

ENG504

Short Notes

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Socio-Cultural Theory

Scaffolding has following functions:

- Recruiting interest in the task
- Simplifying the task
- Maintaining pursuit of the goal
- Marking critical features and discrepancies between what has been produced and the ideal solution
- Controlling frustration during problem solving

Principles of Socio-cultural Theory across Time Scales

1. **Phylogenesis** is the learning that happens across different human races across different periods of time.
2. **Microgenesis** is the description of how humans learn throughout their life.
3. **Ontogenesis** is the learning that infants pass through in the course of their early development.

Inner speech

- Self-directed
- Use of language to regulate internal thoughts

Private speech

Young children are well known to engage in private speech, talk to and for themselves rather than for external conversational partners.

Socio-cultural theory interprets it as an evidence of children's growing ability to regulate their own behavior.

Classic Piagetian theory interprets it as an evidence of children's egocentrism (child is unable to see the world beyond his/herself).

Vygotsky interprets it as inner speech, a use of language to regulate internal thought without any external articulation.

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Activity Theory

Activity is defined in terms of sociocultural settings which include;

1. Collaborative interaction
2. Inter-subjectivity (common understanding about task)
3. Assisted performance

Activity theory comprises a series of proposals for the social context within which individual learning takes place. It contains:

- ✓ A subject (student)
- ✓ An object (goal)
- ✓ Actions (goal-directed strategies)

- ✓ Operations (the way action is carried out)

Socio-cultural perspective on SLL

- A process of meaning making
- A collaborative activity
- Making new meaning through collaborative activity

Ohta 2001 proposed three types of SL Private Speech;

1. Repetition

Utterances of teachers or other students
Newly introduced lexical items by teacher
Important sentences

2. Vicarious responses

When learner respond privately to a question from teacher
Repair or complete someone else's utterances

3. Manipulation – learners construct their own SL utterances

Scaffolding and SLL in ZPD

How the help of a more proficient learner is offered to the new learner. This help must come within specific zone or space which is called the ZPD.

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Features of Socio-cultural theory

1. It rejects conventional separation between social and psychological aspects.
2. It also rejects the classic view of language as a formal abstract system that is distinct from language use.
3. Learning is seen as a social and inter-mental activity taking place in the in ZPD.

How tutor's interventions could be ranged from implicit to explicit corrections

- **Explicit feedback** - very direct and clear
- **Implicit feedback** – Not direct, Rectifying by asking learner to check the text again

Findings; Feedback closer to Implicit end leads to;

- More independent and self-regulated performance
- Positive evidence of learning

Sociolinguistic Perspectives to SLL: Sociolinguistics or the study of language in use. Sociolinguists are interested in explaining why we speak differently in different social contexts. It focuses upon;

- 1) **Variability in SL use** – Refers to the fact that SLLs produce different versions of a construction

Factors affecting variability

- Internal factors – includes, universal developmental constraints and First language transfer
 - External factors – includes, variation in context, variation based on gender
- 2) **SL socialization** - language and culture are not separable. They are acquired together, each supporting the development of the other.
 - 3) **Communities of practice** – how SLL occurs during speech events or refers to the people who come together for mutual goal.

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Speech Events – It's a chunk of conversation which may happen in different situations like;

- Telephone conversation
- Service encounters
- Classroom lessons
- Group discussions

Learning as Situated Practice – learning takes place through participation in activities of communities of practice i.e. classrooms.

Power Relations and SLL

Gatekeeping studies

Gatekeepers are the people who tried to manage the boundaries of their groups.

A target language speaker might be a powerful gatekeeper and SL speakers are affected by the unequal power relationship.

Social identity - the sense of 'belonging' to a particular social group, whether defined by ethnicity, by language, or any other means.

Language and Identity

- Identity is constructed in and through language
- Language learning is an investment in identity construction

Adult identity transformation

Norton's study explored changes in social identity over time, particularly *the struggle* to achieve the right to speak in SL settings.

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Factors of learner success

- *Instrumental motivation* – one wants to learn any language to reach to another goal. A tool to get larger goal.
- *Integrative motivation* – one wants to learn any language due to his/her mere interest

Scope of sociolinguistic approach

There are two methodological strands that can be considered;

Quantitative strands of SL variation - Focus on; Interlanguage variability at lexical and morphological level

Qualitative strands of SL variation - Focus on; Ethnographies analysis techniques which involves *Case studies*.

