

ENG505

Short Notes

Lesson: 01

The era witnessed development in the diversified learning domains which include:

1. Individual Learners Preferences
2. Multiple Intelligences
3. Metacognition
4. Brain Based Learning

Lesson: 02

Approach

The level at which *assumptions and beliefs* about language and language learning are specified is called approach.

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.

Technique

The level at which *classroom procedures* are described

Three principal views of language:

Structural Principal

Language as a system of structurally related elements i.e. grammar or translation

Functional Principle

Language as a tool to accomplish a certain function

Interactive Principle

Language as a vehicle for the creation and maintenance of social relations

Direct Method

Communicative language learning

Community language learning

Suggestopedia

Activity

Performance on the part of learner in the class room

Procedure

Practices and behaviors that operate in teaching language, includes techniques.

Lesson: 03

9Features of language Acquisition

1. Presence of language learning device (LAD)
2. Lacks evidence of grammatical errors
3. Learner notice if grammatical error
4. Learner can distinguish grammatical and ungrammatical

Features of language Learning

1. A product of experience
2. Controlled by the conditions
3. Variations in learning
4. Practice based

Features of Competence

1. Similar to concepts of Langue & Parole
2. Unconscious knowledge of grammar
3. Language knowledge is considered implicit

Features of Performance

1. Describe physical manifestations
2. Can be full of errors
3. Complex phenomena

Lesson: 04

Some examples of behaviorist theory are:

- Drill/ Rote work
- Repetitive practice
- Bonus points (incentive to do more)
- Participation point (incentive to participate)
- Verbal reinforcement (such as 'well done')
- Establishing rules

Key Features of Pavlovian conditioning:

- Neutral Stimulus – Bell (Before conditioning)
- Unconditioned Stimulus – Food (Before Conditioning)
- Unconditioned Response – Salivate (Before Conditioning)
- Conditioned Stimulus – Bell + Food (After conditioning)
- Conditioned Response - Salivate (After Conditioning)
- Extinction
- Spontaneous Recovery

Bandura suggests, most of the human behavior is learned by observation.

1. Observing the behavior of others (models)
2. Using the information (imitate) as a guide for our own behavior
3. Reinforcement or punishment determines the behavior

Bandura proposed Four mediational processes;

Attention – Retention – Reproduction – Motivation

Lesson: 05

Skinner identified following three types of responses that can follow behavior:

1. Neutral Operant (No impact on behavior)
2. Reinforcer (Increases probability of behavior to be repeated)
3. Punisher (Decreases probability of behavior to be repeated)

Features of Mediation Theory:

1. Physical stimulus: reaction of a body (hear, see, touch or smell causes us to feel something)
2. Internal response: internalization
3. Internal stimulus: leads to internal stimulus – which is the thought in which you relate the stimulus to outward response
4. Outward response: visible or physical response that takes place due to the first response

The theory functions at three levels: (Mediation Theory)

- *Sensational Level:* basic stimulus response reaction occurs
- *Perception Level:* input occurs relating it to the past experiences
- *Representational Level:* outward reaction, overt behavioral response to the word

The theory proposed three laws of learning: (Law of Effect Theory)

- Law of Readiness: willingness crucial for learning
- Law of Exercise: (a) the law of use and (b) the law of disuse
- Law of Effect: pleasant outcomes strengthen connections and unpleasant ones weaken them.

Lesson: 06

MacNeill (1966) supported appropriateness of LAD and justifies its existence based on the following:

- The ability to distinguish speech sounds from other sounds in the environment
- The ability to organize linguistic data into various classes that can later be refined
- Knowledge that only a certain kind of linguistic system is possible
- The ability to engage in constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the available linguistic input

Key features of transcendental idealism include:

- Concepts without perceptions are empty
- Perceptions without concepts are blind
- It is true that all knowledge begins with experience
- It is not true that all knowledge arises from experience
- Phenomenal realm and Noumenal realm

- Categories of the understanding; causation/cause and effect
- Synthetic a priori truths

Dell Hymes also supported Chomsky's concept of performance and further proposed:

1. Language is but one mode of communication.
2. It varies from situation to situation.
3. Language acquisition of such competency is subject to social needs.

