Linguistics:

The discipline that studies the nature & use of language.

Applied linguistics:

The application of linguistic theories, methods, & findings to the elucidation of language problems that have arisen in other domains.

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

First & second language

First Language: (native language) 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.

Language assumptions

Language - form of communication

Language - convention, a tradition, a social institution

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Language consists of :

Phonology: study of the sound system of a language.

Morphology: study of the structure of words.

Syntax: sentence structure of the language

Semantics: study -meanings communicated through language.
Grammar-Translation Approach
  a) Instruction -given -native language -students.
  b) Little use -target language
  c) Focus -grammatical parsing, i.e., form& inflection of words.
  d) A typical exercise -translates sentences from - target language into -mother tongue.

  Direct Approach
  A. No use - mother tongue is permitted
  B. Actions & pictures - used -make meanings clear.
  C. Grammar - learned inductively.
  D. Lessons begin with dialogues & anecdotes - modern conversational style.

Reading Approach

a. **Grammar useful -reading comprehension -taught.**
b. **Vocabulary -controlled first & then expanded.**
c. **Translation - respectable classroom procedure.**
d. **Reading comprehension - only language skill emphasized.**

Audiolingualism Approach

1) **Lessons begin -dialogue.**
2) **Mimicry & memorization – used- based -assumption - language is a habit formation**
3) **Grammatical structures are sequenced & rules -**
taught inductively.
4)Skills are sequenced: listening, speaking– reading, writing postponed.

Situational Approach

1. **Spoken language - primary.**
2. **Target language - used- classroom.**
3. **Efforts - made to ensure -most general & useful lexical items - presented.**
4. **Grammatical structures are graded from simple to complex.**

Cognitive Approach

- **Language learning - viewed - rule acquisition, not habit formation.**
- **Reading & writing are once again as important as listening & speaking.**

Affective-Humanistic Approach

a) **Respect - emphasized -individual –**
b) **Teacher - viewed as a counselor of facilitator.**

Comprehension-Based Approach

A. **Learners should not speak until they feel ready.**
B. **Rule learning may help learners monitor**

Communicative Approach

a. **Goal of language teaching is learner˝s ability to communicate - target language.**
b. **Teacher˝s role is primarily to facilitate communication & only secondarily to correct errors.**

Error Analysis

Making errors - inevitable part - learning.
Studying learners˝ errors serve **two 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 & curriculum developers which part of - target language students - most difficulty producing correctly &
which error types detract most from a learner˝s ability to communicate effectively.
Among the most common errors are::
Omitting grammatical morphemes, -
items -do not contribute much to the meaning of sentences, as in **He *hit* car**.

Double marking: Semantic features -when only one marker is required, as in She *didn't went* back.

Regularizing rules as in **womans** for **women**

Using archiforms use her for both she & her,As in **I see her yesterday.**

Her dance with my brother

Using two or more forms in random alternation as in the random use of **he & she** regardless of the gender of the person of interest

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

misplacing items Correctly placed in more than one place in the sentence, as in **They are all the time late.**

Findings of Error Analysis Studies

Error analysis studies claim that the majority of learner"s errors were intralingual (caused - structure - L2) rather than **interlangual** (caused by L1 transfer).

Error analysis advocates claim " you can"t learn without goofing"

Causes of errors:

1. Language transfer

2 . Intra lingual factors

. 3 Transfer of training

4. Learning strategies

Classification of errors:

1. Omission, addition, substitution, word order

.2Errors of phonology, morphology, syntax, & vocabulary

Two schools - thought in respect to learners" errors.

Firstly the school

Maintains - achieve a perfect teaching method- errors - never be committed - first place, & - occurrence of errors - merely a sign - present inadequacy of our teaching techniques.

The philosophy of the second school is that we live - imperfect world & consequently errors will always occur in spite of our best efforts.

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 -type of language produced by second language learners who are in the process of learning language. - refers to a system - a structurally intermediate status between - native language & target language.

