Linguistics & applied linguistics

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

Applied linguistics: The application of linguistic theories, methods, and findings to the elucidation of language problems that have arisen in other domains. The term is especially used with reference to the field of foreign language learning and teaching.

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

First & second language

- **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 a first or second language by using it naturally in communicative situations.
- **Learning:** the conscious process of accumulating knowledge, in contrast to acquisition.

   ### Language assumptions

- Language is a voluntary behavior.
- Language is a set of habits, patterns that are common to an entire group speaking the language and consistent to large degrees in individuals.
- Language as a form of communication is entirely arbitrary in its relation to what is communicated.
- Language is a convention, a tradition, a social institution.

Ways to describe language

Language consists of :

1) **Phonology:** the study of the sound system of a language.

2) **Morphology:** the study of the structure of words.

3) **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.

4) **Semantics:** the study of the meanings communicated through language.

Language teaching approaches

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

- No use of the mother tongue is permitted (i.e.' teacher does not need to know the students' native language).

- Lessons begin with dialogues and anecdotes in modern conversational style.

- Actions and pictures are used to make meanings clear.

- Grammar is learned inductively.

- Literary texts are read for pleasure and are not analyzed grammatically.

- The target culture is also taught inductively.

- The teacher must be a native speaker or have native-like proficiency in the target language.

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- **Reading Approach**

- Only the grammar useful for reading comprehension is taught.

- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.

- Translation is a respectable classroom procedure.

- Reading comprehension is the only language skill emphasized.

- The teacher does not need to have good oral proficiency in the target language.

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- **Audiolingualism Approach**

- Lessons begin with a dialogue.

- Mimicry and memorization are used, based on the assumption that language is a habit formation

- Grammatical structures are sequenced and rules are taught inductively.

- Skills are sequenced: listening, speaking— reading, writing postponed.

- Pronunciation is stressed from the beginning.

- Vocabulary is severely limited in initial stages.

- A great effort is made to present learner errors.

- Language is often manipulated without regard to meaning or context.

- The teacher must be proficient only in the structures, vocabulary that he/she is teaching since learning activities are carefully controlled.

- **Situational Approach**

a) The spoken language is primary.

b) All languages material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).

c) Only the target language should be used in the classroom.

d) Efforts are made to ensure that the most general and useful lexical items are presented.

e) Grammatical structures are graded from simple to complex.

f) New items (lexical and grammatical) are introduced and practiced in real situations (e.g. at the post office, at the bank, at the dinner table).

- **Cognitive Approach**

A. Language learning is viewed as rule acquisition, not habit formation.

B. Instruction is often individualized; learners are responsible for their own learning.

C. Grammar must be taught but it can be taught deductively (rules first, practice later) and/ or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).

D. Pronunciation is de-emphasized; perfection is viewed as unrealistic.

E. Reading and writing are once again as important as listening and speaking.

F. Vocabulary instruction is important, especially at intermediate and advanced levels.

G. Errors are viewed as inevitable, something that should be used constructively in the learning process.

H. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

- **Affective-Humanistic Approach**

a) Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.

b) Communication that is meaningful to learner is emphasized.

c) Instruction involves much work in pairs and small groups.

d) Class atmosphere is viewed as more important than materials or methods.

e) Peer support and interaction is needed for learning.

f) Learning a foreign language is viewed as a self-realization experience.

g) The teacher is viewed as a counselor of facilitator.

h) The teacher should be proficient in the target language and the student's native language.

Comprehension-Based Approach

a. Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time given the right conditions.

b. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce and language themselves.

c. Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately.

d. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.

e. Rule learning may help learners monitor (or become more aware of) what they do, but it will not aid their acquisition to spontaneous use of the target language.

f. Errors correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.

g. If the teacher is not a native speaker (or near-native), appropriate materials such as audio/visual tapes must be available to provide the appropriate input for the learners.

Communicative Approach

a. The goal of language teaching is learner's ability to communicate in the target language.

b. The content of a language course will include semantic notions and social functions, not just linguistic structures.

c. Students regularly work in groups or pair to transfer meaning in situations where one person has information that the other(s) lack.

d. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

e. Classroom materials and activities are often authentic to reflect real-life situations and demands.

f. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes that learners are educated and literate).

g. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

h. The teacher should be able to use the target language fluently and appropriately.

