

(3 Marks) Questions

1) Natural order hypothesis 3

According to the Natural Order Hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar natural order is found in second language acquisition. Errors are signs of naturalistic developmental processes, and during acquisition (but not during learning), similar developmental errors occur in learners no matter what their native language is.

2) Structural situational principles ,selection, gradation and presentation 3 marks

It primarily centered on the triple principles of selection, gradation, and presentation.

- ✚ Selection deals with the choice of lexical and grammatical content,
- ✚ Gradation with the organization and sequencing of content, and
- ✚ Presentation with the aims and activities of classroom teaching.

3) Halliday prefer culture learning to mind learning define

For Halliday, language communication is the product or the result of the process of interplay between the ideational, interpersonal, and textual functions of language. Through this interplay, the meaning potential of language is realized. Learning a language then entails learning to mean. As the child interacts with language and language users, he or she begins to understand the meaning potential within the language, and develops a capacity to use it. It is only through meaningful interactive activities in communicative contexts that a learner broadens and deepens the capacity for language use. And, language use is always embedded in a sociocultural milieu. That is why Halliday (1973) preferred to define meaning potential not in terms of the mind but in terms of the culture.”

4) three components of Austin's speech act theory

Every speech act that we perform has three components, which he calls locution, illocution, and perlocution. The first refers to a propositional statement, the second to its intended meaning, and the third to its expected response.

- ✚ In performing a locutionary act, one often performs such an act as —asking or answering a question, giving some information or an assurance or a warning, announcing a verdict or an intention, pronouncing sentence, making an appointment or an appeal or a criticism, making an identification or giving a description, and the numerous like.
- ✚ The perlocutionary act is the effect or the consequence of an utterance in a given situation.
- ✚ For it to have what Austin calls illocutionary force, a speech act has to meet certain socially agreed upon demands or conventions. For instance, a statement like I now pronounce you man and wife has its intended illocutionary force only if it is uttered in a proper context (e.g., a church) and by a proper person (e.g., a priest). The same statement uttered by a clerk in a department store will not render two customers a married couple! The statement gains its illocutionary force only because of the situational context in which it is uttered.

5) Define term phonic

A focus on teaching the separate components of language such as grammar, vocabulary, and word recognition, and in particular, the teaching of phonics. Phonics is based on the theory that reading involves identifying letters and turning them into sounds.

6) Advantages for student in competency language teaching (3)

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1. The competencies are specific and practical and can be seen to relate to the learner's needs and interests.
2. The learner can judge whether the competencies seem relevant and useful.
3. The competencies that will be taught and tested are specific and public - hence the learner knows exactly what needs to be learned.
4. Competency can be mastered one at a time so the learner can see what has been learned and what still remains to be learned.

7) Language alternation(3)

Or

Define alternation in the sense of competency based approach

Another language teaching tradition with which Community Language Learning is linked is a set of practices used in certain kinds of bilingual education programs and is referred to by Mackey (1972) as "language alternation." In language alternation, a message/lesson/class is presented first in the native language and then again in the second language.

8) Listening and speaking concerns in Pakistan (3)

Concerns.

- ✚ Schooling system in Pakistan
- ✚ Mediums of instruction
- ✚ Public vs. Private sector
- ✚ Writing oriented examination system in Pakistan

9) Objectives of Silent Way method

The general objective of the Silent Way is to give beginning-level students oral and aural facility in basic elements of the target language. The general goal set for language learning is near-native fluency in the target language, and correct pronunciation and mastery of the prosodic elements of the target language are emphasized. An immediate objective is to provide the learner with a basic practical knowledge of the grammar.

Gattegno discusses the following kinds of objectives as appropriate for students should be able to a language course at an elementary level (Gattegno 1972: 81-83). Students correctly and easily answer questions about themselves, their education, their family, travel, and daily events; speak with a good accent; give either a written or an oral description of a picture, "including the existing relationships that concern space, time and numbers"; answer general questions about the culture and the literature of the native speakers of the target language; perform adequately in the following areas: spelling, grammar (production rather than explanation), reading comprehension, and writing.

