

These are notes for those students who are unable to go through video lectures & handouts. These are not prepared for grand quiz but you can comprehend topics of grand quiz or basic concepts.

Lecture: 01

Broad conceptual points of language

1) Language as a system

A study of language is basically a study of its systems and subsystems. By treating language as a system, we are merely acknowledging that each unit of language, from a single sound to a complex word to a large text—spoken or written—has a character of its own, and each is dependent upon its co-occurring units.

2) Language as discourse

Discourse - an instance of spoken or written language that has describable internal relationships of form and meaning (e.g., words, structures, cohesion) that relate coherently to an external communicative function or purpose. The focus here is a connected and contextualized unit of language use.

3) Language as ideology

It is profitable to think of language ideologies as a cluster of concepts consisting of converging dimensions:

- First, “language ideologies represent the perception of language and discourse that is constructed in the interests of a specific social or cultural group”
- Second, “language ideologies are profitably conceived as multiple because of the multiplicity of meaningful social divisions
- Third, “members may display varying degrees of awareness of local language ideologies”

The poverty of stimulus by *Chomsky*

The language input exposed to the child is both quantitatively and qualitatively poor but still the child is able to produce, in a short period of time, language output that is immensely rich.

Mentalism - states that much of human behavior is biologically determined, and language behavior is no exception.

Universal Grammar - a set of abstract concepts governing the grammatical structure of all languages that are genetically encoded in the human brain. It comprises:

- Principles (languages usually have nouns, pronouns, and verbs)
- Parameters (in some languages, verbs can be placed at the end of the sentence, or in some languages)

. Three Meta/Macro functions of language

1. **Ideational function** - represents the individual's meaning potential
2. **The interpersonal function** - deals with the individual's personal relationships with people.
3. **Textual function** - refers to the linguistic realizations of the ideational and interpersonal functions enabling the individual to construct coherent texts, spoken or written.

Language communication by Halliday - is the product or the result of the process of interplay between the ideational, interpersonal, and textual functions of language.

Factors governing successful communication by *Hymes* SPEAKING

- Setting refers to the place and time in which the communicative event takes place.
- Participants refer to speakers and hearers and their role/relationships.
- Ends refer to the stated or unstated objectives the participants wish to accomplish.
- Act sequence refers to the form, content, and sequence of utterances.

- **Key** refers to the manner and tone (serious, sarcastic, etc.) of the utterances.
- **Instrumentalities** refer to the channel (oral or written) and the code (formal or informal).
- **Norms** refers to conventions of interaction and interpretation based on shared knowledge.
- **Genre** refers to categories of communication such as lecture, report, essay, poem, and so forth.

Chomsky and *Hymes* accept and use the notion of **competence**

Chomsky	Hymes
Chomsky's notion is limited to the tacit knowledge	His notion goes beyond to include actual knowledge
Chomsky's notion is biologically based	More socially based
Purely individual	Mainly social
Concerns form	Concerns function
Focuses the state	Focuses processes

Components of speech act theory by *Austin*

1. **Locution** - refers to a propositional statement - asking or answering a question
2. **Illocution** - the second to its intended meaning
3. **Perlocution** - the third to its expected response

Foucault's concept of discourse - Discourse is not just the supra-sentential aspect of language; rather, language itself is one aspect of discourse.

Three-dimensional definition of discourse by *Foucault*

Treating it:

- 1) Sometimes as the general domain of all statements - relates to all actual utterances or texts
- 2) Sometimes as an individualized group of statements - relates to specific formations or fields
- 3) Sometimes as a regulated practice that accounts for a number of statements - relates to sociopolitical structures

Text

A text means what it means. In other words, texts are political because all discursive formations are political.

Analyzing text/discourse - means analyzing discursive formations, which are essentially political in character and ideological in content.

Orientalism

It forms an interrelated web of ideas, images, and texts from the scholarly to the popular, produced by artists, writers, travelers, politicians and administrators, that shape and structure **Western** representations of colonized people.

The study of language addresses the teaching of language, HOW?

