training in Future

Q. Write down stages of the writing process identified by Clark and Ivanič (1991).

Clark and Ivanič (1991) identify 16 (equally important and interrelated) stages of the writing process, involving the following: accumulating knowledge and opinions (e.g., doing the necessary reading to gather information about a particular topic, or gathering primary data through surveys and interviews to find out the participants' opinions on a particular topic); decide how to take responsibility: whether to mask or declare the writer's own position (e.g., using first person pronouns vs. passive constructions in presenting the writer's view); analyzing the assignment (e.g., the question prompt and the instruction words, and the purpose of writing the assignment); planning (e.g., information to be included in the assignment so as to achieve the macro-rhetorical goal of the paper); establishing goals and purposes (e.g., setting the macrorhetorical goal of the essay, and the goal of each paragraph); establishing the writer identity (e.g., showing the writer's commitment to a particular position/argument); drafting (e.g., putting together the ideas to construct an argument); considering constraints of time and space (e.g., deadline of submission of work and the word limit); formulating the writer's own ideas (e.g., the writer's own opinion on that particular topic); experiencing panic, pain, and anguish (e.g., going through the complicated and difficult process of writing); experiencing pleasure and satisfaction (e.g., finishing the assignment, and learning something new from the writing experience); revising (e.g., making sure that the arguments are persuasive, and the macro-rhetorical goal is achieved); considering the reader (e.g., making the writing reader-friendly and anticipating possible counter-arguments from the reader); clarifying writer commitment to his/her idea (e.g., confirming the writer's stance about a particular issue); putting knowledge of the language to use (e.g., choosing language that can help the writer achieve the macro rhetorical goal of the paper); and making the copy neat (e.g., checking the overall presentation of the paper).

Q: Portfolio assessment?

Portfolio assessment requires students to collect work of their own choice that they have done throughout a course, as well as reflect on that work and display the portfolios for a particular audience (Brown & Hudson 2002, p. 81–83). Such assessment is particularly useful for enhancing learning and get into the assessment process because students are creating their own personal portfolios. If properly structured, portfolio assessment can also reduce the teacher's role in the assessment process and encourage student autonomy and learner motivation.

Q. Why we need to conduct research for teaching language? Engaging in research allows you to learn about a range of perspectives on certain issue. Research can allow you to have a clear rationale for your teaching choices. Conducting research can have a direct, impact on your classroom, your students, and your teaching. It can also help you to refine your

teaching philosophy and pedagogical approach. In addition, research provides you with an opportunity to become part of a teacher researcher community of practice, which provides you with connections and networks to get prior information and contribute. **Q. Phonemic awareness?**

Phonemic awareness refers to the awareness of the discrete sound units which contribute to differences in meaning, for example, the /p/ in pin as opposed to the /f/ in fin, and the /b/ in bin, and so on. **Q. principle of Bailey?**

- Engage all learners in the lesson.
- Make learners, and not the teacher, the focus of the lesson. - Provide maximum opportunities for student participation. - Develop learner responsibility.
- Be tolerant of learners' mistakes.
- Develop learners' confidence. Teach

learning strategies **Q. Define curriculum.**

Curriculum refers to all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Q. 3 points to consider while teaching pronunciation in Pakistan.

- Education system of Pakistan
- L2 and ELT in Pakistan
- Examination system in Pakistan
- Language skills and Classroom practices

Q. Brief note on "issues of linguistic identity and power" in Pakistani bilingual context.

The issues of language and power run as a common thread throughout the history of Pakistan. The child learns his/her first language at home and as the child goes to school he has been exposed to Urdu language and then he has been introduced with English language at grade six in government institutions. Whereas, at private sector school he has been made to learn English from grade one. The complexity is added with code switching and code mixing where the speakers mix the words of their local language or Urdu in teaching or learning of English. Keeping in mind all the scenarios of bilingualism, the Grammar translation Method is widely used to teach English in Pakistan.