10) Speech Act Theory

Austin's speech act theory elaborated on how language users perform speech acts such as requesting, informing, apologizing, and so forth. In psychology, behaviorism was yielding its preeminence to cognitivism, which believed in the role of human cognition as a mediator between stimulus and response. Sociologists were developing communication models to explain how language is used to construct social networks.

11) Define 'Report'

Teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. (NB: There must be a purpose for others to listen.) Sometimes only one or two groups report in full, others comment and add extra points. The class may take notes. Teacher chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.

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12) Teacher role in lexical approach only detail 3 lines.

Lexical approaches in language teaching reflect a belief in the centrality of the lexicon to language structure, second language learning, and language use, and in particular to multiword lexical units or "chunks" that are learned and used as single items. Linguistic theory has also recognized a more central role for vocabulary in linguistic description.

Lexical approaches in language teaching seek to develop proposals for syllabus design and language teaching founded on a view of language in which lexis plays the central role.

13) Difference silence and repetition in silent method

Silence	Repetition
Silence is considered the best vehicle for learning, because in silence, students concentrate on the task to be accomplished and the potential means to its accomplishment.	Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered" (Gattegno 1976: 80).

Silence, as avoidance of repetition, is thus an aid to alertness, concentration, and mental organization.

14) Suggestopedia role of music in therapy in 2-3 lines

Gaston (1968) defines three functions of music in therapy: to facilitate the establishment and maintenance of personal relations; to bring about increased self-esteem through increased self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order. This last function seems to be the one that Lozanov calls upon in his use of music to relax learners as well as to structure pace, and punctuate the presentation of linguistic material.

15) Aims of Direct method

- ✚ DMT aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression, and rule and performance.
- ✚ It intends for students to learn how to communicate in the target language.
- ✚ DMT believes that learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue.

16) Three core aims of language learning method

The core of language as a system consists of the phonological system that deals with the patterns of sound, the semantic system that deals with the meaning of words, and the syntactic system that deals with the rules of grammar.

17) deference between proficiencies and job performance

Simply stated, Proficiency is the ability to use language in a real-world situation, Performance is the ability to use language in a limited and controlled situation such as a classroom or controlled situation-based exchange, and Achievement is the ability to repeat language elements that have been taught and mastered at some level. Each has a role in language learning, but only proficiency is what people use to communicate in the real world.

18) Benefit of direct method

- It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.
- It is an activity method facilitating alertness and participation of the pupils.
- According to Macnee, "It is the quickest way of getting started". In a few months over 500 of the commonest English words can be learnt and used in sentences. This serves as a strong foundation of further learning.

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- iv. Due to application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.
- v. Psychologically it is a sound method as it proceeds from the concrete to the abstract.
- vi. This method can be usefully employed from the lowest to the highest class.

19) language alternation with community language learning CLL

Students know the meaning and flow of an L2 message from their recall of the: parallel meaning and flow of an L1 message. They begin to holistically piece together a view of the language out of these message sets. In CLL, a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. CLL learners are encouraged to attend to the "overhears" they experience between other learners and their knowers. The result of the "overhear" is that every member of the group can understand what any given learner is trying to communicate (La Forge 1983: 4S)

20) Three name of microfunction

The ideational, the interpersonal, and the textual.

- i. The ideational function represents the individual's meaning potential and relates to the expression and experience of the concepts, processes, and objects governing the physical and natural phenomena of the world around.
- ii. The interpersonal function deals with the individual's personal relationships with people.
- iii. The textual function refers to the linguistic realizations of the ideational and interpersonal functions enabling the individual to construct coherent texts, spoken or written.

21) What does the term inner criteria mean?

Silent Way learners acquire "inner criteria," which play a central role "in one's education throughout one's life" (Gattegno 1976: 29). These inner criteria allow learners to monitor and self-correct their own production. It is in the activity of self-correction through self-awareness that the Silent Way claims to differ most notably from other ways of language learning. It is this capacity for self-awareness that the Silent Way calls upon, a capacity said to be little appreciated or exercised by first language learners.

