

## ENG505

### Short Notes

#### *Lesson: 21*

Three Models proposed by **Cummins** and **Swain** (1986)

#### **CUP, BICS, CALP**

**CUP** (Common Underlying Proficiency model) - According to Cummins and Swain people who are learning second language follows a framework of language structures and functions driven from a person's knowledge of one language to help him or her learn the second or additional language known as CUP.

**Linguistic Interdependence hypothesis** - according to which the first language has a relationship with other languages which is different from the surface but interdependent internally

**SUP** (Separate Underlying Proficiency) – Contrary to CUP, SUP proposes that there is no relationship exists between the first and other languages and languages work independently in the central processing system.

#### **Distinction of Bilingualism**

##### **I. Additive bilingualism**

The process involves adding second language, not replacing the first language with the second language. Learners develop both fluency and proficiency in second language while continuing to develop proficiency in their first.

##### **II. Subtractive bilingualism**

The process whereby, the second language is added at the expense of first language and the learning of SL interferes with the learning of FL and replace it.

**BICS** - According to Cummins, Basic Interpersonal Communication Skills (BICS) are considered to be not very demanding as they are the language skills needed in social situations. Being

*Some of the examples of BICS are:*

- Observing speakers' non-verbal behavior (gestures, facial expressions and eye actions)
- Observing others' reactions
- Using voice cues such as phrasing, intonations, and stress
- Observing pictures, concrete objects, and other contextual cues

**CALP** - 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   |
|--|--|
| <b>Cognitively undemanding</b> (simple language, everyday structures, familiar topics)             | <b>Cognitively demanding</b> (field specific vocabulary, complex language structures, new ideas) |
| <b>Context-embedded</b> (face to face, gestures, facial expression, concrete objects of reference) | <b>Context-reduced</b> (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
- Presenting thematic viewpoints

### *Lesson: 22*

#### **Goal of language learning Research**

| Development Stages         |   |   |  |
|----------------------------|---|---|--|
| Stage                      | 1970s-1980s                             | 1980s-2000s                               | 21st Century   |
| Teaching Modes             | Structural                              | Communicative                             | Integrative  |
| View of Language           | Structural (a formal structural system) | Cognitive (a mentally-constructed system) | Socio-cognitive (developed in social interaction)      |
| English-Teaching Paradigms | Grammar Translation & Audio-Lingual     | Communicative Language Teaching           | Communicative Language Teaching Content-Based, ESP/EAP |

#### **The interplay between Research and Teaching**

- Pica (2005) mentions that ‘as teachers and researchers, we cannot work in isolation to each other if we are to help our students meet their needs and accomplish their goals.
- Teachers should know what students learn, how and why instruction influences such learning.
- Linguists believe that it is wrong to isolate language into items but it is better to present language as a whole in chunks.

#### **Factors are vital for bridging language learning research and language education:**

1. **Need analysis** (situations where the student has some specific reasons to learn a language) includes:
  - Learners’ professional needs
  - Learners’ language skills
  - Learners’ deficiencies in the area of language skills
2. **Determining methodologies** include:
  - Direct Method

Communicative language learning

Community language learning

Suggestopedia

### 3. Evaluation includes:

- Placement assessment (to ensure that course isn't going to be too easy or too difficult for learner)
- Observation of learning (monitoring learners' activities to ensure its appropriateness towards learning goal)
- Short-term achievement assessment (monitoring what learners are learning from course)
- Diagnostic achievement assessment (Pointing weaknesses are provide remedy for them)
- Proficiency assessment (assessing the language as a whole (4 skills) rather than from content of particular course)

**Different SLA theories** – How these theories support language teaching methodologies in classroom;

- **The behaviorist theory** of language learning emphasizes **accuracy** and **form** and not allowing errors.
- **The interactionist theory** giving learners the opportunity for conversation where they receive meaningful input from teachers and students.
- **The 'comprehensible input' theory**, the emphasis is not on the interaction, but on providing input through listening and/or reading.
- Teaching what the learner is ready to learn.
- Not only recognizing a role for instruction, but also assuming that not everything has to be taught.

