

Linguistics : The discipline that studies the nature and use of language

applied linguistics : the application of linguistics

Linguistic competence : Speakers ability to produce and understand unlimited number of utterances , including many that are novel and unfamiliar

First language : "**native language** " : the first language .learned by a child ,usually the language of his\her home

Second \Foreign language : a language learned subsequent to a speaker's native language

Acquisition : the gradual development of ability in first or second language by using naturally communicative

learning : the conscious process of accumulating knowledge in contrast to acquisition

Language is a voluntary behavior, **Language** is a set of habits, patterns, **Language** as a form of communication is entirely arbitrary

Phonology: the study of the sound system of a language.

Morphology: the study of the structure of words.

Syntax: the sentence structure of the language. Grammar is the set of rules governing the use of the language so that people can communicate meaningfully and consistently with each other.

Semantics: the study of the meanings communicated through language.

Grammar-Translation Approach : A typical exercise is to translate sentences from the target language into the mother tongue - **Instruction is given in the native language of the students, There is a little use of the target language** - Focus is on grammatical parsing - **There is early reading of difficult classical texts** - The result of this approach inability student to use the language for communication - **The teacher does not have to be able to speak the target language**

Direct Approach

No use of the mother tongue is permitted - **Lessons begin with dialogues** - Actions and pictures are used to make meanings clear - **Grammar is learned inductively**- Literary texts are read for

pleasure - The target culture learned inductively - **The teacher must be a native speaker or have native-like proficiency in the target language**

Reading Approach

Only the grammar useful for reading - **Vocabulary is controlled at first** - Reading comprehension is the only language skill emphasized - **Translation is a respectable classroom procedure**- The teacher does not need to have good oral proficiency in the target language

Audiolingualism Approach

Lessons begin with a dialogue - Mimicry and memorization are used -Grammatical structures are sequenced and rules are taught inductively

-2-

Situational Approach

The spoken language is primary - **All languages material is practiced orally before being presented in written form** - Only the target language should be used in the classroom - **most general and useful lexical items are presented** - Grammatical structures are created from simple to complex - **New items are introduced and practiced in real situations**

Cognitive Approach

Language learning is viewed as rule acquisition, **not habit formation**, Instruction is often individualized, **Grammar must be taught**, Pronunciation is de-emphasized, **Reading and writing as important as listening and speaking**, Vocabulary instruction is important, **Errors are viewed**, The teacher is expected to have good general proficiency in the target language

Affective-Humanistic Approach

Respect is emphasized for the individual, *Communication that is meaningful to learner is emphasized*, Instruction involves much work in pairs and small groups, *Class atmosphere is viewed*, *Peer support and interaction is needed for learning*, Learning a foreign language is viewed, *The teacher is viewed as a counselor or facilitator*, The teacher should be proficient in the target language

Comprehension-Based Approach

Listening comprehension is very important, **Learners should begin by listening**, Learners should not speak until they feel ready, **Learners progress by being exposed to meaningful input that is just one step beyond their level of competence**, Rule learning may help learners monitor, **Errors correction is seen as unnecessary**, If the teacher is not a native speaker appropriate materials such as audio/visual tapes

Communicative Approach

The goal of language teaching is learner's ability to communicate in the target language, **Students regularly work in groups**, Students often engage in role-play, **Classroom materials and activities are often authentic to reflect real-life situations and demands**, Skills are integrated from the beginning, **The teacher's role is primarily to facilitate communication and only secondarily to correct errors**, The teacher should be able to use the target language fluently and appropriately

Approach: An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like

Method: is a set of procedures, i.e., a system that spells out rather precisely how to teach a language.

Technique: is a classroom device or activity

4

Interlanguage: is the type of language produced by second language learners who are in the process of learning language

It refers to a system that has a structurally intermediate status between the native language and the target language.

5

Acquisition: it is a subconscious process identical in all important ways to the process children utilize in acquiring their first language

Advantages Acquisition:

- acquisition comes about through meaningful interaction in a natural communication setting.
- Speakers are not concerned with form, but with meaning.
- There is no explicit concern with error detection and correction.