- **Summary**
- that certain features of several of the first five approaches outlined above arose in reaction to perceived inadequacies or impracticalities in an earlier approach or approaches.

a. Cognitive Approach: Language is rule-governed cognitive behavior (not habit formation).

b. Affective-Humanistic Approach: Learning a foreign language is a process of self-realization and of relating to other people.

c. Comprehension Approach: Language acquisition occurs if and only if the learner comprehends meaningful input.

d. Communicative Approach: The purpose of language (and thus the goal of language teaching) is communication.

The four more recent approaches are not necessarily in conflict or totally incompatible since it is not impossible to come up with an integrated approach which would include attention to rule formation, affect, comprehension, and communication which would view the learner as someone who thinks, feels, understands, and has something to say.

Approaches, Methods, & Techniques

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(e.g. imitation and repetition).

We now understand that an approach is general (e.g., Cognitive), that a method is specific set of procedures more or less compatible with an approach (e.g., Silent Way), and that a technique is a very specific type of learning activity used in one or more methods (e.g., using rods to cue and facilitate language practice).

Historically, an approach or a method also tends to be used in conjunction with a syllabus.

- **Final Thought**
- three other issues the teacher has to take into consideration to make a good decision concerning the choice of an approach or method (or a combination of both):

1. Assess students needs (why and for what purpose?)

2. Examine instructional constraints (time, class size, and materials).

3. Determine needs, attitudes, and aptitudes of individual students to the extent that is possible.

Lecture 4

Error Analysis

- Making errors is inevitable part of learning.

- Studying learners' errors serve tow major purposes:

1. it provides data from which inferences about the nature of the language learning process can be made.

2. it indicates to teachers and curriculum developers which part of the target language.

- Error analysis has yielded insights into L2 acquisition process.

the most common errors are:

• Omitting grammatical morphemes, which are items that do not contribute much to the meaning of sentences, as in He *hit* car.

• Double marking: a semantic feature (e.g. past tense) when only one marker is required, as in She *didn't went* back.

* Regularizing rules, as in womans for women.

* Using archiforms: one from in place of several, such as the use of her for both she and her, as in *I see her yesterday. Her dance with my brother.*

* Using two or more forms in random alternation even though the language requires the use of each only under certain conditions, as in the random use of he and she regardless of the gender of the person of interest.

* Misordering items in constructions that require a reversal of word-order rules that had been previously acquired, as in what you are doing?,

or misplacing items that may be correctly placed in more than one place in the sentence, as in They are all the time late.

- **Major Findings of Error Analysis Studies**
- Error analysis studies claim that the majority of learner's errors were intralinguas

- Causes of errors:
    1. Language transfer
    2. Intralingual factors
    3. Transfer of training
    4. Learning strategies

- Classification of errors:
    1. Omission, addition, substitution, word order
    2. Errors of phonology, morphology, syntax, and vocabulary

- In the field of methodology, there have been two schools of thought in respect to learners' errors.

Shortcomings of Error Analysis
    1. Stressing on learner's errors
    2. Overstressing of production data
    3. Focusing on specific language rather than viewing universal aspects of languages.

Interlanguage Theory

- Two Modals of Foreign Language teaching:

1. Foreign language learning is seen as a process of imitation and reinforcement; learners attempt to copy what they hear, and by regular practice they establish a set of acceptable habits in the new language. (Behaviorists' view)

2. Learners use their cognitive abilities in a creative way to work out hypotheses about the structure of the foreign language. They construct rules, try them out, and modify them if they prove to be not enough. In this sense, language learning proceeds in a series of transitional stages, while learners acquire more knowledge of L2. At each stage, they are in control of a language that is equivalent to neither L1 nor L2. (Cognitivists' view)

- 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.

Interlanguage Sources

The interlanguage system is based on a learner's hypothesis about the target language made from a number of possible sources of knowledge:

1. Limited knowledge of the target language
2. Knowledge about the native language
3. Knowledge about the communicative function of the language
4. Knowledge about the language in general
5. Knowledge about life, human beings, and cultures

The Main Premises of Interlanguage Theory

1. The learner constructs a system of abstract linguistic rules which underlies comprehension and production.

2. The learner's grammar is permeable. The grammar that the learner builds is incomplete and unstable.

3. The learner's competence is transitional. As a result of the permeability of an interlanguage system learners rapidly revise it.

