

Lesson-01: INTRODUCTION TO ENGLISH LANGUAGE TEACHING

- ❖ The difficulties of learners also depend upon how much their **native** language is different from English.
- ❖ Learners of English language usually commit errors of **grammar, vocabulary, and pronunciation**.
- ❖ The history of language teaching is generally considered to be the history of its **methods and approaches**.
- ❖ The level at which assumptions and beliefs about language and language learning are **specified** is called **approach**.
- ❖ The level at which **theory** is put into practice and the decisions about skills and content to be taught and the order in which these will be taught are made is called **method**.
- ❖ **Technique** is the level at which classroom procedures are described (Richards & Rodgers, 2014).
- ❖ In this regard, Kumaravadivelu (2006) classifies the methods of teaching a second language into **three groups**:
 - ❖ **Language centered** – It is organized around linguistic forms (usually grammatical structure) whose major focus is on accuracy. For example, **Audio lingual and GTM**.
 - ❖ **Learner centered** focuses on the learners' linguistic and communicative needs. They are used only for specific elements of language learning (**e.g., CLT**).
 - ❖ **Learning centered** methods define the content to be taught in non-linguistic terms, e.g., task and topics (**TBL**).
 - ❖ In **Grammar-Translation Method** learning is ensured largely by translation to or from the target language.
 - ❖ The **Structural Approach** envisages that language is a complex structure of grammatical rules which are to be learnt one by one in a set order.
 - ❖ The **Direct Method** focuses on teaching delivered completely in the target language.
 - ❖ The idea behind **Audio-lingual Method** is that the learning of a language is similar to attaining habits in life.
 - ❖ **Total Physical Response** Method focuses on the importance of aural comprehension - the learner's reply to simple instructions.
 - ❖ **Communicative Language Teaching** aims to assist learners to communicate effectively in different real life situations.
 - ❖ **Task-Based Language** Learning, a form of **CLT**, focuses on the completion of a learning task by using the target language.
 - ❖ **The Natural Approach** aims at finding the similarities between learning the first and second languages. Usually, there is no correction of mistakes here.
 - ❖ ELT is beneficial in promoting **local cultures** (e.g., **Chinese movement**); therefore, it provides an opportunity to learn and absorb another culture because language and culture are **interlinked**.
 - ❖ It also provides opportunities to travel abroad and access the **prestigious local and international** jobs.

Lesson-02 NATURE AND FUNCTIONS OF LANGUAGE

- ❖ “Language is a purely human and **non-instinctive** method of communicating ideas, emotions, and desires by means of voluntarily produced symbols.” (**Sapir, 1921**)
- ❖ The **Referential function** is all about describing.

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- ❖ The **Emotive function** is about expressing something. We do not only state facts but also add a little emotion to our conversation.
- ❖ The **Conative function** is concerned with commanding. “Go on, open it!”, “Don’t touch - it’s dangerous!”
- ❖ It helps us develop an appreciation for the literary and spoken word tradition of the **target culture** and is essential in higher levels of communication.
- ❖ Popularly known as ‘**small talk**’ or engaging for the sake of conversation, **phatic function** is the **non-referential** use of language to share feelings or establish a mood of **sociability** rather than to communicate information or ideas.
- ❖ It requires analyzing language while using the **target language**.
- ❖ It can be tricky but it really is the only way to escape your mother tongue and fully immerse yourself in another **register**.
- ❖ Set your dictionary to **English-English** mode.
- ❖ **Language as Power**: Language as a means of control.
- ❖ **Language and Identity**: A marker of socio-political identity, identity, and impression management.
- ❖ **Language as Performative**: It performs functions.
- ❖ **Communication** may be the primary function but it is not a distinguishing feature of human language.
- ❖ Other **creatures** do not reflect on the way they create their communicative messages or review how they work. **Humans** are clearly able to reflect on language and its uses (e.g., I wish he wouldn’t use so many technical terms).
- ❖ **Animal communication** cannot effectively be used to relate events that are far removed in time and place. Humans can refer to past and future time. This property is called **displacement**. It allows language users to talk about things and events not present in **the immediate environment**.
- ❖ There is no “**natural**” **connection** between a linguistic form and its meaning or the object it describes in the world. The connection is quite **arbitrary**.
- ❖ Some words with sounds seem to “**echo**” the sounds of objects or activities and hence have a less arbitrary connection.
- ❖ **Humans continually** create new expressions and novel utterances by **manipulating** their linguistic resources to describe new objects and situations. This property is called **productivity**.
- ❖ The potential number of **utterances** in any human language is infinite.
- ❖ The communication **systems** of other creatures are very limited as it does not seem possible for them to produce new signals to communicate **novel experiences or events**.
- ❖ The process whereby a language is passed on from one generation to the next is called **cultural transmission**.
- ❖ We acquire language in a culture with other speakers and not from **parental genes**.
- ❖ Human language is organized at two levels or layers **simultaneously**.
- ❖ At **one level**, we have distinct sounds (**n, b and i**).
- ❖ At another level, we have different combinations of these sounds and their distinct meanings (**bin, nib**).