Lesson: 07

H. H. Stern 1970 summarized some common arguments on learning L1 and SLA:

- Practice, repeat, and practice (L1 and SLA)
- Matter of imitation. (L1 and SLA)
- Practice the separate sounds, then words, then sentences. (L1 and SLA)
- Understanding always precedes speaking. (L1 and SLA)
- Natural learning order of four skills (L1 and SLA)
- Learning without translation (L1 and SLA)
- No explicit grammar teaching (L1 and SLA)

Why Universal Grammar (UG)? Arguments for the Theory are:

- Language universals
- Convergence
- Poverty of evidence
- No negative evidence
- Neurological separation

Lesson: 08

Robert Gagne (1916 – 2002), an educational psychologist, introduced nine levels of learning events

1. Gain attention
2. Inform of objectives
3. Stimulate prior knowledge recall
4. Present stimulus
5. Provide learning guideline
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer

Lesson: 09

Three Basic Components of Piaget's Cognitive Theory

- Schema
- Adaptation processes
Assimilation

Accommodation

Equilibrium

- Stages of cognitive development

Stages of cognitive development

- Sensorimotor (birth to age 2), object permanence
- Preoperational (from age 2 to age 7), thinking symbolically
- Concrete operational (from age 7 to age 11), operational thoughts
- Formal operational (age 11+ -adolescence and adulthood), ability to think about abstract concepts

The Competition Model

Dominant features

- Lexical Functionalism
- Connectionism
- Input-Driven Learning
- Capacity

Associative-Cognitive CREED Theory

It claims that language is learned in the same way as any other human skill. This theory is based on both the behavioral (associations) and cognitivist (cognitive) traditions.

Key Principles of Associative-Cognitive CREED Theory

- Construction Grammar
- Rational Language Processing
- Exemplar-Based Abstraction and Attraction
- Emergent Relations and Patterns
- Dialectic

Newell and Simon's Analysis

- Identifying the problem space
- Identifying some of the intermediate states between the initial and goal state
- Identifying what needs to be done; the 'moves,' which enable the problem solver to get from one state to another
- Identifying the resources, e.g., knowledge, skills, materiel, personnel and time, needed to execute each of the moves.

Information Processing Systems

An analysis follows what happens from the beginning of a task, such as being given a problem to solve to the end with the problem solved

- Receptors - senses
- Processors - transform, interpret, integrate, select--attention, set, automatic and controlled processes
- Memories - long term, short term, working
- Effectors - muscles, glands

Key Learning Theories		
Time Frame	Schools of Thought	Typical Themes
Early 1900s & 1940s & 1950s	Structuralism & Behaviorism	<ul style="list-style-type: none"> • description • observable performance • scientific method • empiricism • surface structure • conditioning reinforcement
1960s & 1970s	Rationalism & Cognitive Psychology	<ul style="list-style-type: none"> • generative linguistics • acquisition, innateness • interlanguage systemacity • universal grammar • competence • deep structure
1980s, 1990s & early 2000	Constructivism	<ul style="list-style-type: none"> • interactive discourse • sociocultural variables • cooperative group learning • interlanguage variability • interactionist hypotheses

Features of Constructivism

- Learner centered
- Environment awareness
- Acknowledges learner differences
- Integration of linguistic, psychological, and sociological paradigms
- Advocates theory of communication

Three Cornerstones for constructivist learning

- Context
- Construction
- Collaboration

John Dewey's notion of experiential education proposed:

- Acknowledging individual differences
- Serves a social purpose
- Supports progressive education
- Theory of Experience

Lesson: 11

The following four key elements that lead to disequilibrium were proposed by Piaget:

- Emotions which create feelings that excite and motivate learning
- Experience which exposes children to a variety of stimuli
- Natural maturation
- Social interaction

Bruner introduced Discovery Learning Theory (1961) with the following three stages known as stages of 'Representation'

- **Enactive:** representation of knowledge through actions.
- **Iconic:** the visual summarization of images.
- **Symbolic representation:** the use of words and other symbols to describe experiences

Lesson: 12

He suggested three scales to measure self-efficacy:

1. Self-efficacy magnitude (Level of difficulty)
2. Self-efficacy strength (One's determination or surety about oneself)
3. Generality of self-efficacy (One's surety about the application of same thing to new)

The Four Key Principles of Subsumption Theory

1. Learners should be presented with the most general concepts first, and then their analysis.
2. The instructional materials should include new, as well as previously acquired information.
3. Existing cognitive structures should not be developed, but merely reorganized within the learners' memory.
4. The role of the instructor is to bridge the gap between what's already known and what is about to be learned.