Learning: A conscious process that results in (knowing about) language

Advantages Learning :

- Formal rules and feedback provide the basis for language instruction.
- Error detection and correction are central, as is typically the case in classroom setting

Monitor: is the mental editor , part of the learner's internal system that appears to be responsible for conscious linguistic processing

There are two functions of the Monitor

In reception: a. when a person tries to learn a rule by reading about it in a grammar book,
b. by attending a class where the teacher describes a rule

In production: a. when a person performs a drill that requires conscious attention to linguistic form, b. when a learner memorize a dialogue or a story

* **The hypothesis states that “ learning has only one function, and that is as a monitor**

Three conditions for Monitor use: Time, Focus on form, Know the rule

There are three types of Monitor users :

Monitor over-users: Those are people who attempt to monitor all the time and constantly checking their output

Monitor under-users: Those are people who have not learned, who prefer not to use their monitor even if they have all the conditions (time, focus on form, knowing rules)

The optimal Monitor users: Those are people who use the monitor when it is appropriate and when it does not interfere with communication

6

The Natural Order Hypothesis: we acquire the rules of language in a predictable order

The Input Hypothesis: humans acquire language in only one way--- by understanding messages,
 $i = \text{our current level, to } i + 1 = \text{the next level}$

The silent period: learners are making use of the comprehensible input they receive. Once competence has been built up, speech emerges.

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Input -----> Filter -----> LAD -----> Acquired Competence

Filter: is that part of the internal processing system that subconsciously screens incoming language

* Adult **higher** 'Affective Filter', Children **low** 'Affective Filter'. -

The affective domain: emotional side of human behavior, and it may be juxtaposed to the cognitive side

Self-esteem: a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself

Self-esteem has three main levels: Global level, Situational or specific self-esteem, Task self-esteem

Risk-taking: important characteristic of successful learning of a second language learning.

The four dimensions that underlies risk-taking are:

1. A lack of hesitancy about using newly encountered linguistic elements
2. A willingness to use linguistic elements perceived to be complex or difficult.
3. A tolerance of possible incorrectness in using the language.
4. An inclination to rehearse a new element silently before attempting to use it aloud.

Anxiety: It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry

Empathy: is the capacity for participation in another's feelings **or ideas or putting yourself into someone else's shoes**

Extrovert: is sociable, has many friends, needs to have people to talk to, and does not like studying by himself

Introvert: is a quiet, retiring sort of person, fond of books rather than people; he is reserved and distant, except with intimate friends

Phonemic coding ability: The ability to make a link between sound and symbol

Spatial intelligence; that is the ability to find your way around environment

Interpersonal intelligence; that is the ability to understand others, how they feel, what motivates them, how they interact with one another

Intrapersonal intelligence; that is the ability to see oneself, to develop a sense of self-identity.

Motivation: inner drive, impulse, emotion, or desire that moves one to a particular action **or** the choices people make as to what experiences or goals they will approach or avoid, and the degree of efforts they will exert in that respect

Instrumental motivation: refers to motivation to acquire a language as means for attaining instrumental goals (e.g. a career)

Integrative motivation is employed when learners wish to integrate themselves within the culture of the second language group, and become a part of that society

Assimilative motivation is the drive to become an indistinguishable member of a speech community.

. We can divide reasons for reading and listening into two broad categories:

Instrumental: a large amount of reading and listening takes place because it will help us to achieve some clear aim

Pleasurable

top –down: the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture

bottom-up: the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build a whole.

Reading and listening for general understanding (SKIMMING)

(SKIMMING): readers and listeners are able to take in a stream of discourse and understand the GIST of it without worrying too much about the details

**‘general’ comprehension means not stopping for every word, not analyzing everything that the writer or the speaker includes in the text.

Reading and listening for specific information (SCANNING)

10

Turn-taking: In any conversation, decisions have to be taken about when each person should speak, or This is ‘turn-taking’, a term which refers to the way in which participants in conversation get their chance to speak