When a teacher believes in language as a certain kind of entity, it affects his or her way of thinking about language which in turn affects his or her way of thinking about how to teach a language.

Lecture: 02

Language Teaching Methods in Europe in Early Modern Times

GTM

- Translations
- Emphasis was on learning grammar rules and vocabulary by rote

- 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

Direct Method features

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects

Sequence of teaching methods

- GTM – Early Modern times
It was believed that language teaching should be based on scientific knowledge about language; that it should begin with speaking and expand to other skills.
- Direct Method – 18th – 19th century
It got popularity at the end of the nineteenth century and beginning of the twentieth, but it was difficult to use, mainly because of the constraints of budget, time, and classroom size which caused the emergence of ALM.
- Audio-lingual method - 1950s
- Transformational Generative Grammar – mid-1960s
Learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again.
- Input Hypothesis by *Stephen Krashen*
Language is acquired by using comprehensible input (the language that one hears in the environment) which is slightly beyond the learner's present proficiency.

Audio-lingual method features

- No grammatical explanation
- Learning vocabulary in context
- Use of tapes and visual aids
- Focus on pronunciation
- Immediate reinforcement of correct responses

Suggestopedia by *Lozanov 1979*

It promised great results if one would use their brain power and inner capacities. He came up with a method for learning that used relaxation as a means of retaining new knowledge and material.

It focuses on presenting vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible"

The Silent Way

The Silent Way is rested on cognitive rather than affective arguments. It is in learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems. The teacher is supposed to be silent.

Strategies-based Instruction - emphasized the importance of style awareness and strategy development in ensuring mastery of a foreign language.

Lecture: 03

Three levels of conceptualization by *Edward Anthony*

- 1) **Approach** - The level at which *assumptions and beliefs* about language and language learning are specified.

- 2) **Method** - 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.
- 3) **Technique** - The level at which *classroom procedures* are described. It is implementation that actually takes place in a classroom. It is a particular trick, stratagem used to accomplish an immediate objective.

The arrangement is hierarchical. The organizational key is that **techniques** carry out a **method** which is consistent with an **approach**.

Theory - a set of statements that is developed through a process of continued abstractions. A theory is a generalized statement aimed at explaining a phenomenon.

Practice - is seen as a set of teaching and learning strategies indicated by the theorist or the syllabus designer and adopted by the teacher and the learner in order to jointly accomplish the stated and unstated goals of language learning.

The **theorist** conceives and constructs knowledge and the **teacher** understands and applies that knowledge.

Professional theory - a theory which is created and preserved within the professional culture. It is a theory which is widely known and understood like the developmental stages of Piaget. Professional theory belongs to the domain of the theorist

Features of professional theory

- Transmitted via teacher/professional training in colleges & universities
- Form the basis of a shared knowledge
- Provide the opportunity to develop discourse

Personal theory - an individual theory unique to each person, which is individually developed through the experience of putting professional theories to the test in the practical situation. Personal theory belongs to the domain of the teacher

Theory as product refers to the content knowledge of one's discipline

Theory as process refers to the intellectual activity (i.e., the thought process) needed to theorize.

Teacher's Theory of Practice

According to Alexander, a teacher's theory of practice should be based on different types of knowledge:

- Speculative theory (by which he refers to the theory conceptualized by thinkers in the field),
- The findings of empirical research, and
- The experiential knowledge of practicing teachers.

Three levels of theorizing

- 1) **Technical level**, teacher theorizing is concerned with the effective achievement of short-term, classroom-centered instructional goals.
- 2) **Practical level**, teacher theorizing is concerned with the assumptions, values, and consequences with which classroom activities are linked.
- 3) **Critical or emancipatory level**, teacher theorizing is concerned with wider ethical, social, historical, and political issues

Theoretical views of language

► **Structural view** - the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system

► **Functional view** - the view that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching

► **Interactional view** - It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.

Process-oriented theories build on learning processes, such as habit formation, induction, hypothesis testing, and generalization.