Q. Three main areas we need to consider for training of language teacher?

We need to consider the following:

- Role of language teachers
- Expectations from language teachers

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- Goals of language teachers

Q. Narrative and Expository text.

If the text is a narrative, its specific characteristics include organizational structure (e.g., orientation, events description, complication, resolution, conclusion) and linguistic features (dominant past tense use, descriptive adjectives, action verbs, sentence structures that are different from those used in argumentative texts, use of indirect and direct speech). Expository text has a plainly dissimilar structure as compared to the narrative text. Its major exposition moves are compare-contrast, problem-solution, listing, cause effect, and so on.

Q. Modeling stage of teaching writing

At the modeling stage, teachers introduce the text type, purpose, audience, context of the text, as well as the vocabulary, grammar, and organizational structure, which are used in realizing that particular text authentic letter from a local newspaper. Teachers can jumble the paragraphs, and then ask the students to rearrange the paragraphs and write down the proper order of a jumbled text following the situation- problem-solution- evaluation structure. Students can undertake this task individually if the class size is small, or in small groups with large class size.

Q. Role of learner in task based teaching as risk taker and innovator.

Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals (where appropriate), and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed.

Q. 3 types of speaking tasks

There are broadly three types of speaking tasks that encourage genuine communication among learners:

Communication-gap tasks, discussion tasks, and mono-logic tasks (Goh & Burns, 2012). In communication-gap and discussion tasks, learners interact with a partner or others in small groups to convey information and viewpoints to achieve a communicative outcome.

There are many forms of 'gaps' in communication-gap tasks and these include missing information or details which one learner will have to describe, narrate or explain to their partner. Comparison, discussion tasks create an even more authentic context for speaking and interaction because learners share their personal views with one another. When they have to discuss an open or controversial topic, for example, learners can draw on

their own background knowledge, experience and beliefs. When a consensus or solution is required, they will have to negotiate with one another for an outcome that everyone can agree on. Sometimes, group discussions can also occur through simulations, which are classroom activities that reproduce or create a situation that is close to real life concerns. In simulations, learners are given scenarios in which they take on a role, such as a doctor, a Member of Parliament, a school counselor, and a parent to discuss an issue with others taking on other roles. In contrast to these two kinds of tasks, mono-logic tasks require learners to present ideas, information and views individually to a single listener or a group of listeners. For example, they may give a talk, tell a story or present a report. They may also speak extensively on a topic or a theme without interruptions. They may be asked to give spontaneous and unedited talks or planned and rehearsed ones. These 'performances' can be done in front of the whole class, but doing them in small groups is preferable because it reduces anxiety for the speakers and enables peers to ask questions and give feedback in a less threatening environment. Teachers can plan different kinds of mono-logic tasks and vary the duration of the monologue according to learning objectives.

Q. philosophical view of learners autonomy

From a philosophical point of view, one of the desirable goals of general education has been to make individuals autonomous who think independently and act responsibly. In this changing world where instant decision making is a prerequisite for successful functioning, helping learners to become autonomous is one way to maximize their chances for success.

Q. Three factors of reading and viewing success OR why different readers and viewers approach the same text in different ways. Give two reasons.

(1) Text characteristics; Text characteristics vary according to the different text types with which a reader is familiar. If the text is a narrative, its specific characteristics include organizational structure (e.g., orientation, events description, complication, resolution, conclusion and linguistic features (dominant past tense use, descriptive adjectives, action verbs, sentence structures that are different from those used in argumentative texts, use of indirect and direct speech). Expository text has plainly dissimilar structure as compare to the narrative text. Its major exposition moves are compare contrast, problem-solution, listing, cause-effect, and so on.

(2) reader/viewer characteristics; Different readers and viewers approach the same text in different ways due to diverse metacognition, repertoires of reading/viewing strategies, lived experiences, social and world knowledge, linguistic proficiency, reading competencies, gender, and attitudes toward reading/viewing and socioeconomic backgrounds.

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Because of the different reader/viewer characteristics, teachers' instruction in reading/viewing needs to take into account such diversity when designing lesson plans

(3) **Social context:** The studies highlighted that different sociocultural contexts in which students learn to read and view and read or view to learn require different reading/viewing strategies. Readers and viewers derive the meanings on the basis of their cultural models and knowledge. The sociocultural schemata they bring into the reading and viewing event can be strengthened if properly utilized.