Interlanguage Sources

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, & cultures

The Main Premises of Interlanguage Theory
1. The learner constructs a system of abstract linguistic rules which underlies comprehension &
production.
2. The learner"s grammar is permeable.
The learner"s competence is transitional.
The learner"s competence is variable.
1. Interlanguage development reflects the operation of cognitive learning strategies.
2. Interlanguage use can also reflect the operation of communication strategies.
3. Interlanguage systems may fossilize.
 ✓ **Fossilization refers - tendency of many learners -stop developing their inter language grammar in the direction of the target language.**
 ✓ **Fossilization is a unique feature of inter language systems.**
The development of Interlanguage
   1. Language transfer
   2. Transfer of training
   3. Overgeneralization(extension of using grammatical rules beyond its expected uses)
   4. Communication strategies
   5. Strategies of second language learning
1. Acquisition: it is a subconscious process identical in all important ways to the process children utilize in acquiring their first language.
   2. Learning: A conscious process that results in (knowing about)language.
Three conditions for Monitor use:
1-Time: second language learner needs to have time.
2-Focus on form: performer must also be focused on form,
3- Know the rule: This is very formidable requirement. .
If rules are not known, 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 & 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: people who attempt to monitor all the time & constantly checking their output.
The results:
a. They may speak hesitantly.. b. No fluency.
2. Monitor under-users: 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.

Adult vs. child differences in using the Monitor:
1. **Children are thought to be superior language learners**, because they do not use the monitor & are not as inhibited as older learners.
   2. **Krashen argues** that **adults are faster language learners in the initial stages, b**ut young children out-perform adults with more time.

The Input Hypothesis
This hypothesis postulates that "humans acquire language in only one way--- by understanding messages or by receiving „comprehensible input"…..
   Krashen regarded „single most important concept in second language acquisition" in that „it attempts to answer the critical question of HOW we acquire language?

Some lines of evidence for the Input Hypothesis:
1. The silent period: . Krashen argued - learners are making use of the comprehensible input they receive. Once competence has been built up, speech emerges.
attributed to many factors…….among them are (**anxiety, personality, individual differences).**

2. Age Differences:
Krashen maintained that older acquirers progress more quickly in the early stages because the obtain more comprehensible input than do younger learners.

3. The Effect of Exposure:
Studies show that the longer people live in a country, the more proficient their language will be----unless they live in immigrant communities where they use the second language relatively little & rely on their first language.
   Krashen used the term „**INTAKE":** where language acquisition comes from that subset of linguistic input that helps the acquirer learn language.

Filter: is that **part of the internal processing system** that subconsciously screens incoming language (the learner"s motives, needs, attitudes, & 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.

● **Adult learners** are likely to **have higher □Affective Filter□** because of the events that occur in adolescence.
   ● **Children learners** are „**less inhibited**, & are likely to have low „**Affective Filter□.**

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.**

Emotional side of **human behavior** & it may be juxtaposed to the cognitive side.

Development - affective **states or feelings involves** a variety of personality factors.

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, which the **individual conveys** to others be verbal reports & other overt expressive behaviors.

Self-esteem has three main levels:

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

2. **Situational or specific self-esteem**, refers to one"s appraisals of oneself in certain life situations.

3. **Task self-esteem**, which relates to particular tasks within specific situations or refers to particular subject matter areas

Risk-taking

● An important characteristic of successful learning of 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. : 3. A tolerance of possible incorrectness in using the language.

4. 4. An inclination to rehearse a new element silently before attempting to use it aloud.

Anxiety

Almost impossible to define in a simple sentence.

It is **associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.**

Empathy

defined as the process of "putting yourself into someone else"s shoes",

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

troversion & Introversion

The typical extrovert- sociable- has many friends- needs people to talk to- does not like studying by himself.

Craves excitement- takes chances, often sticks his neck out- acts on the spur of moment- generally impulsive individual.

Ready answers,- generally likes change.

The typical introvert, quiet- retiring sort of person- fond of books rather than people- reserved –

distant- except with intimate friends.

Tends on to plan ahead - distrusts the impulse of the moment.

Does not like excitement- takes matters of everyday life with proper seriousness- likes a well-ordered mode of life.

Language Aptitude :The four components of language aptitude:
1. Phonemic coding ability:
Ability - make a link between sound &symbol.
2. Grammatical sensitivity:
Ability - recognize the grammatical functions that words fulfill in sentences.
3. Inductive language learning ability:
ability - examine language materials,
4. Memory & learning:
People vary in the efficiency with which they make such bonds, vary, therefore;.