Lesson-03 HISTORY OF ENGLISH LANGUAGE

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

Lesson-04 ENGLISH AS AN INTERNATIONAL LANGUAGE

- ❖ Characteristics of an International Language

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

- ❖ **Inner Circle:** 320-380 million, **ENL Users**, England and **former settler colonies**, Norm-providing
- ❖ **Outer Circle:** 300-500 million, **ESL Users**, Former **UK colonial dependencies**, Norm-developing
- ❖ **Expanding Circle:** 320-380 million Users, England and **former settler colonies**, Norm-providing
- ❖ A **native speaker** is a person who speaks a particular language since s/he was a baby, rather than having learned it as a child or adult.
- ❖ A **non-native speaker** is a person who has another native tongue other than the language being used.
- ❖ So far, the debate has only focused on the **linguistic aspects**.
- ❖ It has failed to engage with the **political and ideological** dimensions of native/non-native distinction.
- ❖ The **politics of English** emerge as a potentially imperialistic force, rather than linguistic concerns, which occupy this debate.
- ❖ In many cases, the categorization of speakers into native/non-native has a nonlinguistic basis (**e.g., race, color**).
- ❖ **ELT institutions** still largely prefer Western teachers of English.
- ❖ **Native-speakerism** is still the dominant ideology in European ELT.
- ❖ **In ELF contexts**, native-speaker norms do not enjoy undue privilege.
- ❖ Both 'native' and 'non-native' speakers are included amongst English as **“lingua franca”** researchers and those opposing them.

Lesson-05: ENGLISH IN PAKISTAN

- ❖ **First Education Policy of Pakistan (1959):** There was a minor change to the one inherited from the British. Where it recommended primary and secondary education in Urdu and higher

education in English, it also recommended the national language to gradually replace English by 1974.

- ❖ **The Education policy (1969)**: Urdu was declared as the official language in West Pakistan and Bengali in East Pakistan. By 1974, both languages were in use in the central government.
- ❖ **The Education Policy (1970)** links the change of medium of instruction at a higher level with the replacement of English for official purposes.
- ❖ **The Constitution of Pakistan (1973)** endorsed that the national language of Pakistan (Urdu) should be used for official and other purposes within fifteen years. There should be promotion of Arabic, English, and provincial languages.
- ❖ **The National Educational Policy (1979)** recommended 'Islamization and Urduisation' at every educational level – also as MOI. English language was dubbed as a legacy of colonialism and was maligned.
- ❖ **Education Policy (1989)**: New democratic government considered English as a compulsory subject from grade one. It ignored the basic role of mother tongue in primary education.
- ❖ **Education Policy (1992)**: It recommended that at tertiary level, English may be the medium of instruction for science and technical subjects.
- ❖ **Education Policy (2009)**: The promotion of English language emphasized and declared it as a compulsory subject from grade 1 up to higher levels. Mathematics and Science are to be taught in English from grade four onwards.
- ❖ In the varied linguistic fabric of Pakistan, English has remained an important, dominant, and the most prestigious language (Islam, 2013).
- ❖ It is the primary condition for obtaining better jobs in Pakistan (Hafeez, 2004) and is used by the influential people in the domains of civil bureaucracy, military, business, law, media, multinational companies, and education.
- ❖ Success in these professions is heavily dependent on English language competence.
- ❖ Even low paid jobs directly or indirectly demand proficiency in English language – at least in writing.
 - English in Education • Compulsory subject and MOI at HE • Language of examination
 - Gateway to higher education in majority of fields – Entry tests for various HE programs