Q. What is assessment

It is defined as a process of appraising something or someone, i.e. the act of gauging the quality, value or importance. Assessment is defined as a methodical way of acquiring, reviewing and using information about someone or something, so as to make improvement where necessary. The term is interpreted in a variety of ways, i.e. educational, psychological, financial, taxation, human resource and so on. In general, assessment is an ongoing interactive process, in which two parties (assessor and assessee) are involved. The assessor is someone who assesses the performance based on the defined standards, while assessee is someone who is being assessed. The process aims at determining the effectiveness of the overall performance of the assessee and the areas of improvement. The process involves, setting up goals, collecting information (qualitative and quantitative) and using the information for increasing quality.

Q. TBLT objective

There are a few published (or perhaps, fully implemented) examples of complete language programs that claim to be fully based on most recent formulations of TBLT. The literature contains mainly descriptions of examples of task-based activities. However, as with other communicative approaches, goals in TBLT are ideally to be determined by the specific needs of particular learners. Selection of tasks, according to Long and Crookes (1993), should be based on a careful analysis of the real-world needs of learners. An example of how this was done with a national English curriculum is the English Language Syllabus in Schools Malaysian (1975) - a national, task-based communicative syllabus. A very broad goal for English use was determined by the Ministry of Education at a time when Malay was systematically replacing English-medium instruction at all levels of education. An attempt to define the role of English, given the new role for national Malay language, led to the broad goal of giving all Malaysian secondary school leavers the ability to communicate accurately and effectively in the most common English language activities they may be involved in.

Q. Teacher profession based on partnership in education programme discuss?

Institutions providing teacher education should organize their work collaboratively in partnership with schools, local work environments, work-based training providers and other stakeholders. Higher education institutions need to ensure that their teaching benefits from knowledge of current practice. Teacher education partnerships, which have an emphasis on practical skills and an academic and scientific basis, should provide teachers with the competence and confidence to reflect on their own and others' practice. Teacher education, in itself, should be supported and be an object of study and research.

Q. Five Adaptive Strategies Lin and Chanturia?

The following strategies, adapted from Lin and Chanturia (2014) may guide EFL learners

- Repeated viewing: Repeated viewing leads to repeated encounters with a vocabulary item. There is no maximum number of times that a learner can watch a given episode
- Training on contextual vocabulary learning skills: This will help learners acquire implicitly from watching television;
- **Programme selection:** While learners' individual interests should be prioritized, Lin (2014) argues that programmes should be chosen based on the extent to which they reflect real language use. Lin (2014) found that television programs in the factual, drama and comedy categories were more representative of everyday English than programs in the music, learning and religion categories:
- **Row viewing:** Viewing programs on the same or similar theme, which is more likely to provide multiple repetitions of vocabulary items and may help learners, accumulate vocabulary on a particular topic (Rodgers & Webb 2011);
- Subtitles: Subtitles have been found to aid vocabulary learning (Koolstra & Beentjes, 1999).

However, more research is needed on the effect of subtitles on foreign language learning, as recent findings suggest that while foreign language subtitles may assist learning, native-language subtitles may, in fact, create lexical interference (Mitterer & McQueen, 2009).

Q. Short note on continuous assessment?

Continuous assessment type turns most or all learning activities into feedback in a constant, cyclical, and cumulative way (Puhl, 1997). Such assessment is integrated in the curriculum as well as in the grading process for the course. Creating a constant assessment feedback also increase learning and learner motivation. In many instances, continuous assessment could be implemented by simply adding a feedback component to existing classroom. Such assessment can be designed to simulate authentic language use and thus can be used to compensate for the negative effects of standardized testing that may be occurring elsewhere in the students'

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lives and thereby provide positive wash back effects (i.e., the effects of testing on the teaching and learning associated with it).

Q. Two wants of English as Lingua Franca brief?

The wants of learners regarding English as a lingua franca are very similar to those of English learners for any other purposes. They want to express them as human beings, to communicate their feelings and ideas, to become humorous and interesting in English. These human wants are very important and should not be surrendered for instrumental needs in any syllabus or materials. It creates confidence and competence of English learners, which then facilitates the more instrumental needs.