Condition-oriented theories emphasize the nature of the human and physical context in which language learning takes place.

Stephen D. Krashen's Monitor Model of second language development

Krashen distinguishes between acquisition and learning.

- **Acquisition** refers to the natural assimilation of language rules through using language for communication.
- **Learning** refers to the formal study of language rules and is a conscious process.

Monitor - the repository of conscious grammatical knowledge about a language that is learned through formal instruction.

Krashen's theory also addresses the conditions necessary for the process of "acquisition" to take place. Krashen describes these in terms of the type of "input" the learner receives.

Input must be:

- Comprehensible
- Interesting or relevant
- In sufficient quantity
- Not grammatically sequenced
- Slightly above the learner's present level of competence

Total Physical Response by James Asher's

It is based on the belief that child language learning is based on motor activity, on coordinating language with action, and that this should form the basis of adult foreign language teaching.

Language theory - With respect to language theory, we are concerned with a model of language competence and an account of the basic features of linguistic organization and language use.

Learning theory - With respect to learning theory, we are concerned with an account of the central processes of learning and an account of the conditions believed to promote successful language learning.

Method is a single tool, whereas **methodology** is the rationale for the selection of a set of tools. Methodology is about the guiding principles.

Types of Methods

1) Language-centered methods

Advocate that the linguistic structures of a language could be sequentially presented and explained.

2) Learner-centered methods

Learner-centered methods are those that are principally concerned with language use and learner needs. These methods seek to provide opportunities for learners to practice.

3) Learning-centered methods

Concerned with learning processes. These methods seek to provide opportunities for learners to participate in open-ended meaningful interaction through communicative activities or problem-solving tasks.

System - is used in two related ways in systemic functional linguistics (SFL). SFL uses the idea of system to refer to language as a whole - the system of language.

Procedure - a series of actions conducted in a certain order or manner. When it comes to linguistic procedure or process, it refers to 'a process involved in human language'.

Lecture: 04

Issues of Linguistic Unity in Pakistan

Pakistan is multi-cultural and multilingual. To understand these dimensions we need to think of;

- Unity in diversity - Language is a unifying force
- Diversity in unity - Language is a dividing power

To understand the role and status of English in Pakistan following aspects need to be considered:

- Colonial experience
- Language of the rulers
- Placement of English in the language policy of Pakistan
- Placement of English in the education policy of Pakistan
- English and economic power
- English and power of media

Relationship of English and Urdu in Pakistan

From **diachronic** perspective which involves historical factors we need to think about the history of the sub-continent, and especially its linguistic history which involves the use of multiple languages

From **synchronic** perspective when we look at the current factors they include linguistic hierarchy; issues of language power and social context

English and Education in Pakistan

To understand the status of English in relation to education in Pakistan, we need to think of the historical background of English in the sub-continent

English has been regarded as an **official language** and as a **medium of instruction** in higher education in Pakistan.

College level pass percentage is extremely **poor** in English as a compulsory subject. Failure in English examinations is mainly because of flawed pedagogy and material design.

LTM and Constraints in Pakistan in ELT context

- Inadequate resources
- Overcrowded classes
- Unenthusiastic teachers

Lecture: 05

Factors to be concerned with listening & speaking

- Role of Social context
- Role of first language
- Speaking and listening practices in Pakistan
- Skills are not given importance.

- Needs – English is used everywhere in a global world. Need to reconsider communicative needs.
- Issues –
 - Classroom resources
 - Unmotivated teachers
 - Unmotivated students
 - Inadequate curriculum

English Language Teaching Reforms (ELTR) 2004 by HEC

This project aims at building the capacity of English Language Teachers in higher education sector in Pakistan for effective and sustainable development. The project is part of the overall vision of prospective plan 2020.

Objectives:

- To impart professional development training to English faculty.
- To enhance the research capacity of English faculty
- To help integrate information technology with ELT
- To train English faculty to meet the demands of on-going assessments in semester systems
- To organize visits of International Experts for sharing different learning and assessment models.