4. The learner's competence is variable.

5. Interlanguage development reflects the operation of cognitive learning strategies.

6. Interlanguage use can also reflect the operation of communication strategies.

7. Interlanguage systems may fossilize. Fossilization refers to the tendency of many learners to stop developing their interlanguage grammar in the direction of the target language.

The development of Interlanguage

1. Language transfer: Interfering; interlingual transfer from L1; Such as using ' the book of john' instead of john's book.

2. Transfer of training: For example, students make some errors because of a misleading explanation from the teacher....... incorrect presentation .

3. Strategies of second language learning: These strategies are part of the context of learning.

4. Communication strategies: expressing meanings using the words and grammar which are already known by a learner with limited knowledge of the target language. Such as using 'That's my building. I live there' instead of ' That's the building where I live'.

5. Overgeneralization: The extension of using grammatical rules beyond its expected uses (e.g. mans instead men).

Final Thought

The interlanguage theory has been fluid, constantly changing, and incorporating new ideas.It played a crucial role in the transformation of thinking, prediction and understanding the process of second language learning.

Lecture 5
Krashen's Monitor Model
- The theory evolved in the late 1970s.
- The most ambitious theory of second language learning.

Krashen's theory constitutes of a set of five basic hypotheses:

1. The Acquisition – Learning Hypothesis.

2. The Monitor Hypothesis.

3. The Natural-Order Hypothesis.

4. The Input Hypothesis.

5. The Affective Filter Hypothesis.

The Acquisition-Learning Hypothesis
- Krashen maintained that adult second language learners have at their deposal two distinct and independent ways of developing competence in a second language.
1. Acquisition: it is a subconscious process identical in all important ways to the process children utilize in acquiring their first language.
- 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.
2. Learning: A conscious process that results in (knowing about) language.
- Formal rules and feedback provide the basis for language instruction.
- Error detection and correction are central, as is typically the case in classroom setting.

Does learning become acquisition?

* According to krashen " learning does not turn into acquisition".

Because of these claims:-

1. Sometimes there is 'acquisition' without 'learning', that is some individuals have considerable competence in a second language but do not know many rules consciously.
2. There are cases where 'learning' never turn into 'acquisition', that is a person may know the rule and continue breaking it.
3. No one knows anywhere near all the rules.

Critics:

Gregg (1984) argued that this claim runs.

Can adults acquire a language as children do?

Yes, Krashen argued, adults have access to the same Language Acquisition Device (LAD) that children use in acquiring their first language.

Critics:

- Gregg (1984) pointed out that Krashen appeared to be giving the (LAD) a scope of operation much wider than is normally the case in linguistic theory.

- Chomsky (1968) argued that the ability to use (LAD) declines with age.

The Monitor Hypothesis

Monitor: is the mental editor.

- The Monitor is the part of the learner's internal system that appears to be responsible for conscious linguistic processing.

- There are two functions of the Monitor:

1. 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.

2. 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.

- Three conditions for Monitor use:

1. Time: In order to think about and use conscious rules effectively, a second language learner needs to have time.

2. Focus on form: The performer must also be focused on form, or thinking about correctness to get his message across in an understandable way to the listener(s).

3. Know the rule: This is very formidable requirement. If rules are not known (learner does not know the rule), the Monitor will not be helpful or used.

The degree to which Monitor is used depends on the following:

1. Learner's age.

2. The amount of formal instruction the learner has experienced.

3. The nature and focus required by the verbal task being performed.

4. The individual personality of the learner (Individual Differences).

There are three types of Monitor users:

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

a. They may speak hesitantly.

b. No fluency.

2. 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 results:

a. They are not influenced by error correction.

b. They do not sound right/correct.

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

a. Better communicators.

b. More accuracy.

Adult vs. child differences in using the Monitor:

1. Children are thought to be superior language learners, because they do not use the monitor and are not as inhibited as older learners.