**Form-based knowledge** - How a linguistic unit is to be acquired in order to use it appropriately in any situation

#### Uses of form-based knowledge

- Planning and monitoring output
- Noticing features in input
- Noticing the gap between their own production and the target
- Speeding passage through developmental sequences

#### *Lesson: 23*

**Applied Linguistics** (Davies and Elder) - It deals with the social problems that involve language. Major issues that require inquiry include:

- Teaching of language effectively
- Training of interpreters
- Evaluating a bilingual program

**According to Schmitt and Celce-Murcia, applied linguistics covers eighteen areas.** Few of them are;

1. Language and its acquisition
2. Language and cognition
3. Language and the brain
4. Language and culture
5. Language and interaction
6. Language and media
7. Language and ideology
8. Language and assessment

**Alami (2015) proposed five main characteristics of research within applied linguistics:**

1. Empirical – experimentation
2. Logical – fact-based
3. Reductive – how content is given in simplified manner
4. Planned - structured
5. Imaginative – innovative

**McDonough (2005) sums up research in four features:**

1. **Interest** – interest in work
2. **Originality** – authenticity of work
3. **Specificity** – addressing specific questions
4. **Dissemination of both research questions and findings**

**Explicit learning, Implicit learning and Awareness**

**Explicit learning** - refers to the learner's conscious and deliberate attempt to master some material or solve a problem

**Implicit learning** - involves acquiring skills and knowledge without conscious awareness, that is, automatically.

| Implicit FFI (Focus on form instruction) | Explicit FFI (Focus on form instruction) |
|--|--|
| Attracts attention to target form        | Directs attention to target form         |
| Free use of target form                  | Controlled use of target form            |
| Unobtrusive (minimal interruption)       | Obtrusive                                |
| Target forms in context                  | Target forms in isolation                |
| No use of metalanguage                   | Use of metalanguage                      |

**Awareness** is a particular state of mind which is based on individual's specific subjective experience of *cognitive content* or *external stimulus*.

**Input, Output and Fequency**

**Input** – refers to what is available to be utilized by language learners for SLA

**Intake** – refer to the part of the input which is comprehended by the learner

**Positive evidence** – the accepted, correct language elements of target language learners receive through their exposure to L2

**Negative evidence** – information about what is incorrect in language produced by learner and what needs to be done to rectify it

**Comprehensible Output (CO)** – this hypothesis states that we acquire language when we attempt to transmit a message but fail and have to try again.

**Frequency of Input** – How frequently an input is given to learner to be able to provide output

**Current trends and issues in English language education in Asia,**

SLA faces great challenges with regard to the L2 learning

- Unrealistic teaching material
- Teaching strategies

**Challenges of ESL teachers**

- Teaching English as a second language in different situations

- Assessing second language learners with different abilities
- Facilitating the procedure of second language acquisition

### *Lesson: 24*

- ❖ **Controlled processing** is capacity limited and requires more time for their activation.
- ❖ **Automatic processing** is a rapid process and once it occurs it is difficult to alter

According to McLaughlin, Automaticity occurs when an associative connection between a certain kind of **input** and some **output pattern** occurs.

**McLaughlin introduced three information processes:**

1. Automatic processing
2. Controlled processing
3. Restructuring – it happen from short-term to long-term store

**He presented the information process as;**

Attention → Rehearsal → Retrieval → Intention

**Restructuring** – it allows learners to increase in language learning and attain higher levels.

**Features of Noticing Hypothesis by Schmidt:**

1. Noticing as focal awareness – first we notice object ad then may notice other associative factors
2. Noticing refers to a private experience – consciousness as intention is used to distinguish awareness and intention
3. Consciousness as knowledge – experiential consciousness and knowledge aren't same thing

**To overcome the ambiguities between conscious and unconscious learning, Schmidt explained:**

- Unconscious learning deals with unawareness of having learned something
- Unconscious learning ends into picking up speech without noticing.
- Conscious learning establishes the awareness at the level of noticing
- Conscious learning refers to intention and effort

### *Lesson: 25*

**Ellis (1991) summarized *Interaction Hypothesis* as:**

- *Comprehensible input* is necessary for second language acquisition.
- *Modifications to the interactional structure* help to make input comprehensible to a second language learner.
- *Tasks and a situation* where there is a need for the participants to exchange information.