Q. What are two ways to increase students awareness of English varieties using appropriate method?

One is to use pre-packaged teaching materials that already include multiple varieties of English. CDs that accompany textbooks may include samples of different varieties of English. The listening section of the current TOEIC (Test of English for International Communication) test includes speakers from Britain, Australia, New Zealand, and North America. While the selection is still limited to Inner-Circle varieties, this change in the TOEIC test makes it possible and even desirable to introduce varieties other than American and British English. Another way to expose students to different varieties of English is through supplemental materials both those created for pedagogical purposes and non-pedagogical purposes that include textual, audio, and visual samples of other varieties of English. Luckily, these materials are now widely accessible through the use of internet. If students are starting a chapter on Native American cultures in the US, why not bring in a short documentary of Native American culture that also features speakers of Native American Englishes? If they are learning English in India, introduce an article or two from an English

language newspaper from India such as 'The Times of India'. This would allow students to see that English varieties are not only a matter of different pronunciation features or vocabulary, but rather a much more encompassing manifestation of cultural, linguistic, and other values.

Q. decision-making task OR Pica, Kanagy, and Falodun (1993) classify tasks according to the type of interaction that occurs in task accomplishment: Mention their classification in order to answer.

- 1. Jigsaw tasks:** These involve learners combining different pieces of information to form a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together).
- 2. Information-gap tasks:** One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

5. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement. **Q. Raising awareness in pronunciation teaching.**

In teaching and learning of pronunciation, two factors are crucial: awareness raising (Burgess and

Spencer 2000; Jenkins 2004; Jones 1997) and self-monitoring (Arteaga 2000; Hinkel 2006; Scarcella and Oxford 1994). If learners are unaware of their spoken English, unintelligible to other speakers; they will not take the initiative to change. This refers to

Schmidt's (1990, 2001) 'noticing hypothesis'. It is especially applicable in the teaching and learning of pronunciation. If a learner is not able to notice the distinction between /i:/ and /ɪ/ in beach and bitch, how do we expect the learner to take initiative to produce the different vowel sounds? At the same time, if a teacher is ignorant of such distinctions, how can he/she make the learners become aware of such differences? It has been found that phonemic awareness facilitates the learning of new vocabulary items among L1 children (Ehri, 2005). The learners form connections between sounds and spelling in the learning process. When they see a word, they examine the spelling and pronounce the word. **Q. define conceptualized and articulation?**

According to Levelt (1989), the processes of conceptualization, formulation and articulation often occur interactively, they can also take place in a linear manner. This is to say that one process may occur while another is still taking place, but it is also possible that speakers may engage with the processes separately before speech acts are performed through a demonstration of the individual or collective functions of the utterances. Interactive speech processing occurs more commonly in spontaneous speech production where speakers have to decide what to say, how to say and say it aloud. In L2 speaking this also presents the greatest challenge for learners and they have to resort to communication strategies. They also have to process their speech in such a manner that one process (for example, articulation) occurs only after another (for example, formulation) has completed.

Q. In Pakistani context factors that needs to be considered for language teaching research.

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- The ELT context of Pakistan
- General research context of Pakistan
- Research in SLA/ ELT and Pakistan
- Current Practices in Pakistan
- Role of various organizations and institutes of higher education
- Issues and problems

Q. what is lingua franca

ELF is defined as “a means of communication between people who come from different first language backgrounds” (Jenkins 2012, p. 486). What it implies is that it is the English that all users of English, regardless of whether they are native or non-native speakers, ESL or EFL learners, employ to interact with each other.