22) What is pre_production stage

In the pre-production stage, students "participate in the language activity without having to respond in the target language" (Krashen and Terrell 1983: 76). For example, students can act out physical commands; identify student colleagues from teacher description, point to pictures, and so forth. In the early-production stage, students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?).

23) Define 'inner criteria' in Silent Way method

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24) Three teaching aspects used in Direct method

- ✚ Question/answer exercises – the teacher asks questions of any type and the student answers.
- ✚ Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.
- ✚ Reading aloud – the students take turn reading sections of a passage, play or a dialogue aloud.
- ✚ Self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice

25) Two Role of teacher as a communicator

Teachers communicate to perform six necessary functions:

- i. Set direction for the learning (goal setting)
- ii. Provide relevance for the learning (motivation)
- iii. Guide the learning activity (methodology)
- iv. Indicate when the learning is successfully accomplished (assessment & evaluation)
- v. Manage classroom environment
- vi. Engage in social activity

(5 Marks) Questions

1. svivgons five c's

Savignon (2002, pp. 114–115) considers the five goal areas, (known as Five Cs: communication, cultures, connections, comparisons, and communities).

- i. The communication goal area addresses the learner's ability to use the target language to communicate thoughts, feelings, and opinions in a variety of settings;
- ii. The cultures goal area addresses the learner's understanding of how the products and practices of a culture are reflected in the language;
- iii. The connections goal area addresses the necessity for learners to learn to use the language as a tool to access and process information in a diversity of contexts beyond the classroom;
- iv. The comparisons goal area are designed to foster learner insight and understanding of the nature of language and culture through a comparison of the target language and culture with the languages and cultures already familiar to them; and
- v. The communities goal area describes learners' lifelong use of the language, in communities and contexts both within and beyond the school setting itself.

2. community language learning role of learner and knower

CLL interactions are of two distinct and fundamental kinds: interactions between learners and interactions between learners and knowers. Interactions between learners are unpredictable in content but typically are said to involve exchanges of affect. Learner exchanges deepen in intimacy as the class becomes a community of learners. The desire to be part of this growing intimacy pushes learners to keep pace with the learning of their peers.

Interaction between learners and knowers is initially dependent. The learner tells the knower what he or she wishes to say in the target language, and the knower tells the learner how to say it. In later stages, interactions between learner and knower are characterized as self-assertive (stage 2), resentful and indignant (stage 3), tolerant (stage 4), and independent (stage 5). These changes of interactive relationship are paralleled by the five stages of language learning and five stages of affective conflicts (La Forge 1983: 50).

3. Material and resources of lexical approach name four and any two explain

Materials and teaching resources to support lexical approaches in language teaching are of at least four types. Type 1 consists of complete course packages including texts, tapes, teacher's manuals, such as the Collins COBUILD English Course and so on (Willis and Willis 1989). Type 2 is represented by collections of vocabulary teaching activities, such as those that appear in Lewis's *Implementing the Lexical Approach* (Lewis 1997). Type 3 consists of "printout" versions of computer corpora collections packaged in text format. Tribble and Jones (1990) include such materials with accompanying student exercises based on the corpora printouts. Type 4 materials are computer

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concordancing programs and attached data sets to allow students to set up and carry out their own analyses. These are typically packaged in CD-ROM form, such as Oxford's Micro Concord, or can be downloaded from sites on the Internet. An example of the kinds of displays that appear in text materials and in the concordancing displays from which the printout materials derived is illustrated below. The difference between how the vocabulary items "predict" and "forecast" are used and how they collocate is not easy to explain. However, access to these items in context in the computer corpus allows students (and their teachers) to see how these words actually behave in authentic textual use. Corpus samples are usually presented in the limited context form exemplified here.