Lesson-06 PSYCHOLOGY OF LANGUAGE

- ❖ It explores the relationship between human mind and language.
- ❖ It treats the language user as an individual rather than a representative of a society: the individual whose linguistic performance is determined by the strengths and limitations of the mental procedure.
- ❖ It establishes an understanding of the language process and examines language as product of human mind. Further, it traces the similar patterns of linguistic behavior across large groups of particular language or of all languages.
- ❖ It draws on ideas and knowledge from other associated areas, e.g., neurolinguistics, phonetics, and semantics.
- ❖ **Codification and De-codification** Codification analyses the processes that make it possible to form a correct sentence out of vocabulary and grammatical structures.
- ❖ **Psycholinguistics** also studies the factors that account for decodification that allows us to understand utterance, sentences, texts, etc.

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- ❖ There are six major areas: 1. Language Processing 2. Language Storage and Access 3. Comprehension Theory 4. Language and the Brain 5. Language in Exceptional Circumstances 6. First Language Acquisition
- ❖ Local Discourse Structure (microstructure) - the relationship between individual sentences in the discourse. Global Discourse Structure (macrostructure) - the relationship between the knowledge of the discourse and the world knowledge.
- ❖ Discourse Context Successful DC requires making inferences to connect ideas both within and across local and global discourse contexts/structures.
- ❖ Linguistic Cues They directly influence the ways the reader processes and comprehends discourse. They guide construction of memory for discourse – activation of concepts and coherent mental representations, e.g., Lexical Cues (connectives – because, however, and not).
 - Signal conceptual and logical relations among ideas are coherence.
 - Pronoun referents, synonyms, and direct/indirect markers.
 - Anaphors highlight important concepts from prior text.
 - Syntactic Clues (e.g., position of a sentence in a paragraph) reveal the subject or object of events.
 - Genre-based Knowledge: Guides readers' expectations for text content, thereby influencing processing and subsequent recall.
 - Background Knowledge - Inferences
 - Reader Characteristics: Individual differences impact processing and may include: working memory capacity, understandings stored in long term memory, language ability, and goals for reading etc.
- ❖ Sources of Coherence – Key to Comprehension • Referential coherence (consistency in who or what is being talked about) • Temporal coherence (when the events occur) • Locational coherence (where the events occur) • Causal coherence (why events happen)
- ❖ Birth: Crying 6 Weeks: Starts cooing 16 Weeks: Starts to Laugh
- ❖ 16 Weeks - 6 Months: Engages in vocal play; involves in making speech-like sounds; vowels emerge before consonants.
- ❖ 6-9 Months: Starts babbling; distinguished from vocal play by the presence of true syllables (consonants plus vowels), often repeated. Infant might start noticing that particular strings of sounds co-occur with particular situations. For example, whenever the sound “mummy” is heard, mother is there.
- ❖ 10 or 11 Months: Produces their first words which also form single-word utterances.
- ❖ 18 Months: A rapid explosion in vocabulary size and around this time two-word sentences emerge. They show telegraphic speech by learning 40 new words a week.
- ❖ 2 Years 6 Months: The child produces increasingly complex sentences. Grammatical development carries on throughout the childhood, and we never stop learning new words.

Lesson-07 : SECOND LANGUAGE ACQUISITION I

- ❖ In general terms, it is used to describe learning a second language. More specifically, it includes the theory of the process by which we acquire a second language - mainly a subconscious process during communication.
- ❖ Scope of SLA Includes
 - Informal L2 learning - naturalistic contexts • Formal L2 learning - classrooms • L2 learning that involves a mixture of these settings