2. Krashen argues that adults are faster language learners in the initial stages, but young children out-perform adults with more time.

Critics:

- McLaughlin (1984) argued that adults/older learners are better in both syntactic and semantic variables. It is only in the area of phonological development that younger children do better.

Lecture 6
The Natural Order Hypothesis

• Krashen argued that "we acquire the rules of language in a predictable order, some rules tending to come early and others late.

• Those, as krashen argued, whose exposure to second language

The Acquisition-Learning Hypothesis

*** Evidence for a " Natural Order" :

- The principle source of 'Natural Order' hypothesis comes from the so-called ' morpheme studies' ....especially the study by Dulay & Burt (1974). Dulay & Burt's study included 60 Spanish-speaking children in Long Island and 55 Chinese-speaking in New York.

Critics:

Hakuta & Cancino (1977) argued that the semantic complexity of the morphemes may vary depending on learner's native language.

The Input Hypothesis

- This hypothesis postulates that " humans acquire language in only one way--- by understanding messages, or by receiving 'comprehensible input'.....

- There are two corollaries of the 'Input Hypothesis' :

1. Speaking is a result of acquisition and not its cause. Speech can not be taught directly but it emerges as a result of building competence via comprehensible input.

2. If input is understood, and there is enough of it, the necessary grammar is automatically provided. The teacher does not need to teach grammar deliberately...... only if a sufficient amount of comprehensible is provided.

*** Some lines of evidence for the Input Hypothesis:

1. The silent period:

2. Age Differences:

3. The Effect of Exposure:

* **Krashen used the term** 'INTAKE'

The Affective Filter Hypothesis

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

Filter: is that part of the internal processing system that subconsciously screens incoming language (the learner's motives, needs, attitudes, and emotional states).

The Filter has four functions:-

1. It determines which language models the learner will select.

2. It determines which part of the language will be attended to first.

3. It determines when the language acquisition efforts should cease.

4. It determines how fast a learner can acquire.

- The filter is thought to limit what it is that the learner attends to, what will be learned, and how quickly the language will be acquired.

- Adult learners are likely to have higher 'Affective Filter' because of the events that occur in adolescence.

- Children learners are ' less inhibited, and are likely to have low 'Affective Filter'.

Krashen's View of Classroom Language Learning & Teaching

1. The principal goal of language teaching is to supply comprehensible input in order to facilitate 'acquisition'.

2. Teaching should be seen as a preparation for 'acquisition' in the wider world.

3. The teacher must ensure that learners do not feel anxious or are put on the defensive.

4. Grammar teaching should be restricted to simple forms and its goal is to enable the learner to monitor.

5. Errors should not be corrected when the goal is 'acquisition' but should be corrected when the goal is 'learning'.

The main principles of Krashen's 'Monitor Model' can be summarized as:

1. The goal is communicative skills.

2. Comprehension precedes production.

3. Production emerges when the learner is ready.

4. Acquisition activities are central.

5. The 'Affective Filter' needs to be kept low.

Final Thought:

The 'Monitor Model' is undoubtedly the best known theory of L2 acquisition.

Lecture 7

Personality Factors

1. The affective domain

2. Self-esteem

3. Inhibition

4. Risk-taking

5. Anxiety

6. Empathy

7. Extroversion & introversion

8. Language aptitude

9. Motivation

10. Age

The affective domain

- Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior.

- Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition.

Self-esteem

- Self-esteem is seen as a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience.

Self-esteem has three main levels:

1. Global level, which is thought to be relatively stable in a mature adult.

2-Situational or specific self-esteem, which refers to one's appraisals of oneself in certain life situations, such as social interaction, work.

3. Task self-esteem, which relates to particular tasks within specific situations.

Inhibition

- Human beings build sets of defenses to protect the ego.

- The newborn baby has no concept of his/her own self;

- In Childhood, the growing degrees of awareness, responding, and the valuing begin

- In adolescence, the physical, emotional, and cognitive changes of the preteenager and teenager bring on mounting defensive inhibitions to protect a fragile ego,

Risk-taking

- Risk taking is an 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
- Anxiety is almost impossible to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

There are three components of foreign language anxiety:

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas.