Intelligence:There are seven different forms of knowing:
1-Linguistic
2-Logical-mathematical abilities
3-Spatial intelligence; - ability to find your way around environment
4-Musical intelligence; -ability to perceive &create pitch &rhythmic patterns
5-Bodily-kinesthetic intelligence; -fine motor movement
6-Interpersonal intelligence; -ability to understand others, how they feel, what motivates them, how they interact with one another.
7-Intrapersonal intelligence; - ability to see oneself, to develop a sense of self-identity.
Motivation
Motivation - inner drive, impulse, emotion, or desire that moves one to a particular action.
Technical term, motivation refers to "the choices people make as to what experiences or goals they will approach or avoid, & the degree of efforts they will exert in that respect.
There are two types of motivation:
1.**Instrumental motivation** refers - motivation to acquire a language as means for attaining instrumental goals(e.g. a career)
2.**Integrative motivation** -employed when learners wish to integrate themselves within the culture of the second language group, & become a part of that society.
-3-**Assimilative motivation** - drive to become an indistinguishable member of a speech community.
Age
Children appear - much more successful than adults in acquiring the phonological system of the new language; many eventually attain native-like accents.
Top-down and Bottom-up
● **In top –down processing,**
The reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.
Greatly helped if the reader or listener"s schemata allow them to have appropriate expectations of what they are going to come across.
● **In bottom-up processing,**
The reader or listener focuses on individual words & phrases, &achieves understanding by stringing these detailed elements together to build a whole.

Different Skills

3.Reading & listening for general understanding (SKIMMING): Good readers & listeners are able to take in a **stream of discourse & understand the GIST** of it without worrying too much about the details. for such „general" comprehension means not stopping for every word, not analyzing everything that the writer or the speaker includes in the text.

4.Reading & listening for specific information (SCANNING):we frequently go to written &
spoken text because we want specific details.

2. Different syllabuses: *There are different syllabuses:*

A. The lexical syllabus: possible to organize a syllabus on the basis of vocabulary &
lexis **to create a lexical syllabus.**
A problem with lexical syllabuses -
relationship between lexis &grammar.

B. The grammar syllabus: - commonest type of syllabus, both traditionally &
currently.

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

D. The functional Syllabus: A functional syllabus might look like this:
- Requesting-Offering
- Inviting-Agreeing & disagreeing
The syllabus designer then chooses (**ways of expression**) for each function.

E. The task-based syllabus: lists a series of tasks, & may later list some or all of the language to be used in those tasks. (India experience).

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

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**

The Characteristics of Tests Four main reasons for testing - give rise to four categories of test:

1. **Placement test:**
Placing new students in the right class
Usually test **grammar & vocabulary** knowledge &
assess students" productive & receptive skills.

2.Diagnostic tests: used to expose learner difficulties, gaps in their knowledge, & skill deficiencies during a course.

3.Progress or achievement tests: designed to measure learners" language & skill progress in relation to the syllabus they have been following.

4. Proficiency tests: They give a general picture of a student"s knowledge & ability (rather than measure progress).

Characteristics Of A Good Test

Test can be measured, as follows:

1.Validity: A test is valid if it tests what is supposed to test.

A particular kind of validity that concerns **most test designers is face validity**.

2.Reliability: A good test should give consistent results.
In practice, reliability is enhanced by making the test instructions clear, restricting the scope for variety in the answers.

General Testing Terminology

1. Test & Quiz: play a role in the language classroom.

Distinction between test & quiz is one of dimension & purpose rather than of item content.

.Test -**announced in advance**.

- essence - quiz - brevity.**.**

In **contrast to the test**, **it may be unannounced.**

2. Objective & subjective test items:

An objective item - one -a specific correct response- (Multiple-choice items & fill-in the blank).

A subjective item - one - does not have a single right answer (interview & short composition).

3. Speed & power tests: On a speed test, - student works against time (typing & translation).

On a power test,- student is given sufficient time to finish the test.

4.Formative &summative evaluation: formative test - given during the course instruction;

Summative test, - usually given - end of a marking period & measures the „sum" total of the material covered.

5.Norm-referenced & criterion-referenced tests: norm-referenced test compares a student"s performance against the performance of other students (Curve).

Criterion-referenced test indicates whether the student has met predetermined objective or criteria.

6.Discrete-point & 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 & use language in context.

7.Pure vs. hybrid test items:

pure test item,- student uses only one skill.

In hybrid test item, two or more skills are used.

8.Pre-testing & post-testing:

pre-test is given prior to teaching a course or a unit of instruction.

It is similar in form & content of the post-test that is given at the end of the course or the unit.

هذا ما عندي فان احسنت فمن الله
وان اسأت او اخطأت فمن نفسي والشيطان
وهذا ليس سوا مجهود شخصي لما حدده الدكتور
وهو تلخيص وموجز للماده
دعواتكم
Nonee