Ethnographies - The researcher spends some time in the context where participants live and tries to understand their involvement in their own social context.

Sociolinguistic perspective on interlanguage

- **Function list tradition** – focus on attending to needs
- **Interactionist tradition** – systematic analysis of SL interaction which are quantitative
- **Ethnographers of language communication** – focus on link between linguistic and non-linguistic aspects of communication.

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Achievements of SLA Research

From Linguistic perspective - continuing application of UG has led to sophisticated and complex range of proposals.

From a cognitive perspective - main developments have been the application of information processing models to grammar learning domains.

From connectionist perspective – it challenges traditional thinking in grammar learning.

From Functionist perspective – looking at language as action

From Variationist perspective - second language variability can be accounted for by evolving links between form and function.

From Sociolinguistic perspective - learners' engagement in SL interaction is influenced by power relations and other cultural factors.

Present SLA Research

- Offers a rich variety of concepts
- Facilitates teachers in making better pedagogic choices
- Discuss role of recast and negative evidence

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Rethinking the role of L1 in learning L2

Robert Lado's Contrastive Analysis (CA) claimed that;

- L1 interference was the main obstacle toward L2 learning.
- It emphasized that similar aspects of L1 facilitate L2 learning, while dissimilar aspects cause difficulty.
- A parallel study of two languages could predict learner errors in L2.

Considering role of L1 in learning L2 with two theoretical perspectives;

1. **Sociocultural perspective (learning theory)**
2. **Pedagogical perspective (teaching theory)**
 - Incorporating concepts of knowledge about language
 - Meta-linguistic awareness of language (teaching **about** the language)
 - Critical language awareness (how intonation or inflection change the meaning)

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Shift: Facilitative role of L1

- **Transitional competence** – L1 helps L2 in term of transition
- **Idiosyncratic dialect** – considering L2 not a target language but simply a different language
- **Approximative system** – A system near to the Target Language
- **Interlanguage** – It can be a language on its own right

Facilitative role of L1

- *Schwartz* – L1 as an important resource
- *Hawkins* – L1 transfer as one of the processes at work for learning L2
- *Schachter* – L2 is only approachable through the parameters set for L1

Negative Transfer of L1 can be noticeable in:

- Comprehension errors
- Avoidance of structure
- Over-production of certain forms
- Accent

L1 according to Corder

- L1 basic grammar is the starting point of continuum
- Transfer is learner strategy for formulating hypothesis about L2
- Not negative transfer but borrowing

Corder also suggests that borrowing from L1 would be **positive** in case of *close* similarities between both languages and would lead to **errors** if only *moderately* similar.

L1 according to Selinker- He described L1 'transfer' as the first of five processes at work in learners' interlanguage.

According to Jackson - He asserts that interference occurs in proportion to the contrast between the two languages

According to Zobl - He emphasizes that L1 can accelerate or inhibit the developmental sequence of L2 learning but cannot alter it.

Cook (2001) suggests that teachers should use L1 in view of four factors:

1. Efficiency
2. Learning
3. Naturalness
4. Relevance

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Sociocultural theory focuses upon;

- Link between mental processes and social setting
- L1 is considered Semiotic Budget (a capital to understand meanings)
- L1 of learners is an important tool to facilitate interaction

The Role of L1 in L2 learning from a sociocultural perspective can be considered through three basic concepts:

1) Mediation

It argues that human beings do not interact with their social setting directly but with the help of some mediational tools that can be psychological or physical tools. The key mediational tool is **L1** which allows learners to;

- Comprehend
- Process
- Use knowledge

2) Scaffolding in the ZPD

ZPD – space between what a learner already knows and his/her potential to know. But he can't be there unless he/she is provided appropriate assistance that is **Scaffolding**.

L1 assists in expanding the ZPD.

3) Inner speech

It emerges when learners face difficulty and struggle to move to self-regulation.

It assists in:

- Regulating internal thought
- Managing actions
- Systematizing information
- Carrying out meta-cognitive activities

ZPD – space between what a learner already knows and his/her potential to know. But he can't be there unless he/she is provided appropriate assistance that is **Scaffolding**.

With L1 use learners are able to:

- Understand
- Clarify
- Make connections
- Analyze
- Raise questions

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Language Awareness (LA) - It accords value to learners' social background and their L1. It emphasizes persons' sensitivity and conscious awareness of language's nature and role in human life.