2. Fear of negative social evaluation, arising from learners' need to make a positive social impression on others.

3. Test anxiety, or apprehension over academic evaluation.

Empathy

Empathy is the capacity for participation in another's feelings or ideas. It is also defined as the process of " putting yourself into someone else's shoes", of reaching beyond the self and understanding and feeling what another person is understanding or feeling. Language is one of the

primary means of empathizing, but nonverbal communication facilitates the process of empathizing and must not be overlooked.

Extroversion & Introversion

The typical extrovert is sociable, has many friends, needs to have people to talk to, and does not like studying by himself.

The typical introvert, on the other hand, is a quiet, retiring sort of person, fond of books rather than people;

Language Aptitude

The four components of language aptitude:

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

2. Grammatical sensitivity: The ability to recognize the grammatical functions that words fulfill in sentences.

3. Inductive language learning ability: The ability to examine language materials, to notice and identify patterns of correspondence and relationships involving either meaning or syntactic form.

4. Memory and learning: People vary in the efficiency with which they make such bonds, vary ,therefore; in speech, vocabulary growth, and consequently in foreign language achievement.

Intelligence

There are seven different forms of knowing:

1. Linguistic

2. Logical-mathematical abilities

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

4. Musical intelligence; that is the ability to perceive and create pitch and rhythmic patterns

5. Bodily-kinesthetic intelligence; that is the fine motor movement

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

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

Motivation

- Motivation is the inner drive, impulse, emotion, or desire that moves one to a particular action. In more technical term, motivation refers to " the choices people make as to what experiences or goals.

There are two types of motivation:

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

2. 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.

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

Age

- Children appear to be much more successful than adults in acquiring the phonological system of the new language; many eventually attain native-like accents.
- Most Children are ultimately more successful than adults in learning a second language, but they are not always faster. Adults appear to progress faster than children in the areas of syntax and morphology, at least in the early stages of learning.

Reasons for Reading and Listening

1. Instrumental:

2. Pleasurable:

Top-down and Bottom-up

- In top –down processing, the reader or listener gets a general view of the reading or listening passage

- In bottom-up processing, the reader or listener focuses on individual words and phrases,

Different Skills

1. **Identifying the topic:**

2. **Predicting and guessing:**

3. **Reading and listening for general understanding (SKIMMING):**

4. **Reading and listening for specific information (SCANNING):**

5. **Reading and listening for detailed information:**

6. **Interpreting text:**

Problems and Solutions

1. **Language**:

Solutions:
 a. One way of helping students is to pre-teach vocabulary
b. Extensive reading and listening:
c. Authenticity: Authentic material is language where no concessions are made to foreign speakers.

2. **Topic and genre**:

Solutions:
a. Choose the right topics.
b. Create interest.

c. Activate schemata.

d. Vary topics and genres

3. **Comprehension tasks**:

a. Testing and Teaching

b. Appropriate challenge

4. **Negative expectation**:

a. Manufacturing success

b. Agreeing on a purpose

There are three areas of rules which we should consider about teaching skills:-

1. Sociocultural rules

2. Turn-taking

3. Rules for writing

Dealing with Difficulty

1. Improvising: Speakers sometimes try any word or phrase they can come up with in the hope that it is about right.

2. Discarding: When speakers simply cannot find words for what they want to say, they may discard the thought that they cannot put into words.

3. Foreignising: When operating in a foreign language, speakers and writers sometimes choose a word in a language they know well (such as their first language)

4. Paraphrasing: Speakers sometimes paraphrase, talking about something for cleaning the teeth if they do not know the word 'toothbrush'.

Problems and Solutions for difficulty of language.

1. **Language**:

Solutions:

A. Supply key language

B. Plan activities in advance

2. **Topic and genre**:

Solutions:

      A. Choose interesting topics

      B. Create interest in the topic

      C. Activate schemata

      D. Vary topics and genres

      E. Provide necessary information

Syllabus Design

1. Syllabus design criteria:

A. **Learn ability:** *was* and *were* immediately after teaching uses of *is* and *are*.

B. **Frequency:** *see* is used more often to mean *understand*.....(

C. **Coverage:** The reason that words like *book* and *pen* figure so highly in classrooms

2. Different syllabuses:

   a.   **The grammar syllabus**: This the commonest type of syllabus, both traditionally and currently.
   b.   **The lexical syllabus**: It is possible to organize a syllabus on the basis of vocabulary and lexis to create a lexical syllabus
   c.   **The functional Syllabus**: *A functional syllabus might look like this:*

   -   Requesting
   -   Offering
   -   Inviting
   -   Agreeing and disagreeing

The syllabus designer then chooses (ways of expression) for each function.

