

Quiz 3 Eng504

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1. Some other important treatments of language learning strategies are to be found in **Cohen (1998)** and **Wenden & Rubin (1987)**.
2. Gardner and various colleagues proposed the **socio-educational** model of language learning which presents two kinds of motivation: integrative and instrumental.
3. **Integrative** motivated students are more successful language learners than the others.
4. Clement et al. (1994) identified **five** orientation of foreign language learners.
5. **Dec and Ryan's (1985)** model distinguishes between intrinsic and extrinsic motivation.
6. Within the area of expectancy, **two** key theories stand out: **wiener's (1986)** attribution theory, and **Bandar's (1997)** self-efficacy theory.
7. According to **Eccles (1984)** and **Wig field (1994)** motivation is based on how much students expect to succeed at a task; and how much they value that success.
8. The '**process model**' of motivation holds teachers responsible for student motivation however, it does not let students off the hook.
9. Canadian researchers **Jim Cummins 1981** formally defined the two aspects as basic interpersonal communication skills (**BICS**) and cognitive academic language proficiency (**CALP**) for the sake of simplicity.
10. Children learn SL quickly and easily as their brains are more **flexible**.
11. **Primary** function of communication is to maintain good human relationships.
12. Their passiveness is interpreted as a sign of respect within the **Japanese frame** and as a sign of indifferences within the **western frame**.
13. Students needs to learn both the linguistic and cultural **norms**.
14. **The performance domain raises the consciousness of the learners to gear them toward better (performance).**
15. This (**domain**) is expected to reduce chances of fossilization
16. It simplifies the task and ensures (**focus on**) goal.
17. According to (**Hawkin,**) assigning a role to L1 in L2 learning provides the learners with the opportunity to view language objectively as a (**phenomenon**).
18. How languages operate in a (**society**) and allows them to know what they can do with language
19. The development of sensitivity and is a (**step**) toward understanding the functioning of languages across cultures.
20. The debate about L1's role continues though in (**cognitive**) rather than behaviorist terms.
21. The use of L1 in L2 (**classrooms**) has been appraised as too complex for learners,
22. Requiring them to operate in (**two**) different ways.

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23. It has been argued that frequent resource to L1 would (**lead to**) slower L2 learning. However, stopping the flow of L1 (**information**) and thoughts is **not possible**,
24. It is argued that focus on form and (**consciousness-raising**) could lead to cognitive development and better L2 performance.
25. It has been observed that the (**learners**) have a very strong association with their native culture even after spending decades in another country.
26. Ignoring this cultural bond can only add problems for (**L2 learners**.)
27. (**Bilingual medium**) oriented strategies must be not only allowed.
28. Actively encouraged to ensure real (**communicative**) competence.
29. (**Inter- relationship**) between L1 and L2 lies at a much deeper level than surface or even near-surface categories.
30. (**Learners**) must not be deprived of the opportunity to use their language.
31. They should be encouraged to (**exploit**) the richness of bilingualism by developing Connections. **Cultural association, and cross-Linguistic (reference) for knowledge building.**
32. It has (**analyzed**) the issue from dual theoretical perspectives.
33. (**Sociocultural**) theory and language awareness pedagogical theory.
34. It argues that L1 can be positively utilized to play a (**significant**) role in L2 learning.
35. The use must be pre-planned; its effective role is acknowledged by the sociocultural and (**LA theorists**).
36. It is said to be related to affective, cognitive, social, power, and performance (**domain**).
37. The issue must be (**discussed**) at length in teacher education programmes.
38. Teacher to move beyond Mere (**methodological**) and procedural knowledge.
39. Teachers also need to identify with the struggle and strengths of their learners for (**meaningful**) relationships and enhanced L2 learning outcomes.
40. Some students learn (**a new language**) more quickly and easily than others.
41. The factors (**influencing**) their success are categorized as internal and external.
42. It is their complex (**interplay**) that determines their learning speed and facility.
43. The internal factors include age, personality, motivation (**intrinsic**), experiences, cognition, and L2's similarity to their native language.
44. Use learning style research with personality and cognitive styles to (**determine ability**) predict performance.
45. The terms learning style, cognitive style, personality type, sensory preference and (**modality**) etc.
46. In recent years, the influence of personality variables on learning styles has (**increased**) greatly.
47. Recently preferred models include (**Multiple**) Intelligences Model.
48. (**4-MAT Model**), Kolb's Jung-based Model, and Stenberg's Mental Self-government Model
49. Ehrman and Leaver (**2001-2003**) have reorganized the scales for cognitive styles like random-sequential,

50. Eherman-defined field (in) dependence/field sensitive styles under the (**new comprehensive**) construct.
51. (**An ectenic**) learner wants or needs conscious control over learning process.
52. A **synoptic learner** leaves more to preconscious or (**unconscious**) processing.
53. Learning styles and strategies are often interrelated. Styles are made manifest by strategies; strategy is neither good nor bad. It is essentially neutral.
54. A strategy is useful under these **three** conditions:
- It relates well to the (**L2**) task at hand.
 - The students employ the strategy effectively and link it with other (**relevant**) strategies.
 - Learning style preference to (**one degree**) or another.
55. In **language-learning field**, definitions of strategies (**imply**) conscious movement toward a language goal.
56. **Oxford (1990)** identified (**six**) major groups of L2 learning strategies:
- Cognitive strategies** (reasoning, note-taking, synthesizing)
 - Metacognitive strategies** (identifying one's own preferences and needs, planning, monitoring mistakes and evaluating task success)
 - Memory-related strategies** (acronyms, sound similarities, images, key words)
 - Compensatory strategies** (guessing from context, circumlocution, gestures, and pause words)
 - Affective strategies** (identifying one's mood and anxiety level, talking about feelings, rewarding oneself etc.)
 - Social strategies** (asking questions, asking for clarifications, asking for help, talking with native-speakers, exploring culture and social norms)
57. Biggs (1992) model and instrument address (**both**) motivation and learning strategies:
- Surface** to get a task done with little personal investment.
 - Achieving** to succeed in competition and get good marks.
 - Deep** to make personal investment in the task through associations and elaboration.
58. **Biggs (1992)** categorizes learning strategies differently, that is, by grouping learning approaches by the purpose of learning.

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