4. Five principles /hypothesis of natural approach

- (1) **The Acquisition-Learning Hypothesis.** Krashen postulates that adults have two distinct ways of developing competence in a second language: acquisition, whereby language is learned by simply using it for communication, much as children learn their native language; and learning, or conscious study of the language. Krashen maintains that learning cannot lead to acquisition, implying that language proficiency is a result of natural acquisition rather than conscious study of grammar and vocabulary.
- (2) **The Natural Order Hypothesis.** This hypothesis maintains that grammatical structures, particularly morphemes, are acquired (not learned) in a predictable order.
- (3) **The Monitor Hypothesis.** This hypothesis states that utterances in the second language are initiated by the acquired system, not by rules that are consciously studied. The only function of conscious learning is for speakers to monitor the accuracy of their performance, when they are focusing on correctness, and they know the rules involved and have time to think about them.
- (4) **The Input Hypothesis.** This hypothesis claims that individuals acquire language by understanding input that is slightly beyond their current level of competence. This input is generally in the form of listening or reading. Krashen represents this hypothesis with the formula $I + 1$, where I represents the person's current level of language competence.
- (5) **The Affective Filter Hypothesis.** This hypothesis affirms that learners' attitudes and emotions can facilitate or impede language acquisition. When students experience anxiety, their "affective filter" prevents them from receiving input that could further their acquisition of the language.

5. Strengths of direct method

Practical goals and immersion into foreign environment, together with focus on speaking and listening practice are the major strengths of the Direct Method.

In the Direct method, there is a:

- ✚ Wide use of authentic materials.
- ✚ Presenting language items in dialogues rather than in isolation.
- ✚ Introducing natural order of skills presentation: listening, speaking, reading, writing.
- ✚ Both speech and listening comprehensions are taught.
- ✚ Correct pronunciation and grammar are emphasized.
- ✚ Students are taught from inception to ask questions as well as to answer them.

6. Dominant teaching methods are synthetic or unnatural in asian countries? why.

Teaching methodology in Pakistan, Nunan (2006) believes that the dominant approach to language teaching in Asia has been, and remains, a synthetic one, which is unnatural as it does not take into account the fact that L2 should be taught naturally like L1 acquisition. Teachers, who have learned their own languages through a synthetic approach, see this as the normal and logical way of learning language. It is observed that 'teachers tend to revert to methods they know to be effective in rendering the situation manageable' (Doyle, 1977, cited in Baumfield and Oberski, 1998, p.48). They teach, as Siddiqui (2007, p.164) reflects: 'The way they were taught by their own teachers and...the teacher in Pakistan is not convinced about the strategies or methods s/he is exposed to but uses them because the experts say so'. In a typical Pakistani English classroom, we see that: 'The translation method (GTM) is

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used to teach English language. It is ineffective in that communicative and creative skills are ignored and a great deal of stress is laid on rules and exceptions of English language. The practice of GTM in classroom has the stultifying effect on learners as it is not honed towards the linguistic needs of learners' (Warsi, 2004, p.4). Regarding academic writing, for example, it is observed that 'English is taught as a second language and writing is a compulsory skill, during the whole period of education, students face great difficulty to express themselves' (Khan, 2011, p.101).

7. Stage of multiple intelligence 5 marks

- ✚ Stage 1: Awaken the Intelligence. The teacher brings many different objects to class. Students experience feeling things that are soft, rough, cold, smooth, and so on. They might taste things that are sweet, salty, sour, spicy, and so on. Experiences like this help activate and make learners aware of the sensory bases of experience.
- ✚ Stage 2: Amplify the Intelligence. Students are asked to bring objects to class or to use something in their possession. Teams of students describe each object attending to the five physical senses. They complete a worksheet including the information they have observed and discussed (Table 2).
- ✚ Stage 3: Teach with/for the Intelligence. At this stage, the teacher structures larger sections of lesson(s) so as to re-enforce and emphasize sensory experiences and the language that accompanies these experiences. Students work in groups, perhaps completing a worksheet such as that shown in Table 3.
- ✚ Stage 4: Transfer of the Intelligence. This stage is concerned with application of the intelligence to daily living. Students are asked to reflect on both the content of the lesson and its operational procedures (working in groups, completing tables, etc.).

8. Significance of language

Language permeates every aspect of human experience, and creates as well as reflects images of that experience. It is almost impossible to imagine human life without it. And yet, we seldom think about it. We are oblivious of its ubiquitous presence in and around us, just as the fish is (or, is it?) unmindful of the water it is submerged in. Even those who systematically study language have not fully figured out what it is.