LA sees integral links between L1 and L2 and strongly stresses the positive role of L1 in L2 learning

Input enhancement - which involves focusing on the formal properties of language through 'induced salience.'

Inducing salience - the learners are encouraged to analyze and over generalize on the basis of L1 knowledge

Contrastive salience – Highlighting the aspects that are contrasted in both languages and there is a struggle to control negative transfer.

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The Facilitation of L1 in Five Domains of SLL

LA works in five domains:

- *Affective domain* – develops personal relevance to L2
- *Social domain* - fosters acceptance of ethnic diversity
- *Power domain* creates awareness of the way language can be used to imply meaning.
- *Cognitive domain* helps analyzing the language, drawing inferences, and categorizing new knowledge.
- *Performance domain* raises consciousness of learner toward better performance.

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Factors influencing learners' success in Language learning

Internal Factors	External Factors
• Age	• Culture & status
• Personality	• Motivation (extrinsic)
• Motivation (intrinsic)	• Access to native Speaker
• Experience	• Curriculum
• Cognition	• Instructions
• Native Language	

Recommendation of The Article (paper) for the use of L1 in L2 classroom

- Greater acceptance of L1 in L2 classroom
- The issue must be discussed in teacher education programs
- More informed policy making

Individual differences in SLA

- 1) **Learning Styles** – visual, auditory, or kinesthetic etc.
- 2) **Learning Strategies** - conscious movement toward a language goal
- 3) **Affective variables** – emotional factors like anxiety in language learning

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Learning strategies - special thoughts or behaviors that learners use to help them comprehend, retain and/or use the information

Six categories of learning strategies by Oxford (1990)

Direct strategies involve use of language; these are sub-divided;

- 1) **Memory (mnemonics)**
 - Creating mental linkages
 - Applying images and sounds
 - Reviewing
 - Employing action
- 2) **Cognitive**
 - Practicing
 - Receiving and sending messages
 - Analyzing
 - Creating structure for input & output
- 3) **Compensation strategies**
 - Guessing intelligently
 - Overcoming limitations in speaking and writing

Indirect strategies do not directly involve using the language, but support language learning including;

- 1) **Metacognitive**
 - **P**lanning
 - **O**rganizing
 - **E**valuating
 - **M**onitoring
- 2) **Affective**
 - Develop self-confidence
 - Lowering anxiety
- 3) **Social strategies**
 - Increase interaction
 - Empathizing with others

Biggs (1992) categorizes learning strategies

- 1) **Surface** (to get a task done with little personal investment)
- 2) **Achieving** (to succeed in competition and get good marks)
- 3) **Deep** (to make personal investment in the task through associations and elaboration)

Stenberg's Mental self-government Model 1994

1) Functions

- Legislative – plan that how to learn a language
- Executive – how to execute actions
- Judicial – evaluating our performance

2) Scope

- External – being extrovert
- Internal – being introvert

3) Form

- Monarchic – learners who can't work by prioritizing their multiple goal but work with single goal
- Hierarchic – learners who can work by prioritizing their multiple goals
- Anarchic – they don't want to prioritize their goals
- Oligarchic - they work well with different goal that don't require prioritization

Conditions that make Strategies useful;

- 1) It relates well to the L2 task at hand.
- 2) It relates well to the particular students' learning style
- 3) It relates well to the other relevant strategies

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Deep processing is an active process of making associations with material that is already familiar connecting the new material with personal experience

Surface processing is completion of the task with minimum conceptual effort that results in much less information retained in memory

Inhibiting factors in Deep Processing

- Weak education background
- Inflexible learning style
- Lack of aptitude
- Inexperience

Effective Strategy Instruction includes;

- Demonstrating
- Explaining when it might be useful
- Evaluating

Strategy Instruction leads to;

- Increased L2 learning motivation
- Greater strategy use
- Self-efficacy
- Efficiency

Affective factors in SLL

- Motivation
- Self-efficacy
- Tolerance of ambiguity
- Anxiety

Socio-Educational Model (Gardner)

- ✓ **Integrative Motivation** - These are the learners who want to integrate into the target culture
- ✓ **Instrumental Motivation** - include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence

Five orientations of foreign language learners by *Clement*

- 1) Friendship and travel-related.
- 2) Identification with the target language group.
- 3) General interest in the culture and in world events.
- 4) Knowledge expansion and career improvement.
- 5) Desire to understand L2 media

Dec and Ryan's (1985) model distinguishes between intrinsic and extrinsic motivations

- ✓ **Intrinsic Motivation** comes from within the individual and is related to the individual's identity and sense of well-being
- ✓ **Extrinsic Motivation** comes from outside when learning is done for the sake of rewards

How teachers can increase Intrinsic motivation?