**The limitations of Interaction Hypothesis were identified by Ellis as following:**

- Interaction facilitates comprehension (not causes it).
- There are individual differences with regard to the amount of their participation.
- Comprehension does not depend on negotiation.
- Modified input facilitates acquisition of word meanings.

**Processability theory** - it refers to the grammatical development of learners' interlanguage.

**It refers to two formal models**

### 1. Language generation

For language generation, PT relies on Levelt's Model which refers to language processing in real time and within human psychological constraints i.e. word access and memory.

### 2. Linguistic knowledge

For linguistic knowledge, PT relies on Bresnan's Model Lexical-Functional Grammar (LFG) which encodes syntactic properties primarily in the lexicon.

**Pienemann (2012) considered the following factors in their explanation of the Processability theory:**

- Second language development progresses according to universal stages.
- Variability of interlanguage is limited and regular.
- Transfer from the first language is limited by the ability to process a certain structure.
- Differences in tasks are limited by the language processing hierarchy.
- Acquisition of both the first and the second language is limited by the language processing hierarchy.

### **Towell and Hawkin's Model of SLA**

They believe that SLA research has to deal both with the learner's attempts to learn *the system* and the learner's attempts to learn to *use of the system*.

**Multiplicity of knowledge sources** - a term used by *Towell and Hawkins* which according to them is the result of learner's exposure to SLA after 7 years of age

**Towell and Hawkins propose 5 main questions addressing English as a second:**

1. **Transfer:** of grammatical properties from L1 mental grammar into L2.
2. **Staged Development:** L2 learners go through a series of 'transitional stages' towards the target language.
3. **Systematicity:** in the growth of L2 knowledge across learners.
4. **Variability:** in learners' intuitions about, and production of the L2 .
5. **Incompleteness:** most L2 learners do not achieve native-like competence.

### *Lesson: 26*

### **Comparison of Key Six Theories**

**Theories:**

- 1) Behaviorism
- 2) Generativism
- 3) Cognitivism
- 4) Constructivism
- 5) Monitor-Model
- 6) Socio-cultural Theory

**Theories Perspectives:**

- 1) Language learning
- 2) Factors influencing learning
- 3) Role of memory
- 4) Transfer occurrence

- 5) Types of learning explained by particular theory  
6) Teaching paradigms (Classroom application)

| Theories                | Language Learning Perspective |
|-------------------------|-------------------------------|
| ❖ Behaviorism           | ➤ Behavior                    |
| ❖ Generativism          | ➤ Innateness                  |
| ❖ Cognitivism           | ➤ Mental processes            |
| ❖ Constructivism        | ➤ Experiences                 |
| ❖ Monitor-Model         | ➤ Interaction                 |
| ❖ Socio-cultural Theory | ➤ Role of society             |

| Theories                | Factors influencing on learning Perspective |
|-------------------------|---|
| ❖ Behaviorism           | ➤ Observable behavior                       |
| ❖ Generativism          | ➤ LAD                                       |
| ❖ Cognitivism           | ➤ Active participation                      |
| ❖ Constructivism        | ➤ Context, construction, collaboration      |
| ❖ Monitor-Model         | ➤ Comprehensible Input                      |
| ❖ Socio-cultural Theory | ➤ Interaction                               |

| Theories                | Role of Memory Perspective                                       |
|-------------------------|--|
| ❖ Behaviorism           | ➤ Classical conditioning   |
| ❖ Generativism          | ➤ Mental process extract rules, applies & creates new sentences. |
| ❖ Cognitivism           | ➤ Sensation, perception, attention, encoding & memory.           |
| ❖ Constructivism        | ➤ Cognition  |
| ❖ Monitor-Model         | ➤ Distinction b/w acquisition & learning                         |
| ❖ Socio-cultural Theory | ➤ ZPD  |

