

ENG503 Short Notes Lecture 1 to 22

Classification of the methods of teaching a SL into three groups;.....1

1. Language centered
2. Learner centered
3. Learning centered

Principles for designing test

- Practicality
- Reliability
- Validity

Multiple Socio-Cultural and Educational Challenges Confronting ELT

- Classroom positioning
- Lack of availability of ELT experts
- Difficulties in interacting with native speakers

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Functions of Language

1. The Referential Function
2. The Emotive Function
3. The Conative Function
4. The Poetic Function
5. Phatic Function

Features of Human Language

- **Displacement** – Humans can talk about past, present & future and abstract phenomenon.
- **Arbitrariness** – no connection b/w a word's form and the object it refers to.
- **Productivity** – Human vocabulary and sentences are infinite and open-ended.
- **Cultural transmission** – Human acquire their language from environment they are raised in.
- **Duality**– Human language is organized at two levels – Phonetics(having no meaning i.e. n b i) & Phonology and Morphology (have meaning i. e. nib)

Various Aspects of Learning and Teaching a Language

- The Study of Sounds
 - Phonetics
 - Phonology
- The Formation of Words (Morphology)
- The Formation of Sentences (Syntax)
- The Study of Meaning
 - Semantics
 - Pragmatics
- The Study of Language and Society (Sociolinguistics)
- Language and Mental processes
 - Psycholinguistics
 - Neurolinguistics

Possible Relationships between Language and Society

1. Social structure impact on Linguistic structure
2. Linguistic structure influence Social structure
3. The influence is bi-directional. Both influence each other.
4. No relationship between two.

Reasons to Maintain Linguistic Diversity

- Languages express identity
- Languages are sources of history
- Language contributes to the sum of human knowledge
- Languages are interesting in themselves

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Characteristics of an International Language

- Spoken by a lot of people of different nationalities.
- The speakers of an IL don't need to assume the culture of the said language.
- The ownership of an IL is denationalized.
- The goal of its education is to enable learners to communicate the ideas and culture to others across the world.
- A language is spread not only by its people migrating to other areas but by the people of other areas acquiring it.

Davies' (2006: 435) criteria for 'native speakers' status:

- Childhood L1
- Grammatical intuition
- Capacity for fluent spontaneous discourse
- Creative Communicative Range

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Division of Schools in Pakistan

- Five Categories
- Elite Private Schools
- Schools Run by the Armed Forces
- State Schools
- Non-Elite 'English - medium' Schools
- Madrasas

What do Language Planners do?

- Status Planning
- Acquisition Planning
- Corpus Planning

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Model of Language development/ Language production process

Conceptualization

We must conceptualize what we wish to communicate.

Formulation

We formulate this thought into a linguistic plan.

Articulation

We execute the plan through the muscles in the speech system.

Self-monitoring

We monitor our speech, assessing whether it is what we intended to say.

The studies regarding Lexical Processing fall into three areas:

Lexical Entries: What information do we need to store in our mind about lexical items?

Lexical Storage: How lexical items are stored in relation to each other?

Lexical Access: What is the process that enables us to retrieve lexical items?

Sources of Coherence – Key to Comprehension

- Referential coherence (consistency in who or what is being talked about)
- Temporal coherence (when the events occur)
- Locational coherence (where the events occur)
- Causal coherence (why events happen).....7

L1 vs. L2 Learning

The comparison may be divided into three phases.

1. Initial State
2. Intermediate States
3. Final State

The procedure for EA includes the following steps:

- Collection of a sample of learner language
- Identification of errors
- Description of errors (classification according to language level)
- Explanation of errors ('why' – interlingual and intralingual factors)
- Evaluation of errors

Monitor Model - Krashen (1978)

- Acquisition-Learning Hypothesis
- Monitor Hypothesis
- Natural Order Hypothesis
- Input Hypothesis
- Affective Filter Hypothesis

Four Functional Approaches

- Systemic Linguistics
- Functional Typology
- Function-to-Form Mapping
- Information Organization.....8

There are many reasons for an apparent lack of success, many of which are not related to language or psycholinguistic factors

- Competence
- Affect
- Language
- Anxiety
- Social Distance
- Age Differences
- Aptitude
- Motivation

Nation lists the following as necessary word knowledge types:

Receptive Knowledge

- Recognizing
- Knowing
- Component parts
- Connotation
- Opposite

Productive Knowledge

- Specificity
- Accurately pronounce
- Precise meaning
- Precise context
- Receptive and productive vocabulary

The Integrated View of Second Language Acquisition

1. Apperceived Input
2. Comprehended Input
3. Intake
4. Integration
5. Output.....9

Theoretical Views of Language

- **Structural view** - language is a system of structurally related elements for the coding of meaning. - The ALM embodies this particular view.
- **Functional view** - language is a vehicle for the expression of functional meaning. - The communicative movement in language teaching subscribes to this view.
- **Interactional view** - sees language as a vehicle for the realization of interpersonal relations. - TBL Teaching.