This can be done by meeting learners' needs for;

- Competence
- Relatedness
- Self-esteem
- Enjoyment

Expectancy-Value Model

Comprised of;

- **Valuing** – How much learners are **interested** in doing L2 tasks
- **Expectancy** – How much they **think** they will be **able** to do L2 tasks

Theories within Expectancy

- 1) **Attribution theory by *Weiner*** – what are the factors (own actions or others' actions) responsible for learners' success or failure
- 2) **Self-efficacy theory by *Bandura*** – How much a learner is able to do what he's assigned to do.

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Highly motivated successful learners have;

- Self-efficacy
- Internal locus of control
- Positive attitudes toward learning
- Desire both social relatedness and autonomy

Eccles (1984) Motivation depends on how much students:

- Expect to succeed
- Value the success

Eccles proposed four dimensions

- 1) Attainment value – how much learners value the success in learning
- 2) Cost attainment value – what learners must pay in term of; *money, time* and *anxiety*
- 3) Intrinsic value – how much the value given to success is intrinsic
- 4) Extrinsic utility value - how much the value given to success is extrinsic

Factors play important role in *promoting* or *preventing* learning Autonomy

- Anxiety
- Self-Esteem
- Self-Regulation
- Self-Management
- Self-Monitoring
- Hierarchies Of Need
- Internal Attitudes

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Different aspects of second language proficiency

Jim Cummins (1981) formally defined the two aspects as:

- 1) Basic Interpersonal Communication Skills (BICS) -
- 2) Cognitive Academic Language Proficiency (CALP) -

BICS - *Conversational English* - referred to as the surface language that native speakers use in informal talk

CALP – *Academic English* - refers to the stage of learning that learners go through after they have mastered social language communication skills. It is the stage where the development of academic language proficiency takes place in context reduced academic situations. It includes;

- Content-specific vocabulary
- Developed in 5 to 7 years

Comparison of BICS and CALP

BICS	CALP
Cognitively undemanding (simple language, everyday structures, familiar topics)	Cognitively demanding (field specific vocabulary, complex language structures, new ideas)
Context-embedded (face to face, gestures, facial expression, concrete objects of reference)	Context-reduced (lack of non-verbal cues, abstract language)

CALP: Suggested Activities

- Writing story innovations
- Holding book reviews
- Enacting plays
- Discussing what you have read
- Collecting words
- Conducting debates
- Selecting role-plays

Variables that affect the *duration* to acquire a second language:

- Social and cultural factors
- Educational background
- Home language
- Parental attitudes
- Experiences
- Age

Common Misconceptions and Myths about children and SL learning

- 1) All children learn an L2 in the same way
- 2) Children learn SL quickly and easily
- 3) The younger the child, the more skilled in acquiring an L2
- 4) The more time spent in SL context, the quicker they learn
- 5) Children have acquired an L2 once they can speak it

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Japanese	Western culture
They put emphasis on perception and consideration of the whole context prior to understanding	They put emphasis on concentration of overt message and expect a prompt reaction to it.
Primary function of communication is smooth , offering solutions to problems and discussion .	Primary function of communication is to maintain good human relationships
Methods represented in teaching and learning <ul style="list-style-type: none"> • Watching • Imitating • Memorizing • Other receptive 	Methods represented in teaching and learning <ul style="list-style-type: none"> • Doing • Problem solving • Comparing • Discussing

Japanese teaching-learning Interface

Hofstede's cultural dimensions theory

These dimensions are:

- 1) **Identity**
 - Japanese students confess to a strong preference for individualism above collectivism, but in real-life situations they often behave according to the collectivistic behavior patterns.
 - Students do not volunteer in answering question in class.
- 2) **Hierarchy**
 - In the Japanese culture, the words and statements of **authority** are not doubted or criticized
 - Teachers and students do not interact in the real sense of the word
- 3) **Virtue**
 - Virtue is acceptance of collective **truth**. The Japanese students avoid risks and show little value for personal
 - If they are unsure of how to do something, they would refuse to do

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Effective Strategies for teaching Culture

1. Literature
2. Film
3. Use of authentic materials (websites, newspapers)
4. Proverbs (discussion of common proverbs)
5. Role play (they can act out miscommunications based on cultural differences)
6. Culture capsules (presenting objects like, jewelry, and art originated from the target culture)
7. Students as cultural resources (exchange students and immigrant students who speak target language at home can be invited as expert resources)
8. Ethnographic studies (carrying out interviews with native speakers, having discussion activities etc.)