| Theories                | Transfer occurrence Perspective  |
|-------------------------|--|
| ❖ Behaviorism           | ➤ No transfer but Models, Imitate & Reinforcement or punishment          |
| ❖ Generativism          | ➤ Yes, transfer through L1   |
| ❖ Cognitivism           | ➤ No transfer but biological maturation and interaction with environment |
| ❖ Constructivism        | ➤ Yes, through assimilation & accommodation                              |
| ❖ Monitor-Model         | ➤ No transfer but acquisition through natural order                      |
| ❖ Socio-cultural Theory | ➤ No transfer  |

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| Theories       | Types of learning Perspective  |
|----------------|--|
| ❖ Behaviorism  | ➤ Learning through association – <i>Classical conditioning</i><br>➤ Through consequences – <i>Operant conditioning</i><br>➤ Through observation – <i>Modelling</i> |
| ❖ Generativism | ➤ Generative Grammar   |
| ❖ Cognitivism  | ➤ Reasoning, problem solving   |

|                         |  |
|-------------------------|--|
| ❖ Constructivism        | ➤ Authentic activities, class discussion   |
| ❖ Monitor-Model         | ➤ Knowledge of rules, focus on correctness |
| ❖ Socio-cultural Theory | ➤ Social factors                           |

| Theories                | Classroom application Perspective    |
|-------------------------|--------------------------------------|
| ❖ Behaviorism           | ➤ Repetitive routines, drills        |
| ❖ Generativism          | ➤ Set of rules (finite)              |
| ❖ Cognitivism           | ➤ Skills move from simple to complex |
| ❖ Constructivism        | ➤ Cooperative learning               |
| ❖ Monitor-Model         | ➤ Comprehensible input               |
| ❖ Socio-cultural Theory | ➤ Reciprocal teaching                |

### Types of Learning

| Types   | Learning domains                         |
|---|--|
| • Formal learning                             | It's about acquisition                   |
| • Technology-based learning                   | About retention of information           |
| • Monolingual/mono-cultural learning context  | About acting upon events within culture  |
| • Multilingual/multicultural learning context | About acting upon events outside culture |
| • Practical/functional learning               | About practice                           |
| • Personalized learning                       | About change in behavior                 |

### *Lesson: 28*

#### Learning factors

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

#### Three Views of Motivation

##### 1. Behavioristic factors focus on learners'

- Anticipation of reward
- Desire for positive reinforcement
- External individual forces in control

##### 2. Cognitive factors focus on learners'

- Degree of efforts expended
- Internal individual forces in control

### 3. Constructivist factors focus on learners'

- Social context
- Community
- Social status
- Security of group
- Internal and interactive forces in control

Motivation follows certain phases that determine its nourishment. *Dornyei's* model presents three phases:

- Setting goals and getting started
- Keeping the motivation intact while carrying out the tasks
- Performance reflection

#### *Lesson: 29*

### Sociobiological Critical Period

It refers to the development of a socially bonding accent at puberty that enables species to form an identity and attract mates of 'their own kind' in an instinctive drive to maintain their own species.

### Relevant Learning Factors

#### 1. Anthropologist Evidence

It suggests that adults can, in the normal course of their lives, acquire second languages perfectly.

2. **Linguistic Consideration** - deals with the *linguistic* and *cognitive* processes of second language learning in children which are believed to be similar to first language processes.

### Factors for Understanding Linguistics Consideration

- Bilingualism
- Interference between L1 and L2
- Interference in adults
- Order of acquisition

**Cognitive Ability** - It is the ability to carry out any task from the simplest to the most complex.

### *Bloom's* classification of Cognitive skills

- 1) Knowledge – define, describe, identify, list, point out, state
- 2) Comprehension – alter, calculate, change, give examples, summarize, translate
- 3) Application – apply, adopt, collect, construct, demonstrate, discover, show, solve
- 4) Analysis – compare, contrast, diagram, differentiate
- 5) Synthesis – compile, design, formulate, generate, hypothesize
- 6) Evaluation – accept, choose, conclude, judge, recommend, select, reject, support

3. **Cognitive Consideration** - refers to the understanding of cognition process and explains its rapid development in initial sixteen years of life and gradual/less rapid development later on.