Metacognitive Regulation

Plan – Monitor – Evaluate

Lesson: 13

Krashen's Input Hypothesis	
Internal Factors	External Factors
<ul style="list-style-type: none">• Age• Personality• Motivation (intrinsic)• Experience• Cognition• Native Language	<ul style="list-style-type: none">• Culture & status• Motivation (extrinsic)• Access to native Speaker• Curriculum• Instructions

Lesson: 14

Krashen suggested the following techniques for comprehensible input:

- Use expression and body language
- Provide thinking time
- Pauses between phrases
- Shorter sentences
- Stress high frequency words
- Repeat/review vocabulary
- Repeat/restate for understanding
- Be supportive

Lesson: 15

Monitor hypothesis is also divided into three types of ways to use it,

- Monitor over-users (Monitor is used all the time during acquiring grammatical rules)
- Monitor under-users (Who don't do self-correction)
- The optimal monitor users (Who uses the monitor effectively)

Conditions to apply to the monitor hypothesis:

- **Time** – learner needs time to process information
- **Focus on form** – he must focus on the understanding of correct use of form not meaning

- **Knowledge of rule** – he must understand rule to use the target language correctly.

According to affective filter hypothesis, a ‘filter’ can affect how well we acquire comprehensible input. ‘Filter’ can be:

- Motivation
- Attitude
- Self-confidence
- Anxiety

Lesson: 16

The four stages of acculturation in the target language are:

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

Ushioda identified FIVE factors for increasing psychological distance;

1. Language shock
2. Culture shock
3. Cultural stress
4. Motivation
5. Ego permeability

Characteristics of Systemic Linguistics

- Language use is functional.
- Its function is to make meanings.
- These meanings are influenced by the social and cultural context in which they are exchanged.

Lesson: 17

Wells (1986) claimed the following factors producing variability in L1 development:

- 1) Social background
- 2) Personal attributes (gender, intelligence, personality and learning style)
- 3) Situation (setting, activity, number and status of participants),
- 4) Style of interaction

Hulstijn proposed the following corollaries:

- **C1.** All adult L1 learners regardless of differences in age and intellectual functioning, are able to produce, both correctly and quickly, isolated utterances consisting of high-frequency lexical phrases
- **C2.** Individual differences among adult L1 learners will be relatively large in tasks involving HLC discourse, in all four modes of language use (reading, writing, listening and speaking), but all adult L1 learners will perform at ceiling in BLC tasks.
- **C3.** Continued language use moderates the decline in processing speed in old age, while the continued use of written language is moderated by level of education, type of occupation and interests.

- **C4.** Early bilinguals can attain native-speaker proficiency in more than one language as long as they minimally acquire BLC in each language.
- **C5.** BLC, while being attainable by late L2 learners in the domains of vocabulary and many or even most grammatical structures, will generally not be attainable in the domains of pronunciation.

Lesson: 18

Transformational Generative Grammar TG

The theory of Phrase Structure rules states that there is a limited number of rules;

1. There are a limited number of rules which serve to reflect the linguistic competence knowledge of a native speaker.
2. These rules are arranged in order; rule 1 must precede rule 2 and so on.
3. The rules can be illustrated in phrase structure trees.
4. These rules can be equated mathematically in phrase structure rules.

Key Features of Usage – Based include:

- Pre-linguistic communication
- Utterances and words
- Schemas and constructions
- Schematization
- Analogy

Lesson: 19

Proficiency Assessment is concerned with the general versus specific performances or knowledge.

The types include:

- Discrete-point versus integrative assessment
- Direct versus indirect assessment
- Objective versus subjective assessment
- Group testing versus individual assessment

Bachman classifies the component called ‘Language Competence’ in two divisions:

1. Organizational Competence

- Grammatical Competence
- Textual Competence

2. Pragmatic Competence

- Sociolinguistics Competence
- Communicative Competence

Strategic Competence is another aspect of Language Competence proposed by Bachman with the following three components:

- Assessment component
- Planning component
- Execution component

Types of Competencies

Developing communicative competencies require specific skills. These consist of the following:

- **Linguistic Competence** – vocabulary, grammar, punctuation, spellings
- **Strategic Competence** – overcome language gap, plan & access communication effectiveness
- **Sociolinguistic Competence** – knowledge of social rules of language, nonverbal behaviors

- **Discourse** – patterns of organization

Five characteristics of communicative competence proposed by Savignon (1983, pp. 8-9) are:

1. Dynamic in nature
2. Relative in nature
3. Context specific
4. Applies to both written and spoken language
5. Competence is about knowing & performance is about doing.