In Jenkins’ own elaboration, a speaker of ELF includes “... any user of English, be they from an L1 English country, a post-colonial English country, or a country where English is neither L1 nor official language” (Jenkins 2012, p. 487). With such an all-encompassing definition of an English language ‘user,’ the goals of teaching English pronunciation have become manifold. The traditional aim of acquiring one ‘standard’ pronunciation will not suffice. Learners nowadays have to learn to communicate with English speakers of different varieties, both native and non-native. They have to understand the pronunciation features among these varieties, which can range from dialectal variations to learners’ errors. Such a standpoint definitely imposes changes in terms of the content and methodology in pronunciation teaching and learning. **Q.**

Explain term bilingualism in context to research language? Pakistani Bilingual Context When we came to Pakistani bilingual context we need to consider various aspects:

- **Cultural Diversity and Linguistic Diversity**

Pakistan has multiple cultures Bengali, Punjabi, Pashtuns, Sindhi and Balochi and they have their indigenous languages to which they were deeply adhered since long. In such a diverse linguistic society where more than seventy languages are spoken, Urdu serves as national language of Pakistan whereas English is functioning as official language in the country. Urdu has its roots in Persian, Arabic and various local languages.

- **Colonial Heritage**

It is another source of bilingualism in Pakistan. The influence of colonial legacy and past practices also has an impact on current language education policies.

- **National Language**

We have considered the issue of national language and regional languages in this context. Urdu while being the national language, is spoken by less than 8% of population as mother tongue, the rest of the population speaks

one of the other 72 languages of Pakistan (Lewis, Simons & Fenings, 2014).

• **Official Language**

It is another factor which play a vital role. English is the language of elite class in Pakistan and has prestige. The power of English cannot be denied when taking about the language teaching methods in Pakistan. It is used as the official language in various institutions of the country.

• **Provincial or Regional Languages**

Research on the use of languages in Pakistani institutions reports that a large number of teachers do use local languages in their classrooms for instruction. (Gulzar & Qadir, 2010)

Q. Write a note on paraphrase and direct quotation in writing comprehension.

Paraphrase is to present an original writer's ideas with different word choices and rearrangements of word/sentence order from an original text. Direct quotation is used when students want to retain the original wordings of the quoted texts. Students should be explicitly taught that while paraphrasing the meaning conveyed by the original author must be apprehended in real essence and not distorted. Whenever students paraphrase or directly cite an original text, they need to acknowledge the original source both in the body of the essay and the reference list. Students should not only include the last name of the author and the year of the publication, but also the page numbers if available. They should put direct quotation marks around the original texts. Students should be taught the reasons to cite or paraphrase in a particular context, to define key terms, to establish common ground between the reader and writer, to back up their own position, or to substantiate opinions on a particular topic.

Q. Why ESP is designed?

English for specific purposes (ESP) instruction has long been designed, implemented, and evaluated to meet growing professional and academic communication needs. The primary goal of this endeavor is to equip learners with ESP competence to function in English-mediated professional or academic encounters. Growing needs for ESP instruction have been driven by diverse needs of many speakers of English as an additional language (EAL) working for multinational firms and taking English-medium undergraduate and postgraduate programs (Widodo 2015). There has also been a growing demand for understanding increased disciplinary/specialized language, knowledge, and practice in which English plays a pivotal role in mediating the development of learners' specialized language competence with reference to particular disciplinary knowledge and skills.

Q. Strategies of Rebecca Oxford

A taxonomy that offers a comprehensive system of learning strategies is the one proposed by Rebecca Oxford (1990). Her system consists of six

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strategy groups, three direct and three indirect. Direct strategies are those that directly involve the target language. They are composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for doing with the limited, still developing proficiency in the target language. They are all considered direct strategies since they require mental processing of the target language. Indirect strategies are those that support and manage language learning without directly involving the target language. They are composed of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions and attitudes, and social strategies for learning and working with others. Figure 6.1 captures the salient features of the Oxford strategy system.

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Notice that many of the strategies suggested by Oxford are learnercentered, that is, they represent actions taken by learners to maximize their learning potential.

Q. Traditional, ways of language teaching method in writing L2. The controlled composition approach, the rhetorical function approach, the process-approach, and the genre approach – have strengths but may not be sufficiently effective as writing pedagogy. Teaching students the rhetorical moves and organization structure as well as helping students in idea generation and planning is necessary but not sufficient in writing classrooms. The reason is that these devices alone do not consider reader expectations, sociocultural factors, and key thinking processes involved in the writing. The more recent socio-cognitive approach is a comparatively strategic approach to teaching writing, which highlights the importance of explaining the purpose of writing to the students in terms of social impact. This is to say, students write not only because they are told to write, but they write in order to fulfill a social function through the writing. For example, the function for writing a story is to entertain the readers or make the readers admire the characters of the story.