### Jean Piaget proposed following stages of '*Intellectual Development*':

- Sensorimotor Stage [birth to 2 years of age ]
- Preoperational stage [2 to 7 years of age]
- Operational stage [7 to 16 years of age]

- Concrete operational stage [7 to 11 years of age]
- Formal operational stage [11 to 16 years of age]

**4. Affective Consideration** - highlights that our mental state and our emotions influence our thinking and behavior. The main affective factors are: empathy, self-esteem, extroversion, inhibition, imitation, anxiety, attitudes

### *Lesson: 30*

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

**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**
  - Planning
  - Organizing
  - Evaluating
  - Monitoring
- 2) Affective**
  - Develop self-confidence
  - Lowering anxiety
- 3) Social strategies**
  - Increase interaction
  - Empathizing with others

### *Lesson: 32*

**Intelligence** by Moaafian (2008)

A general mental capability that among other things, involves the ability to;

3. Reason
4. Plan
5. Solve problems
6. Comprehend complex ideas
7. Learn quickly
8. Learn from experience

**Wagner and Sternberg (1985) proposed three conceptions of intelligence.**

1. **The Psychometric View** equates intelligence with mental capacity.
2. **The Piagetian View** defines intelligence in terms of stages of development based on maturity and experiences.
3. **The Information Processing View** focuses on the way the brain represents and processes information.

**Three types of intelligence by Sternberg:**

1. **Analytical**—the ability to analyze, compare, and evaluate
2. **Creative**—the ability to produce solutions to problems
3. **Practical**—the capacity to adapt, to shape, and to select environments suited to one's abilities

**'Multiple Intelligence' (MI) by Gardner**

| Sr. | Intelligence         | Description  |
|-----|----------------------|--|
| 1.  | Visual/Spatial       | Ability to perceive the visual (puzzle building, charts, graphs, painting etc.)                                    |
| 2   | Verbal/Linguistics   | Ability to use words, Good auditory skills. Generally elegant speakers.  |
| 3   | Logical/Mathematical | Ability to use logic, reason, classification, problem  |
| 4   | Bodily Kinesthetic   | Ability to control body movements and handle objects carefully. Sports, dancers, artisans.                         |
| 5   | Musical/Rhythmic     | Ability to produce and appreciate music. Remembering melodies, singing, whistling                                  |
| 6   | Interpersonal        | Ability to relate and understand others(it uses verbal and nonverbal language                                      |
| 7   | Intrapersonal        | Ability to self-reflect and being aware of one's inner state. It is about recognizing own strengths and weaknesses |
| 8   | Naturalist           | The ability to explore nature  |

**Principles of 'Multiple Intelligence'**

- 1) Emphasis on the development of certain intelligences
- 2) Utilizing all intelligences in developing different teaching methods
- 3) Utilizing the intelligences to fully comprehend broad subjects
- 4) Based on the concept of multiple intelligences, instructors should review lesson plans
- 5) Provide students with the opportunity to choose learning activities and assessment methods
- 6) Provide students with the opportunity to use the dominant intelligences to develop the weaker

**Carroll** believed that 'Foreign language *apptitude* is considered as the individual's initial state of readiness and capacity for learning a foreign language

**Components of language aptitude:**

- Phonetic coding ability
- Grammatical sensitivity
- Rote learning ability
- Inductive language learning ability

**Learning style** - the overall pattern that give general direction to learning behavior

- 1) Sensory Preferences
- 2) Personality Types
- 3) Degree of Generality

**Affective domain** is primarily concerned with the emotional state of a person

**Self-esteem** - the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it

**Attribution Theory** - based on the notion that learners' motivation is subject to the pleasant outcome of being able to feel good about themselves