A case in point: After brilliantly synthesizing both Western and non-Western visions of language developed through the ages, the leading French linguist and psychoanalyst, Julia Kristeva (1989, p. 329) ends her erudite book on language with the humbling phrase: —that still unknown object—language.!

9. Role of teacher in community language teaching (5)

There is also room for actual counseling in Community Language Learning: "Personal learning conflicts anger, anxiety and similar psychological disturbance - understood and responded to by the teacher's counseling sensitivity - are indicators of deep personal investment" (J. Rardin, in Curran 1976: 103).

More specific teacher roles are, like those of the students, keyed to the five developmental stages. In the early stages of learning, the teacher operates in a supportive role, providing target-language translations and a model for imitation on request of the clients. Later, interaction may be initiated by the students, and the teacher monitors learner utterances, providing assistance when requested. As learning progresses, students become increasingly capable of accepting criticism, and the teacher may intervene directly to correct deviant utterances, supply idioms, and advise on usage and fine points of grammar. The teacher's role is initially likened to that of a nurturing parent. The student gradually "grows" in ability and the nature of the relationship changes so that the teacher's position becomes somewhat dependent on the learner. The knower derives a sense of self-worth through requests for the knower's assistance.

10. Characteristic of competency language learning(5)

An important characteristic of competence is the ability to produce utterances that are grammatically accurate. Accuracy alone, however, is insufficient, competent speakers need to use language for myriads functions to achieve a range of communication goals. They use various subskills that enable them to navigate the social elements at work in any interaction. So what is said should not only be cleared but should be appropriate to the context and acceptable to their listeners. They need to determine what type and amount of information is needed, as well as effective ways to express their meaning, organize their speech and articulate the sounds that accompany their speech intelligibly

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11. LTM in early modern times (5)

In Europe, before the 16th century, much of the language teaching involved teaching Latin to priests. In the sixteenth and seventeenth centuries, French was a lingua franca for speaking to foreigners. Members of the court spoke French, but it was also a necessary language for travelers, traders, and soldiers. French was fairly widely taught during this period, and a study of the theoretical books and language textbooks from this period indicate that many of the same questions that are being considered today by language teachers were being considered then. These included questions about practice versus learning rules and formal study versus informal use.

The status of Latin changed during this period from a living language that learners needed to be able to read, write, and speak, to a dead language which was studied as an intellectual exercise. The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17th and 19th centuries, a time when thought about language teaching crystalized in Europe. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The sentences that were translated or written by the students were examples of grammatical points and usually had little relationship to the real world. This method came to be known as the grammar-translation method. Though some people tried to challenge this type of language education, it was difficult to overcome the attitude that Classical Latin (and to a lesser extent Greek) was the most ideal language and the way it was taught was the model for the way language should be taught. When modern languages were taught as part of the curriculum, beginning in the 18th century, they were generally taught using the same method as Latin.

12. Role of teacher in silent way.

Teacher's silence is, perhaps, the unique and, for many traditionally trained language teachers, the most demanding aspect of the Silent Way. Teachers are exhorted to resist their long-standing commitment to model, remodel, assist, and direct desired student responses. Stevick defines the Silent Way teacher's tasks as (a) to teach, (b) to test, and (c) to get out of the way (Stevick 1980: 56). Although, this may not seem to constitute a radical alternative to standard teaching practice, the details of the steps the teacher is expected to follow are unique to the Silent Way. By "teaching" is meant the presentation of an item once, typically using nonverbal clues to get across meanings. Testing follows immediately and might better be termed elicitation and shaping of student production, which, again, is done in as silent a way as possible. Finally, the teacher silently monitors learners' interactions with each other and may even leave the room while learners struggle with their new linguistic tools.

The teacher uses gestures, charts in order to elicit and shape students' responses and so must be both facile and creative as a pantomimist and puppeteer. In sum, the Silent Way teacher is like the complete dramatist, who writes the script, chooses the props, sets the mood, models the action, designates the players, and is a critic for the performance.

13. Role of teacher in suggestopedia.

The primary role of the teacher is to create situations in which the learner is most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by the learner.