Lecture: 06

Grammar–translation method - 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.

Two main goals of GTM

1. To enable students to read and translate literature written in the source language
2. To further students' general intellectual development

Strengths of Grammar Translation Method

- Forming good academic knowledge of the target language
- Training grammar accuracy
- Developing students' memory

Weaknesses of Grammar Translation Method

- Grammar rules are learned deductively
- Students learn grammar rules by rote
- GTM does not focus on context
- Speaking and listening are overlooked
- There is no usual listening or speaking practice

Opportunities & Threats of Grammar Translation Method

It gives students opportunities to read classical literature and have some knowledge of history of the country.

Threats of the approach are first of all in demotivating learners with boring, mechanical exercises where meaning is not important but an accurate form is a must.

Lecture: 07

Aims of the 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

- Rule and performance
- It intends for students to learn how to communicate in the target language.
- DMT believes that learners should experience the new language in the same way as he/she experienced his/her mother tongue

Activities in DM

- Question/answer exercises
- Dictation
- Reading aloud
- Self-correction
- Conversation practice

Strengths

- Wide use of authentic materials.
- Presenting language items in dialogues rather than in isolation.
- Introducing natural order of skills presentation: listening, speaking, reading, and writing.

Weaknesses

- Underestimated role of reading and writing.
- Counterproductive prohibition of using mother tongue.
- Overestimated role of mechanical drilling

Lecture: 08

Theory of Language

Language-centered pedagogists believed in the theory of language proposed by the American structural linguists during the 1950s.

Structural linguists treated language as a system of systems consisting of several hierarchically linked building blocks: phonemes, morphemes, phrases, clauses, and sentences, each with its own internal structure

Assumptions of Behaviorists theory of language learning

- 1) Learning to speak a language is the same as learning to ride a bicycle or drive a car
- 2) Language learning is just a process of mechanical habit formation through repetition
- 3) Habit formation takes place by means of analogy rather than analysis
- 4) Language learning is a linear, incremental, additive process
- 5) Discrete items of language should be introduced in carefully constructed dialogues embedded in a carefully selected linguistic and cultural context

Principles of Audio-lingualism

- 1) Foreign language learning is basically a process of mechanical habit formation
- 2) Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form
- 3) Analogy provides a better foundation for language learning than analysis

Audio-lingual Method Objectives

Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols, and ability to reproduce these symbols in writing.

Long-range objectives "must be language as the native speaker uses it.... There must be some knowledge of a second language as it is possessed by a true bilingualist.

Audio-lingual Method Procedures

- 1) Students first hear a model dialogue containing the key structures that are the focus of the lesson. They repeat each line of the dialogue
- 2) The dialogue is adapted to the students' interest or situation through changing certain key words or phrases
- 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills
- 4) The students may refer to their textbook and follow-up reading, writing
- 5) Follow-up activities may take place in the language laboratory

Interactional Activities

The interactional activities of teachers and learners in a typical audio-lingual classroom are characterized in terms of three **Ps**:

Presentation stage - the already selected and graded linguistic items are introduced through a carefully constructed dialogue

Practice stage - the learners practice the new linguistic items through mechanical, meaningful, or communicative drills. The pattern practice consists of isolated, decontextualized sentences

Production stage - the learners are given the opportunity to role-play dialogues similar to the ones introduced in class. They are supposed to modify the language they have memorized in order to vary their production.

Types of Learning and Teaching Activities Audio-lingual method

1) Dialogues

Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language.

2) Drills

Repetition - The student repeats an utterance aloud as soon as he has heard it

Inflection. One word in an utterance appears in another form when repeated

I bought the ticket. -I bought the tickets.

Replacement. One word in an utterance is replaced by another.

He bought this house cheap. -He bought it cheap.

Restatement. The student rephrases an utterance and addresses it to someone else

Tell him to wait for you. -Wait for me

Completion. The student hears an utterance that is complete except for one word, and then repeats the utterance in completed form

I'll go my way and you go... -I'll go my way and you go yours.