**Self-efficacy** - emphasizes learner's self-perception of his/her ability to perform well

**Oxford (1990) further divided Affective strategies as follows:**

- making positive statements
- taking risks wisely
- rewarding oneself

**According to Attribution theory, 3 sets of characteristics explain success and failure:**

- 1) Internal and external causes
- 2) Stable and unstable causes
- 3) Controllable or uncontrollable causes

### **Language Attitude and Motivation**

**Attitudes** to language are phenomena that cannot be observed directly but are demonstrated through actual behavior. It can affect the language proficiency based on two types;

- 1) **Positive attitudes** toward self, the native language group, and the target language group enhance proficiency.
- 2) **Negative attitudes** may lead to decreased motivation, input and interaction which can lead to unsuccessful attainment of proficiency.

**Language Anxiety** - deals with a learner's feelings of fear and apprehension once being exposed to the target language

### **The Pyramid Model (Six Layers)**

- Communication Behavior
- Behavioral Intention
- Situated Antecedents
- Motivational Propensities
- Affective-Cognitive Context
- Social and Individual Context

### *Lesson: 34*

### **Stages of Culture Acquisition**

- 1) Euphoria – A stage where learner get excited in learning new culture
- 2) Culture-shock – where learner is exposed to new values and belief
- 3) Cultural stress – where learner is partially adjusted in the environment
- 4) Gradual recovery – with time being learner get recover in performance
- 5) Full-recovery – it is learner's adaptation of new culture

### **Schumann proposed Parameters of Social distance:**

- **Dominance:** Target language is Dominant, non-dominant or subordinate
- **Integration:** Integration pattern; assimilation, acculturation or preservation
- **Cohesiveness:** Size of L2 group

- **Congruence:** Similarities of values and beliefs in two groups and their attitudes towards each other
- **Permanence:** Length of residence in target language

*Lesson: 34*

### Criticism on Sapir-Whorf Hypothesis

- If language determines thought then it must precede thought.
- Not all activities involve language but do involve thought.
- Even pre-linguistic babies can think.
- Differences are not in thought but in ways of expressing the same thought.
- Otherwise it would be impossible to translate.

*Lesson: 37*

**Learning Styles** - a mode of learning – an individual's best manner(s) to think, process information, and demonstrate learning.

### Four types of Learning Styles

- 1) **Activists** – prefer to learn by doing
- 2) **Reflectors** – prefer to stand back and observe
- 3) **Theorists** – prefer to adapt and integrate
- 4) **Pragmatists** – prefer to look for practical implications of new idea

### Types of learners

- 1) **Extroverts** – learn best when they can work with a friend
- 2) **Introverts** – learn best when they can find quiet places to work
- 3) **Sensors** – learn best when they can ask their teacher to explain
- 4) **Intuitors** – learn best when they can find ways to be creative
- 5) **Perceivers** – learn best when they find new ways to do routine tasks

### Kolb's Learning Style Model (four-stage learning cycle)

- **Concrete** (feeling) vs. **abstract** (thinking)
- **Active** (doing) vs. **reflective** (watching)

### Felder-Silverman Model

1. **Active and Reflective Learners:** Some people learn best by doing. Others prefer to think things through instead. These differences distinguish between active and reflective learners.
2. **Sensing and Intuitive Learners:** Some courses require significant memorization of facts. Others focus on theoretical or conceptual ideas.
3. **Visual or Verbal Learners:** Visual learners tend to prefer images, graphs etc. while verbal learners are more inclined towards written or spoken words.
4. **Sequential or Global Learners:** Sequential learners prefer learning linearly with logical steps; whereas, global learners prefer a holistic approach.