Methods for language learning

1. Grammar Translation Method (GTM)
2. Audio-lingual Method
3. Oral Approach
4. Direct Method

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Principles of CLT

- Learners learn a language through usage and communication.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.

Major Functions of Language (Halliday)

- Instrumental
- Regulatory
- Interactional
- Personal
- Imaginative

Principles of the Bilingual Method

- Controlled use of the students' mother-tongue
- Early introduction of reading and writing
- Integration of various skills

Methods and approaches of language teaching

- The Communicative Approach
- Task-based Language Teaching (TBLT)
- The Silent Way
- The Bilingual Method

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Listening Modes

1. Bidirectional
2. Unidirectional
3. Auto Directional

Listening Process/Stages in Communication

1. Receiving
2. Understanding
3. Remembering
4. Evaluating
5. Responding

Teaching of Listening Skills

- Listening and Repeating
- Listening and answering comprehension questions
- Task Listening
- Interactive Listening

Principles for Developing Listening Material

1. Relevance
2. Transferability/Applicability
3. Task Orientation

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Essentials of Good L2 Speaking

- Pronunciation
- Grammar
- Vocabulary
- Fluency

Speaking Events

- Transactional Functions
- Interpersonal Functions
- Interactive
- Non-Interactive

Canale and Swain's (1980) adaptation of Hymes's theory of communicative competence comprises four dimensions:

1. Grammatical Competence
2. Sociolinguistic Competence
3. Discourse Competence
4. Strategic Competence

Things to Help Reluctant Students

- Preparation
- Repetition
- Plan – perform – analyze – repeat
- Mandatory participation

Fluency will depend on a range of factors, e.g:

- Quick access to and practiced control of **lexical** and **syntactic** devices of the language.
- Ability to decide readily when it is appropriate to use them.
- Familiarity with interactional schemes.

Fluency can be measured by looking at:

- The speed and flow of language production
- The degree of control of language items
- Interactional way of language and content information

Techniques and Activities for Developing Speaking Skills

1. Early Activities
2. Acting from a Script
3. Communication Games
4. Prepared Talks/Speeches
5. Discussions
6. Simulations and Role Play

Lesson: 13

Attributes of a Good Reader

- Reads extensively
- Flexible reading style
- Integrates information in the text with existing knowledge.
- Reads for a purpose

Role of the Teacher in ER program

- Organizer
- Tutor
- Motivator
- ER Tasks

Roles of a Teacher in IR Classrooms

- Organizer
- Observer
- Feedback Organizer
- Prompter

Strategies for Developing Reading skills

- Previewing
- Predicting
- Skimming and Scanning
- Guessing from Context
- Paraphrasing
- Summarizing

Lesson: 14

Teachers may use the following steps to provide structure and continuity in all forms of writing.

1. Prewriting
2. Rough Draft
3. Peer Editing
4. Revising
5. Editing
6. Final Draft
7. Publishing

Approaches to Writing

1. Process and Product
2. Genre
3. Creative Writing
4. Writing as a Cooperative Activity
5. Building the Writing Habit

The teaching of the mechanics of writing aims at three different goals:

- Enhance letter recognition
- To help the learner move from letters and words to meaningful sentences
- To practice sound spelling correspondence

Strategies and Activities for Developing Writing Skills

- Practical Writing Tasks
- Personal Writing Tasks
- School Oriented Tasks
- Dialogue Journal Writing at the Early Stages
- Brainstorming
- Listing
- Clustering

Several ways of assessing the writing of L2 learners

- Writing Assignment
- Responding
- Goal – Setting
- Strategic Use of Questioning
- Comment-Only Feedback
- Peer and Self-Assessment

Two Types of Integrated-Skill Instruction

Content-Based Instruction

- The Theme-Based Model
- In the Adjunct Model
- In the Sheltered Model

Task-Based Instruction

Lesson: 15

Test

A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004).