Contraction. A single word stands for a phrase or clause.

Put your hand on the table. -Put your hand there.

Transformation. A sentence is transformed by being made negative or interrogative or through changes in tense

Integration. Two separate utterances are integrated into one.

They must be honest. This is important. -It is important that they be honest.

The Role of Instructional Materials Audio-lingual method

Instructional materials in the Audio-lingual Method assist the teacher to develop language mastery in the learner. They are primarily teacher-oriented. A student textbook is often not used in the elementary phase of a course where students are primarily listening, repeating, and responding.

Lecture: 09

Total Physical Response (TPR) Asher- a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity

A method that is undemanding in terms of linguistic production and that involves game-like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. TPR is linked with Trace theory

Three influential learning hypotheses by Asher

- 1) There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
- 2) Brain lateralization defines different learning functions in the left- and right-brain hemispheres.
- 3) Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

Brain lateralization & TPR

Asher sees Total Physical Response as directed to right- brain learning, whereas most second language teaching methods are directed to left- brain learning.

Asher holds that the child language learner acquires language through motor movement - a right hemisphere activity. Right- hemisphere activities must occur before the left hemisphere can process language for production

Objectives of TPR

- To teach oral proficiency at a beginning level.
- Objectives must be attainable through the use of action- based drills in the imperative form.

Syllabus of TPR

- Grammar is thus taught inductively.
- Imperative drills are the major classroom activity in Total Physical Response.
- Conversational dialogues are delayed until after about 120 hours of instruction.

Trace theory - holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.

Role of Learners & teachers in TPR

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically. The teacher controls the language input the learners receive.

Role of Material in TPR

For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, cups, furniture

Lecture: 10

Silent Way Method

It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

- Takes a structural approach to the organization of language
- Sentence is the basic unit of teaching
- Vocabulary as a central dimension of language learning
- Teacher focuses on propositional meaning, rather than communicative value

Benefits derived from Discovery learning

- The increase in intellectual potency,
- The shift from extrinsic to intrinsic rewards
- The learning of heuristics by discovering

Inner criteria - These inner criteria allow learners to monitor and self-correct their own production. It is in the activity of self-correction through self-awareness.

Objectives

- Near-native fluency in the target language
- Correct pronunciation
- Basic practical knowledge of the grammar

Role of Learners & teachers in SWM

Learners are expected to develop independence, autonomy, and responsibility. The absence of correction and repeated modeling from the teacher requires the students to develop "inner criteria".

Teacher's role:

- To teach
- To test
- To get out of the way

Materials

- Colored rods
- Color-coded pronunciation and vocabulary
- Wall charts, a pointer

Procedure in the Silent Way Method

- The first part of the lesson focuses on pronunciation.
- After the sounds of the language, sentence patterns, structure, and vocabulary are practiced
- The teacher will have a student attempt to produce the utterance

Lecture: 11

CLL techniques also belong to a larger set of foreign language teaching practices, sometimes described as humanistic techniques.

Humanistic techniques as those that blend what the student feels, thinks and knows with what he is learning in the target language.

CLL interactions are of two kinds:

1. Interactions between learners – unpredictable
2. Interactions between learners and knowers – dependent

The development of the learner's relationship with the teacher is central. The process is divided into five stages and compared to the ontogenetic development of the child.

- 1) Feelings of security and belonging are established
- 2) The learner, as child, begins to achieve a measure of independence from the parent
- 3) The learner "speaks independently"
- 4) Learner as secure enough to take criticism
- 5) The learner merely works on improving style and knowledge

By the end of the process, the child has become adult. The learner knows everything the teacher does and can become knower for a new learner.

SARD

- S stands for security
- A stands for attention and aggression
- R stands for retention and reflection
- D denotes discrimination

Syllabus CLL

CLL syllabus emerges from the interaction between the learner's expressed communicative intentions and the teacher's reformulations of these into suitable target-language utterances

Learning Activities CLL

- Group-work: Learners may, engage in various group tasks
- Recording: Students record conversations in the target language
- Transcription: Students transcribe utterances and conversations they have recorded
- Analysis: Students analyze and study transcriptions of target-language sentences
- Free conversation: Students engage in free conversation with the teacher or with other learners

Role of the Learner

Learners become members of a community - their fellow learners and the teacher - and learn through interacting with the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively.