Q. Factors of Lesson Planning

- Title and sub titles of the lesson,
- Time given for the lesson,
- List of learning resources,
- List of specific objectives (based on Bloom's taxonomy),
- Methodology (teaching/learning activities)

Q. Why did the linguists feel the need for integration of language skill for various learners? Briefly discussed. Theoretical as well as experiential knowledge pointed out the importance of integrating language skills. The learning and use of any skill can trigger cognitive and communicative associations with the others. Several scholars have attested

this possibility. Emphasizing the connection between reading and other skills,

Krashen (1989, p. 90) argues that reading may very well be “the primary means of developing reading comprehension, writing style, and more sophisticated vocabulary and grammar.” Similarly, listening activities have been found to help learners make the broader connection between the sociolinguistic concept of form and function and the psycholinguistic processes of interpretation and expression (Rost, 1990). Linking speaking with other skills, Bygate (1998, p. 34) found it inevitable that the real time processing of listening activities, the exposure to language via reading and listening, and the attention to form-meaning relations in all skills can wash forward to help the development of speaking.

Such a connection is true of writing as well, observed by Rivers (1981, pp. 296–7). “Writing is not, then, a skill which can be learned in isolation the most effective writing practice, and the most generally useful, will have a close connection with what is being practiced in relation to other skills.”

Q. Keeping in view Task-based Language Teaching. Task activity and achievements are motivational?

Tasks are also said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language, they have well-defined dimensions and closure, they are varied in format and operation, they typically include physical activity, they involve partnership and collaboration, they may call on the learner's past experience, and they tolerate and encourage a variety of communication styles. One teacher trainee, commenting on an experience involving listening tasks, noted that such tasks are "genuinely authentic, easy to understand because of natural repetition; students are motivated to listen because they have just done the same task and want to compare how they did it" (quoted in Willis 1996, pp. 61-62).

Q. Considered the context of Pakistan enlist the important perspectives for learner autonomy?

- Pakistani education system
- Large classes
- Teacher centered classes
- Lack of teacher training
- Socio-cultural factors

Q. Descriptive studies.

In ‘descriptive studies’, the researchers (usually, or at least in theory) do not have a preconceived idea of the phenomenon under investigation. They intend to carry out an exploration of the phenomenon by simply observing, measuring it and/or describing it. Because they do not hold preconceived ideas about the nature of the phenomenon, they also do not

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hold beliefs about the independent variables which might affect the phenomenon. The term 'grounded approach' is often used to describe this type of study (because the data, as it were, emerge from the bottom up) and the over-arching methodologies used to describe the phenomenon are usually, ethnographic and/or qualitative in nature. 'Case studies' (see below) are good examples of descriptive studies, but descriptive studies are certainly not limited to descriptions of individual cases. Moreover, descriptive studies can use quantitative instruments once the validity and suitability of these to answer the research questions have been established, usually after an initial qualitative phase. Example of a descriptive study is that of Vickers (2007) who collected naturalistic data from seven team meetings of six university engineering students (one a nonnative English speaker) in order to describe the interactional processes that defined who the expert, socialized participants were, and those interactional processes that worked to socialize novice participants.

Q. Enlist five Topic/Areas provide insights for future direction in LTM.

1. Digital Media and EIL Classroom: Present and Future
2. Global Literacy: EIL Classrooms and World
3. Learner Autonomy
4. Future of Assessment
5. Teacher Training in Future

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Q. Enlist five purpose in ESP by Richards (2001).

- To find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students.
- To help determine if an existing course adequately addresses the needs of potential students.
- To determine students from a group who are in need of training at a particular language skill.
- To identify a change of direction that people in a reference group feel is important.
- To identify a gap between what students are able to do and what they need to be able to do.

Q. Five teacher training factors

Teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

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