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### **Discourse Community characteristics**

- It has broadly agreed set of common public goals
- It has mechanisms of intercommunication among its members
- It has acquired some specific lexis
- Uses participatory mechanism
- Utilizes one or more genres

### **Societal and Environmental Factors in Learning Setting by Praveen (2016)**

- 1) Social change
- 2) Transmission of culture
- 3) Social issues
- 4) Economic issues
- 5) Technology
- 6) Home/family
- 7) Diversity
- 8) Environment
- 9) Political factors
- 10) Religion

**Microsocial factors** - concerned with language acquisition process in the immediate social contexts which include:

- **L2 Variation** – occurs when language learner and native speaker use different linguistic codes
- **Input and Interaction** - simple interaction b/w L2 learner and native speaker facilitates learning
- **Interaction** - Interaction is at the core of language acquisition

**Accommodation Theory** - argues that people adjust their communication according to others' responses.

#### ***Two elements of Accommodation Theory***

- **Divergence** – highlights group identity
- **Convergence** – occurs when there is strong need for social acceptance

**Variation Theory** – focus on four patterns of variation

- Contrast
- Separation
- Generalization
- Fusion

**Macrosocial factors** - The Macrosocial factors are concerned with the broader and fundamental structures within a society, such as economic or political systems

- Global and National Status of L1 and L2
- Boundaries and Identities
- Institutional Forces
- Social Categories
- Circumstances of Learning

**Theory of ethnography of communication** - explains that how people use language in real situations with the help of communicative competence

He introduced the following **mnemonic** S-P-E-A-K-I-N-G to explain the communication process:

- S: Setting
- P: Participants
- E: Ends
- A: Acts sequence
- K: Key
- I: Instrumentalities
- N: Norms
- G: Genres

**Social Psychology** - studies how others influence our thoughts, feelings, and actions

- 1) Social Influence – one’s behavior affected by others presence
- 2) Social Cognition – ways of thinking about others
- 3) Social Interaction – people relating to others

### *Lesson: 39*

#### **Types of Academic Competence**

**Academic competence** - According to Diperna and Elliot Model, the academic competence consists of ‘the skills, attitudes, and behaviors of learners who contribute to success in the classrooms.

**Interpersonal competence** - refers to the learners’ ability to use the appropriate L2 vocabulary, primarily in the face-to-face interaction with other speakers

#### **Five dimensions of Interpersonal competence by UCLA researchers**

- 1) Initiating relationships
- 2) Self-disclosure
- 3) Providing emotional support
- 4) Asserting displeasure with others’ actions
- 5) Managing interpersonal conflicts

#### **Priorities for L2 communicative activities:**

##### *For Academic competence*

Reading, listening, writing, and speaking

##### *For Interpersonal competence*

Listening, speaking, reading and writing

### *Lesson: 40*

#### **English for Specific Purpose**

##### **Emerging trends in ESP**

- Teaching and learning is to create such a learning environment where students’ knowledge construction can be facilitated

- Blended Learning (BL) and attitudes of ESP students towards it
- Replacing traditional ESP classroom with flipped classroom.
- Authentic material for situated learning
- Training for ‘skills gap analysis’ – assess the current state and formulate a desired state.

### **Issues in Pakistani contexts**

1. Lack of understanding of differences between EGP and ESP
2. Larger class size
3. Lack of content relevancy
4. Outdated teaching practices
5. Teacher’s lack of expertise
6. Learner’s motivation

### **According to Allwright:**

1. **Needs:** are the skills which a student sees as being relevant to him or herself.
2. **Wants:** are those needs on which students put a high priority in the available.
3. **Lacks:** are the difference between the students’ present competence and the desired competence.

### **Characteristics for needs analysis by *Dudley-Evans and St. John***

1. Professional information about the learners
2. Professional communication information
3. Personal information
4. Environment information
5. English language information
6. Language learning information

### **Types of monitoring and assessment in ESP**

1. Placement assessment
2. Observation of learning
3. Diagnostic assessment
4. Achievement assessment
5. Proficiency assessment

### **Basic components of teacher training**

- Special training as a teacher of a foreign or second language
- General professional training as an educator and teacher
- Continuing personal education

Dudley-Evans and St. John (1998) prefer the term ‘*ESP Practitioner*’ and distinguish the following *roles* of ESP practitioners:

1. Teacher
2. Course Designer
3. Researcher
4. Collaborator
5. Evaluator

.....**THE END**.....