Role of the Teacher

In the early stages of learning, the teacher operates in a supportive role, providing target-language translations and a model for imitation

Later, interaction may be initiated by the students, and the teacher monitors learner utterances

Lecture: 12

Suggestopedia - a specific set of learning recommendations derived from Suggestology, which *Lozanov* describes as a "science concerned with the systematic study of the non-rational and/or non-conscious influences" that human beings are constantly responding to. Suggestopedia tries to harness these influences and redirect them so as to optimize learning.

Characteristics of Suggestopedia

- Decoration
- Furniture
- Arrangement of the classroom
- Use of music
- Authoritative behavior of the teacher

Objectives

The objectives of Suggestopedia are to deliver advanced conversational proficiency quickly.

Syllabus

A Suggestopedia course lasts 30 days and consists of ten units of study. Classes are held 4 hours a day, 6 days a week. The central focus of each unit is a dialogue consisting of 1,200 words

Learning activities

- Imitation
- Question and answer
- Role play

Role of the Teacher

Lozanov lists several expected teacher behaviors that contribute to these presentations

- Show absolute confidence in the method.
- Organize properly and strictly observe
- Give tests and respond to poor papers
- Maintain a modest enthusiasm

The 4-hour language class has three distinct parts:

The first part we might call an 'oral review section'. Previously learned material is used as the basis for discussion by the teacher. This session may involve what are called micro-studies and macro-studies.

In the second part of the class, new material is presented and discussed. This consists of looking over a new dialogue and its native language translation and discussing any issues of grammar, vocabulary.

The third part - concert session - is the one by which Suggestopedia is best known.

Lecture: 13

Whole Language Approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure.

The learning theory underlying Whole Language is in the *humanistic* and *constructivist* schools

Objectives/principles

- The use of authentic literature
- A focus on real and natural events
- Reading for the sake of comprehension
- Writing for a real audience
- Integration of reading, writing, and other skills

Role of the Teacher

The teacher is seen as a facilitator and an active participant. The teacher creates a climate.

Materials

Whole Language instruction advocates the use of real-world materials i.e. newspapers, signs, handbills, storybooks, and printed materials.

Procedure in Whole Language Method

- The use of literature
- The use of process writing
- Writing portfolios
- Writing conferences
- Story writing

Lecture: 14

Multiple Intelligence (MI) - belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences.

Gardner posits eight native intelligences, which are described as follows:

- 1) Linguistic: the ability to use language in special and creative ways
- 2) Logical/mathematical: the ability to think rationally
- 3) Spatial: the ability to form mental models of the world
- 4) Musical: a good ear for music
- 5) Bodily/kinesthetic: having a well-coordinated body
- 6) Interpersonal: the ability to be able to work well with people
- 7) Intrapersonal: the ability to understand oneself
- 8) Naturalist: the ability to understand and organize the patterns of nature

Developmental sequence/ Procedure in Multiple Intelligence (MI) – Four stages

- 1) Awaken the Intelligence. Through multisensory experiences like touching, smelling, tasting, seeing
- 2) Amplify the Intelligence. Students strengthen and improve the intelligence by volunteering objects and events of their own choosing
- 3) Teach with/for the Intelligence. At this stage the intelligence is linked to the focus of the class
- 4) Transfer of the Intelligence. Students reflect on the learning experiences of the previous three stages and relate these to issues and challenges in the out-of-class world.

Learning Activities

- 1) Curriculum-based projects: These are based on curriculum content and make use of as but are categorized according to the particular intelligences they
- 2) Thematic-based projects: These are based on a theme from the curriculum or classroom but are divided into different intelligences.
- 3) Resource-based projects: These are designed to provide students with opportunities to research a topic using multiple intelligences.
- 4) Student-choice projects: These are designed by students and draw on particular intelligences.