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- ❖ **Initial State** - It includes the underlying knowledge about language structures and principles in learners' heads at the start of **L1 or L2 acquisition**.
- ❖ The **prior knowledge** of L1 is responsible for the transfer from L1 to L2 during second language development.
- ❖ The **initial** state for L2 learning has resources of L1 competence, world knowledge, and established skills for interaction, which can be both- an asset and an impediment.
- ❖ **Intermediate States** - It covers all stages of basic language development including maturational changes (**child grammar**) and the L2 developmental sequence (**inter-language or IL**). Development is a **spontaneous** and largely unconscious process in L1 child grammar and is closely correlated with **cognitive** maturation.
- ❖ **Final State** - The outcome of L1 or L2 learning in the final state of L1 development is native linguistic competence. The final state of L2 development can never be totally native linguistic competence. Learners' level of proficiency is **highly** variable. It may still include the instances of L1 interference. Kinds of Transfer • **Positive Transfer** - when an L1 structure or rule is used in an L2 utterance, that use is appropriate or "correct" in the L2. • **Negative Transfer** (or interference) - when an L1 structure or rule is used in an L2 utterance which is inappropriate, it is considered an error.
- ❖ **Behaviorism Language** learning is seen as the formation of habits, similar to any other kind of learning. It is based on the notions of **stimulus** and response. **Human** beings are being exposed to numerous stimuli in their environment. The response they give to such **stimulus** will be reinforced if successful, that is, if some desired outcome is obtained.
- ❖ **Contrastive Analysis CA** introduced a continuing major theme of **SLA research**: 'the influence of **L1 on L2**'.
- ❖ It involves predicting and explaining learner problems based on the comparison of **L1 and L2** to determine similarities and differences.
- ❖ It is influenced by the theories of **Structuralism and Behaviorism**.
- ❖ The focus of CA is on the surface forms of both **L1 and L2** systems and on describing and comparing the languages one level at a time – generally contrasting the **phonology** of L1 and L2 first, then **morphology, and then syntax**.
- ❖ **Lexicon** and discourse usually receive little attention.
- ❖ Following behaviorist view, CA assumed that language acquisition essentially involves habit formation in a process of **Stimulus – Response – Reinforcement (S-R-R)**.
- ❖ **Assumption - transfer** of elements acquired in L1 to the target L2.
- ❖ The process of **CA involves analyzing** roughly comparable segments of the languages for elements which are likely to cause problems for learners.
- ❖ **Effective teaching** would concentrate on areas of differences and prepare materials accordingly.
 - Cannot explain how learners know more than they have heard or have been taught. • **CA analyses were not always validated by evidence, and also missed many learner errors.** • **Instructional materials produced according to this approach are language-specific.**
- ❖ **Error Analysis (EA)**
- ❖ It is the first approach which includes an internal focus on **learners'** creative ability to construct language.
- ❖ There was **disillusionment with CA** - interest in language produced by learners. It is based on the **description** and analysis of actual learner errors in L2.

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- ❖ **Coder (1967)** was the first to focus attention on the importance of studying **learners' errors** as it became evident that they did not all originate in the **first** language.
- ❖ The procedure **for EA (Ellis 1994)** includes the following steps:
 - **Collection of a sample of learner language • Identification of errors (elements in the sample of learner language which deviate from the target L2 in some way) • Description of errors (classification according to language level) • Explanation of errors ('why' – interlingual and intralingual factors) • Evaluation of errors Shortcomings of EA • Ambiguity in classification • Lack of positive data • Focuses on errors alone does not necessarily provide information on what the L2 learner has acquired • Potential for avoidance • Learners may deliberately avoid difficult structures**
- ❖ **Larry Selinker (1972)** introduced the term **Interlanguage (IL)**, which is the intermediate state (or interim grammars) of a **learner's language** as it moves toward the target L2.
- ❖ The development of the **IL is a creative process** – influenced by both L1 and L2.
- ❖ **IL itself is a third language system in its own right which differs from both L1 and L2.**
- ❖ IL development in **SLA and L1** acquisition by children is different.
- ❖ There is likelihood of fossilization which means the probability that **L2 learners** will cease their IL development in some respects before they reach TL norms.
 - **Acquisition-Learning Hypothesis • Monitor Hypothesis (What is “learned” is available only as a monitor, for purposes of editing or making changes to what has already been produced) • Natural Order Hypothesis (predictable order) • Input Hypothesis (comprehensible input) • Affective Filter Hypothesis**
- ❖ **Universal Grammar (UG)**
- ❖ **Universal principles** form part of the mental representation of language.
- ❖ It is this mental grammar that mediates between the sound and meaning of language.
- ❖ **Properties** of the human mind are what make languages universal. What all languages have in common is UG - the theory of languages and the expressions they generate is Universal Grammar (Chomsky, 1995, p. 167).
- ❖ Assumption is UG is the guiding force of **child** language acquisition.
 - **Linguistic Competence-speaker**-hearers' underlying knowledge of language. This needs to be accounted for in language acquisition.
 - **Linguistic performance** - speaker-hearers' actual use of language.
 - **Logical problem of language learning** - knowledge of language is more than the input people receive.
 - **Successful and speedy** acquisition in spite of insufficient input.