Lozanov lists several expected teacher behaviors that contribute to these presentations.

1. Show absolute confidence in the method.
2. Display fastidious conduct in manners and dress.
3. Organize properly and strictly observe the initial stages of the teaching process - this includes choice and play of music, as well as punctuality.
4. Maintain a solemn attitude toward the session.
5. Give tests and respond tactfully to poor papers (if any).
6. Stress global rather than analytical attitudes toward material.

7. Maintain a modest enthusiasm.

14. Five aspects name in pakistani context reading.

- ✚ Pakistani linguistic situation
- ✚ Social context
- ✚ Status of reading in English
- ✚ School system in Pakistan
- ✚ Use of Grammar Translation method
- ✚ Reading lessons in our classrooms
- ✚ Practices and problems
- ✚ Lack of training of teachers
- ✚ Reading comprehension
- ✚ Intensive reading

15. Brief note on GTM

The grammar–translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. It is aimed at analyzing and studying the grammatical rules of language, usually in an order roughly matching the traditional order of the grammar of Latin, and then to practice manipulating grammatical structures through the means of translating both into and from the mother tongue. The method is very much based on the written word and texts are widely in evidence.

- ✚ A typical procedure is to present the rules of a particular grammar item.
- ✚ Then to illustrate its use including the item several times in a text, and
- ✚ Practice using the item through writing sentences and translating it into the mother tongue.

In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word.

16. Natural approach classroom

Learners have four kinds of responsibilities in the Natural Approach classroom:

- i. Provide information about their specific goals so that acquisition activities can focus on the topics and situations most relevant to their needs.
- ii. Take an active role in ensuring comprehensible input. They should learn and use conversational management techniques to regulate input.
- iii. Decide when to start producing speech and when to upgrade it.
- iv. Where learning exercises (i.e., grammar study) are to be a part of the program, decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently.

17. Lang teaching Methods in Greek & roman time

History of the consideration of foreign language teaching can be traced back to the ancient Greeks. Greeks were interested in what they could learn about the mind and the will through language learning. Next were the Romans who were the first to study a foreign language formally. They studied Greek, taught by Greek tutors and slaves. Their approach was less philosophical and more practical than that of the Greeks.

This was followed by a continuous effort in the history throughout to develop language teaching methods; and the efforts continue till date.

18. Role of learner in whole Language method

The learner is a collaborator, collaborating with fellow students, with the teacher, and with writers of texts. Students are also evaluators, evaluating their own and others' learning, with the help of the teacher. The learner is self-directed; his or her own learning experiences are used as resources for learning. Students are also selectors of learning materials and activities. "Choice is vital in a whole language class, because without the ability to select activities, materials, and conversational partners, the students cannot use language for their own purposes" (Rigg 1991: 526).

19. Language and identity issues in Asia

The issues of language and power run as a common thread throughout the history of Pakistan. The child learn his/her first language at home and as the child goes to scholl he has exposed to Urdu language and then he has

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introduced with English language at grade six in government institutions. Whereas, at private sector school he has 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 scenario of bilingualism, the Grammar translation Method is widely used to teach English in Pakistan.

20. Understand stress and define how students deal with stressful situations 5

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress-free environment, according to Asher; whereas the adult language learning environment often causes considerable stress and anxiety. The key to stress-free learning is to tap into the natural bioprogram for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning. By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.

Children use another device to express meaning called intonation. Although they do not have grammatical knowledge, they use appropriate stress and intonation contours of their language to distinguish in the statements, questions, and commands. A child can, for example, say dada with the stress on the second syllable. One can imagine the child doing so with her arms outstretched with the intention of a command, something like Pick me up, daddy! Or, one can imagine a child hearing what appears to be a door opening and saying dada with rising intonation.

21. Low proficiency of language in Pakistan five reasons 5 marks

The reasons of low proficiency in English include:

- i. Bifurcated streams of education
- ii. Methods' choices and SL Proficiency
- iii. SL proficiency and difference in public and private schools
- iv. Focus on reading and writing
- v. De-contextualized teaching and learning of English