Notion of 'Third Culture' by *Kramsch (1993)*

It refers to a neutral space that learners can create and use to reflect on their own and target culture and language.

Significance of Cultural Comparison

- To know what is appropriate to say to whom in what situation
- Understanding of beliefs and values represented in target culture
- Students can be successful in speaking SL only if the cultural issues are an inherent part of the curriculum

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Two pedagogical proposals by SLA research

- 1) Communicative language teaching
- 2) Focus on form

Long's distinction on the part of Focus on form

1. Focus on form – synthetic (focusing on different forms only)
2. Focus on forms – analytic (trying to match communicative approach and focus on form)

Long's interaction hypothesis - negotiation of meaning in interaction between learners and other speakers plays a crucial role for L2 development

SLA's contribution

- Attention on the learner
- Insights into language learning process
- Elaborates theories of language learning

Noticing Hypothesis by *Schmidt 1990* (based on his experience of learning Portuguese)

It refers to paying attention to the details and differences. One might hear language but not notice the specific aspects within the language unless they are taught.

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Four Macro-options of Focus on form by *Ellis (1998)*

1. **Processing instruction** - pedagogical intervention takes place at the **input** stage when learners are actively engaged in comprehension
Less Explicit Processing Instruction Options
 - Input flood
 - Input enhancement
 - Involvement of comprehension-based activities
2. **Explicit instruction** - pedagogical intervention affects learners' L2 knowledge by deliberately directing them to attend to form. It can be delivered in two modes;
 - **Direct explicit instruction** – Deduction - grammatical explanation is directly communicated either orally or in writing
 - **Indirect explicit instruction** – Induction - learners discover grammatical rules by themselves through conscious-raising tasks
3. **Production practice** - pedagogical interventions take place at **output** stage through tasks that include language production. It aims at noticing through;
 - Specifically designed tasks
 - Communicatively oriented tasks
4. **Negative feedback** - provides information to the learner as to what is **not** grammatically possible in the target language. Its techniques include;
 - Recasts (implicit negative feedback) in which learners don't feel totally rejected
 - Metalinguistic clues (explicit negative feedback) in which learners may feel totally rejected

Conscious-raising tasks - These tasks develop awareness at the level of 'understanding' rather than at the level of 'noticing.'

Three benefits of producing language by *Swain 1995*

1. Makes learners aware of their own **limitations**
2. Makes learners aware of their own and others' language **use**
3. Fosters hypothesis **formation** and **testing**

Structure-based production task by *Ellis (2003)*

Structure-based production tasks cater to **implicit** learning. It suggests **three** ways of designing a task that incorporates target language features:

1. **Task-naturalness**: Target structure (language) can be **expected** to arise naturally and frequently in performing the task, even though it may not be necessary for completion.
2. **Task-usefulness**: Targeted structure (language) is **not essential** for completing task but it is very useful.
3. **Task-essentialness**: Learners are **required** to use the essential structure to complete the task successfully.

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Different ways used by teachers to make learners pay attention on the Form of a language

Processing Instruction (PI) - involves information about the target linguistic form or structure followed by information processing strategy and structured input activities.

Traditional Instruction (TI) - involves initial explanation, followed by mechanical and later communicative practice

Input-Enhancement – It refers to a notion that teachers draw learners' attention on the given written text by making some words more salient through bold faced, italic or use of underline.

Form-focused Output - Text reconstruction seemed to be a more effective procedure to get learner to focus more often on the targeted features/structures.

Dictogloss – a process in which teacher puts learners into groups and read out dense text (a bit complex to the current ability of learners). This process involves;

- Teacher reads a dense text
- Learners take notes in groups
- Reconstruction of the text

Learner Variables

1. Age
2. Attitudes
3. Proficiency level
4. Analytical abilities
5. Learning styles

Effective classroom environment variables

- Teacher-student relationship
- Peer relationship
- Acceptance of diversity

.....THE END.....