Roles of Learners, Teachers, and Materials

Teachers are encouraged to administer an MI inventory on themselves and thereby be able to "connect one's life's experiences to their concept of Multiple Intelligences

Like teachers, learners need to see themselves engaged in a process of personality development above and beyond that of being successful language learners.

Lecture: 15

Neurolinguistic Programming (NLP) - is a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning.

The **neuro** part of NLP is concerned with how we experience the world through our five senses and represent it in our minds through our neurological processes.

The **linguistic** part of NLP is concerned with the way the language we use shapes, as well as reflects, our experience of the world.

The **programming** part of NLP is concerned with training ourselves to think, speak, and act in new and positive ways in order to release our potential and reach those heights of achievement

NLP Principles

- **Outcomes:** know what you want
- **Rapport:** Establish rapport with yourself and then with others
- **Sensory acuity:** Use your senses. Look at, listen to, and feel what is actually happening
- **Flexibility:** Keep changing what you do until you get what you want

Rapport - meeting others in their world, trying to understand their needs, their values and their culture and communicating in ways that are consistent with those values.

Role of Teacher and Learner

Teachers are expected to *model* their teaching on expert teachers they most admire.

Learners are expected to find successful models for that person they themselves are striving to become

Lecture: 16

Lexical approach - proposes that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but **lexis**, that is, words and word combinations.

Lexical units also occur in language. For example:

- Idioms: Dead drunk, to run up a bill
- Similes: as old as the hills
- Connectives: finally, to conclude
- Conversational gambits: Guess what!

Important UK-based corpora

- COBUILD Bank of English Corpus
- The Cambridge International Corpus
- The British National Corpus

Role of the Teacher & Learner

Teacher's role as one of creating an environment in which learners can operate effectively and then helping learners manage their own learning.

The learner assumes the role of data analyst constructing his or her own linguistic generalizations based on examination of large corpora of language samples taken from "real life."

Materials: four types

1. Type 1 consists of complete course packages including texts, tapes
2. Type 2 is represented by collections of vocabulary teaching activities
3. Type 3 consists of "printout" versions of computer corpora collections
4. Type 4 materials are computer concordance programs

Lecture: 17

Competency-Based Education (CBE/CBLT) - emerged in the United States in the 1970s - an educational movement that focuses on the outcomes or outputs of learning in the development of language programs.

Features

- CBT is designed not around the notion of subject knowledge but competency
- The focus moves from what students know about language to what they can do with it.
- Instead of norm-referenced assessment, criterion-based assessment procedures are used

Graded objectives - the definition of a series of short-term goals, each building upon the one before, so that the learner advances in knowledge and skill.

An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting.

Factors involved in the implementation of CBE programs in ESL

- 1) A focus on successful functioning in society
- 2) A focus on life skills rather than teaching language in isolation
- 3) Performance-centered orientation
- 4) Individualized, student-centered instruction
- 5) Modularized instruction
- 6) Outcomes that are made explicit are a priority
- 7) Continuous and ongoing assessment
- 8) Demonstrated mastery of performance objectives

Advantages of a competencies approach from the learner's point of view:

- The learner can judge whether the competencies seem relevant
- The learner knows exactly what needs to be learned
- Competences can be mastered one at a time so the learner can see what has been learned and what still remains to be learned.

Lecture: 18

Communicative Language Teaching Approach: Principles

- Language is a system for expressing meaning
- The central purpose of language is communication
- Communication is based on sociocultural norms of interpretation
- The linguistic structures of language reflect its functional as well as communicative import
- Basic units of language are not only grammatical and structural, but also notional and functional

Communicative language teaching: Five goal areas/Five Cs by Savignon

- 1) Communication - goal area addresses the learner's ability to use the target language to communicate
- 2) Cultures - addresses the learner's understanding of how practices of a culture are reflected in the language
- 3) Connections - addresses the necessity for learners to learn to use language in a diverse contexts beyond the classroom
- 4) Comparisons - are designed to foster learner insight about comparison of the target language and culture with the already familiar to them.
- 5) Communities - describes learners' lifelong use of the language in communities