Lesson: 20

The initial Canale and Swain's model of Communicative Competence was developed in 1980, following Hymeswork, it proposed three components:

- Grammatical Competence
- Sociolinguistic Competence
Sociolinguistic Competence (appropriateness of register, vocabulary and politeness norms)
Discourse competence (cohesion and coherence)
- Strategic Competence

Lyle Bachman and Palmer Model of communicative competence

It is concerned with;

1. Understanding of the language
2. Its appropriate use in particular situation based on;
 - Organizational competence
 - Pragmatic competence

Celce-Murcia's revised model of communicative competence proposed six competencies:

1. Socio-culture competence
2. Discourse competence
3. Interactional competence
4. Linguistics competence
5. Formulaic competence
6. Strategic competence

Kramersch and Whiteside (2008) defined Symbolic Competence as:

The ability to position oneself as a multilingual subject, to understand the cultural memories evoked by symbolic systems

Kramersch believes that there are three dimensions of language as symbolic system:

1. Symbolic representation
2. Symbolic action
3. Symbolic power

Midterm Solved Questions

Eng 505

Done by Mahrukh and Aisha

1. Greek writers who proposed nature: The two Greek philosophers and writers who tried to explain the human nature of knowledge are **Plato and Aristotle**.

2. Attributes that differentiate humans:

3. Elaborate Mediation: The mediation theory was introduced **by Charles Osgood** (1953,1957). It claims that the linguistic stimulus (a word or sentence) elicits a 'mediating' response that is self-stimulating. The self-stimulating refers as "Representational Mediation Process."

Features of Mediation Theory:

- **Physical stimulus:** reaction of a body (hear, see, touch or smell causes us to feel something)
- **Internal response:** internalization
- **Internal stimulus:** leads to internal stimulus – which is the thought in which you relate the stimulus to outward response
- **Outward response:** visible or physical response that takes place due to the first response

The theory functions at three levels: (Mediation Theory)

- **Sensational Level:** basic stimulus response reaction occurs
- **Perception Level:** input occurs relating it to the past experiences
- **Representational Level:** outward reaction, overt behavioral response to the word

4 Arguments in favour of UG:

- **Language Universals:** According to this, human languages are essentially identical, they acquire similar manner and all languages share certain properties e.g. all languages have consonants, vowels etc.
- **Convergence:** All language learners converge on the same grammar in spite of the fact that they are exposed to different input.
- **Poverty of the Stimulus:** Students have linguistic knowledge which cannot be acquired from the input which is available to them.
- **No negative evidence:** Children know about the grammatical and ungrammatical structures and they aren't exposed to negative evidence.
- **Child's easy acquisition:** Children acquire grammatical systems of a language rapidly on the basis of very little evidence.
- **Uniformity:** The children acquire language in a very similar manner.
- **Neurological Separation:** Different brain domains responsible for representing and processing linguistic and non-linguistic information.

5. Three levels of Systematic Functional Language:

- Meaning (semantics)
- Sound (phonology)
- Wording (syntax, morphology, and lexis)

6. UG vs Usage-based theory:

- Children are creative and productive to start with innate UG and in usage-based approach, they are conservative and unproductive to start with.
- In UG approach, the role of input is undetermined whereas in usage-based approach its role is determined.
- In UG approach, innate core grammar needs mechanism to activate it. In contrast, the usage- based approach requires children to figure out linguistic system.

7.Vgotsky's Socio-Cultural theory and its levels:

- The Socio-Cultural theory is a psychological and sociological theory developed by Lev Vygotsky, a Russian psychologist, in 1934.
- The theory claims that the society and culture play an important role in developing one's personality. It asserts that society supports and acts as a device for intellectual adaptation of innateness, a child is born with.

Its levels:

Vgotsky believed that learning takes place at two levels:

- through interaction with others
- integrated into the individual's mental structure

8. Pavlovian Conditioning:

Russian Physiologist, Ivan Pavlov is the founder of Pavlovian Conditioning. The Pavlovian conditioning follows:

Unconditioned Stimulus > Unconditioned Response

It introduced the law of Temporal Contiguity, whereby two stimuli were presented together to develop association. Temporal Contiguity occurs when two stimuli are experienced close together in and, as a result, an association may be formed. In Pavlovian Conditioning, the strength of the association between the conditioned stimulus (CS) and the unconditioned stimulus (US) is largely affected by the phenomenon of temporal congruity.

Key features of Pavlovian Conditioning are:

- Stimulus
- Response
- Unconditional Stimulus
- Conditioned Stimulus

- Conditioned Response
- Extinction
- Spontaneous Recovery
- Generalization
- Discrimination

9. Chomsky's Criticism on Behaviorism:

- According to Chomsky, learning is not possible only through repetition and reinforcement as advocated by Skinner.
- Chomsky believes that a child has the ability to use finite set of rules to construct infinite sentences, and he/she can create phrases which they have never heard before.
- Not specifically a criticism of Skinner's speculation regarding language, but rather as a more general behaviorist critique of speculation regarding the nature of higher mental processes.
- Reason for discussing Skinner's book in such detail was that it was the most careful and thorough going presentation of such speculations.