D. **The situational Syllabus**: A situational syllabus offers the possibility of selecting and sequencing different real-life situations rather than different grammatical units, vocabulary topics, or functions.

E. **The topic-based syllabus**: Another framework around which to organize language is that of different topics (e.g. weather, sport, music).

F. **The task-based syllabus**: A task-based syllabus lists a series of tasks, and may later list some or all of the language to be used in those tasks. (India experience). Six task types can be used with almost any topic.

Choosing Coursebooks

- Here are some Criteria for the assessment of course books:

   1.   Price
   2.   Availability
   3.   Layout & design
   4.   Instructions
   5.   Methodology
   6.   Syllabus type, selection and grading
   7.   Language study activities
   8.   Language skill activities
   9.   Topics
   10. Cultural acceptability

11. Usability
12. Teacher's guide

Planning Lessons

- Lesson planning is the art of combining a number of different elements into a coherent whole

Pre-Planning

- Before we start to make a lesson plan, we need to consider a number of crucial factors such as the language level of our students, their educational and cultural background,

The four main planning elements:

a. **Activities**
b. **Skills**
c. **Language**
d. **Content**

The Plan

13. The planning continuum: The way that teachers plan lessons depends upon the circumstances in which the lesson is to take place and on the teacher's experience.

14. Making a plan: The following example of making a plan exemplifies how a teacher might proceed from pre-planning to a final plan.

a. **Pre-planning background**
b. **Pre-planning decisions**
c. **The Plan**

The Formal Plan

15. Class description and timetable.
16. Lesson aims (example...... to give students practice in reading both for gist and for detail).
17. Activities, procedures, and timing.
18. Problems and possibilities.

The Characteristics of Tests

19. Placement test
20. Diagnostic tests
21. Progress or achievement tests
22. Proficiency tests

Characteristics Of A Good Test

23. Validity: A test is valid if it tests what is supposed to test.
24. Reliability: A good test should give consistent results.

Types of Test Items

- Direct and indirect test items:

Writing and Marking Tests

A. Writing Tests:

25. **Assess the test situation**
26. **Decide what to test**:
27. **Balance the elements**:
28. **Weight the scores**:
29. **Making the test work**:

Teaching The Test

Training for test types

1- Discussing general exam skills
2- Doing practice tests:
3- Having fun:

Types of Test Items

1- Multiple-choice items:
A. **The item**:
B. **Passage items**:
C. **Discrete Items**:
2- Short-answer Objective items:
3- Communication items:

General Testing Terminology

1- **Test and Quiz**: Both tests and quizzes play a role in the language classroom.
2- **Objective and subjective test items:** An objective item is one for which there is a specific correct response; (Multiple-choice items & fill-in the blank). A subjective item is one that does not have a single right answer (interview & short composition).
3- **Speed and power tests**: On a speed test, the student works against time (typing & translation).
4- **Formative and summative evaluation**: The formative test is given during the course instruction; its purpose is to show which aspects of the chapter the student has mastered and where remedial work is necessary. The formative test is normally graded on a pass-fail basis, and students who fail are given the opportunity to study and then take the test again. The summative test, on the other hand, is usually given at the end of a marking period and measures the 'sum' total of the material covered.
5- **Norm-referenced and criterion-referenced tests**: The norm-referenced test compares a student's performance against the performance of other students (Curve).
6- **Discrete-point and global testing:** Discrete-point tests measure whether or not the student has mastered specific elements of the second language. Global language tests measure the student's ability to understand and use language in context.
7- **Pure vs. hybrid test items**: On a pure test item, the student uses only one skill. In hybrid test item, two or more skills are used.
8- **Pre-testing and post-testing**: The pre-test is given prior to teaching a course or a unit of instruction. It is similar in form and content of the post-test that is given at the end of the course or the unit.