Language teachers must foster meaningful communication in the classroom by:

- Designing and using information-gap activities
- Offering choice of response to the learner
- Tolerating errors
- Emphasizing contextualization
- Using authentic language as a vehicle for communication

Pre-communicative Activities:

- Structural activities
- Quasi-communicative activities

Communicative Activities:

- Functional communicative activities
- Social interaction activities

Through pre-communicative activities, the learner is helped with specific knowledge of linguistic forms

Through communicative activities, the learner is helped to integrate those forms for meaningful communication

Lecture: 19

Traditional approaches - are based on the use of language in communicative situations without recourse to the native language.

Natural Approach - is believed to conform to the naturalistic principles found in successful second language acquisition. In this, there is an emphasis on exposure, or input, rather than practice.

The Acquisition/Learning Hypothesis

The Acquisition/Learning Hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language.

Acquisition is the "natural" way or an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication.

Learning - a process in which conscious rules about a language are developed. It results in explicit knowledge' about the forms of a language

The Monitor Hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate

Three conditions limit the successful use of the monitor:

1. Time: There must be sufficient time for a learner to choose and apply a learned rule.

2. Focus on form: The language user must be focused on correctness or on the form of the output.
3. Knowledge of rules: The performer must know the rules.

Natural Order Hypothesis - the acquisition of grammatical structures proceeds in a predictable order.

Input Hypothesis claims to explain the relationship between what the learner is exposed to (the input) of a language and language acquisition. Its issues are:

- The hypothesis relates to acquisition, and not to learning
- The ability to speak fluently cannot be taught directly; rather, it "emerges" independently in time

Comprehensible input refers to utterances that the learner understands based on the context in which they are used as well as the language in which they are phrased.

Foreigner talk - refers to the speech native speakers use to simplify communication with foreigners. It's a slower rate of speech, repetition, restating, and use of yes/no instead of 'Wh' questions.

Affective or attitudinal variables related to SLA

1. Motivation. Learners with high motivation generally do better.
2. Self-confidence. Learners with self-confidence and a good self-image tend to be more successful.
3. Anxiety. Low personal anxiety and low classroom anxiety are more conducive to SLA.

Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive.

Implications for language teaching

- As much comprehensible input as possible must be presented
- Whatever helps comprehension is important
- The focus in the classroom should be on listening and reading
- In order to lower the affective filter, student work should center on meaningful communication

Learners' responsibilities in the Natural Approach classroom

- 1) Provide information about their specific goals
- 2) Take an active role in ensuring comprehensible input
- 3) Decide when to start producing speech
- 4) Decide with the teacher the relative amount of time to be devoted

Teacher Roles

- The teacher is the primary source of comprehensible input
- Teacher creates a classroom atmosphere that is interesting, friendly
- The teacher must choose a rich mix of classroom activities

Lecture: 20

Cooperative learning - a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning.

Learning advantages for ESL students in CLL classrooms

- Opportunities to integrate language with content-based instruction
- Opportunities to include a greater variety of curricular materials
- Freedom for teachers to master new professional skills
- Opportunities for students to act as resources for each other

Learning and Teaching Activities

Types of cooperative learning groups

- 1) Formal Cooperative Learning Groups: These last from one class period to several weeks. These are established for a specific task
- 2) Informal Cooperative Learning Groups: It last from a few minutes to a class period and are used to focus student attention
- 3) Cooperative Base Groups: These are long term, lasting for at least a year and consist of heterogeneous learning groups whose primary purpose is to allow members to give each other the support.

Key elements of successful group-based learning in CL

- Group formation
- Positive interdependence
- Individual accountability
- Social skills
- Structuring and structures

Teacher Roles

- Setting goals
- Selecting materials
- Planning tasks
- Establishing the physical arrangement of the classroom
- Assigning students to groups and roles

Lecture: 21