10. Communicative Competence:

- It refers to having the mastery over language rules and the ability to use them appropriately in a specific context.
- Dell Hymes (1972) defined communicative competence as the ability to use grammatical competence in a variety of communicative situations based on grammatical competence.
- It is opposed to Chomsky's concept of competence which is linguistic specific and ignores communicative aspect.

11. Symbolic Competence:

- Kramsch and Whiteside defined Symbolic Competence as the ability to position oneself as a multilingual subject, to understand the cultural memories evoked by symbolic systems, to perform and create alternative realities, and to reframe and shape the multilingual game in which one invests.
- Discourse plays an important role in the interpretation of symbolic competence as it refers to language use beyond sentence level.
- Symbolic Competence is also engaged in the symbolic power game of challenging established meanings and redefining the real.

12. Schumann's Acculturation Theory:

- The basis of Schumann's Acculturation Theory' is a social theory.
- It considers social forces as the driving factors that affect language learning and Acquisition processes.
- It emphasizes that instead of internal mental activities, the external factors facilitate learning by providing the target language culture for specific language functions.
- Social and psychological factors are key component of acculturation process.

13. Name Bandura's theory:

Albert Bandura introduced Social Cognitive Theory which proposed the integration of behaviour, cognition, and the environment for interaction.\

14. Comprehensible Input:

Krashen proposed the idea of comprehensible input, that learners acquire knowledge which is easy to comprehend and is slightly advanced than the existing level of understanding.

15. Krashen's input hypothesis:

Stephen Krashen, is known for his theories of language acquisition and development. Krashen's theory of language input hypothesis advocates that the acquisition of second language is highly dependent on the learner's comprehension of the input. The focus of the hypothesis is on the acquisition and not the learning. Krashen explained his hypothesis as:

- Acquisition requires meaningful interaction in the target language, natural communication, in which speakers are not concerned with the form of their utterances but with the messages, they are conveying and understanding.
- Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.
- Comprehensible input is the crucial and necessary ingredient for the acquisition of language.

16. Define explicit learning:

In explicit learning, learner is aware of modification of his/her knowledge base. It refers to the learner's conscious and deliberate attempt to master some material or solve a problem.

17. Differences among language learners:

1. social background,
2. personal attributes such as gender, intelligence, personality, and learning style
3. situation e.g. setting, activity, number and status of participants
4. style of interaction such as interpersonal skills and relations, child-rearing methods

18. Two types of Constructivism:

a) Cognitive: refers to a cognitive stage where one's understanding of any new experience is influenced by his/her knowledge of a particular experience.

b) Social : all knowledge develops as a result of social interaction and language use, and is therefore a shared, rather than an individual experience.

19. Universal Language: Universal language refers to a mean of communication said to be understood by all living things, beings, and objects alike.

20. Nature vs Nurture Debate: In the nature versus nurture debate, Plato tended to side with nature, believing that knowledge was innate. According to Noam Chomsky (1986), 'Knowledge of Language' begins with informal characterization of 'Plato's Problem-the problem of explaining how we can know so much given so little evidence. Descartes, a French philosopher, also believed that language acquisition was a simple and easy process and reinforced the innateness of language, as it reflected the general rationality of human beings. In

contrast to innateness, the concept of Tabula Rasa or blank slate was proposed by John Locke which refers to the notion that all knowledge comes from outside us through sensory experience rather than through innate knowledge.

21. Types of Reinforcement:

- **Positive:** adding something to enforce the result (you do this, you get this). Usually praise and rewards.
- **Negative:** taking something negative away in order to increase a response.
- **Punishment:** refers to adding something adverse in order to decrease a behaviour. (generally discipline i.e. spanking). The punishment is connected with the negative behaviour.
- **Extinction:** decreasing a certain response by taking something away.

22. Verbal Behaviour:

Verbal behaviour also known as VB, is a method of teaching language that focuses on the idea that a meaning of a word is found in their functions. Instead of just teaching a word, we must teach them how to functionally apply those words. The term was coined by B.F. Skinner.

23. Criticism on Krashen acquisition learning hypothesis:

24. Example of Krashen nature order hypothesis:

According to the natural order hypothesis, learners acquire the grammatical morpheme -ing before the morpheme third person -s.

25. Fossilization: Fossilization refers to the process in which incorrect language becomes a habit and cannot easily be corrected. For example many advanced learners who have Spanish as an L1 do not distinguish between 'he' and 'she'.

26. Pro-Drop Parameter: Pro-drop Parameter is for whether subject pronouns can be dropped in a language or not. The pro-drop parameter is also known as null subject parameter. It is an important parameter to examine the second language acquisition effect in the study of the second language.