Kinds of Testing

1. Placement Tests
2. Diagnostic Achievement Tests
3. Progress or Achievement Tests
4. Proficiency Tests
5. Aptitude Tests
6. Language Dominance Tests

Principles of Language Assessment

- Validity
- Reliability
- Wash Back Effect

Designing Classroom Language Tests

1. Purpose of test
2. Setting objectives
3. Test Specifications
4. Devising Test tasks
5. Grading or feedback

Advantages of Standardized Tests

- Ease for teacher to construct new tests
- Easily administered
- Scoring procedures are streamlined
- Objective in nature
- Provide comparison between individuals

Disadvantages of Standardized Tests

- Negligence in external factors
- Negligence in gradual growth of learners over time
- Atmosphere of stress upon both teachers and students

Lesson: 16

Essential Things for the Administration of Tests:

1. Construction Systems
2. Item Writing and Review
3. Item Banking
4. Preparation and Dispatch
5. Distribution Systems
6. Training

Common Characteristics of Various Alternatives in Assessment

- Use real-world contexts or simulations;
- Allow students to be assessed on what they normally do in class;
- Use tasks that represent meaningful instructional activities;
- Focus on processes as well as products;
- Tap into higher-level thinking and problem-solving skills;
- Provide information about both the strengths and weaknesses of students;

Common Modes of Alternative Assessment:

- Portfolios
- Journals

Possible Functions of Conferencing

- Commenting on drafts of essays and reports-
- Reviewing portfolios
- Responding to journals
- Advising on a student's plan for oral presentations
- Assessing a proposal for a project

Important Steps for an Observation

- Determine the specific objectives of the observation.
- Decide how many students will be observed.
- Design a system for recording observation.
- Limited number of elements to be observed

Phonetics	Phonology
The study of the nature of sound itself.	The study of the sound system of a language.
Simply describes the articulatory and acoustic properties of phones (speech sounds).	Studies how sound interact as a system in a particular language.
Studies which sounds are present in a language, and how these sounds can be presented using the International Phonetics Alphabets (IPA).	Studies how sounds combine and how they change in combination, as well as which sounds can contrast to produce differences in meaning.
How the vocal tract apparatus modifies to produce recognizable speech sounds.	How can we describe all languages' sounds in terms of smaller components called "distinctive features."
Phonetics studies how articulation of individual sounds varies according to dialect and other factors.	Phonology studies how syllabification and other phenomena affects the articulation of sounds.
How sounds overlap with each other in co-articulation.	How can we describe common linguistic changes in terms of how humans might process them in the brain.

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Branches of Phonetics

Articulatory Phonetics: the study of how speech sounds are made or articulated.

Acoustic Phonetics: deals with the physical properties of speech sounds such as sound waves in the air.

Auditory Phonetics: deals with the perception of speech sounds via the ear.

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Consonants are often classified by being given a so-called VPM-label. VPM stands for Voicing, Place and Manner:

Voicing means that the vocal folds are used; if they are not, the sound is voiceless (note that vowels always imply the use of vocal folds).

Place of Articulation is the place where the air flow will be more or less obstructed.

Manner is concerned with the nature of the obstruction.

Lesson: 18

Word Formation

1. Etymology
2. Coinage
3. Borrowing
4. Compounding
5. Blending
6. Clipping
7. Hypocorisms
8. Backformation
9. Conversion
10. Acronyms
11. Derivation

Kinds of Morphemes

1. Free Morphemes
2. Bound Morphemes
3. Lexical/Content Morphemes
4. Functional Morphemes
5. Derivational Morphemes
6. Inflectional Morphemes
7. Allomorphs

Lesson: 20

Signs are of three types:

Iconic sign physically resembles what it stands for (e.g. a picture).

Indexical sign is related with some sensory feature (something directly visible, audible, etc.) e.g., smoke signifies fire.

Symbolic signs have no relation with what they refer to.

Theories of Meaning

- Referential Theory of Meaning
- Ideational Theory of Meaning
- Mentalistic, Cognitive and Conceptual Theories of Meaning
- Prototype Theory of Meaning

Assumptions in Semantics

1. Reference and Sense
2. Utterances, Sentences and Propositions
3. Literal and Non-literal Meanings
4. Semantics and Pragmatics

Semantic Roles

1. Agent
2. Patient
3. Theme
4. Experiencer
5. Beneficiary
6. Instrument
7. Location
8. Goal
9. Source
10. Stimulus
11. Recipient

Types of Evidentiality

1. Witness Evidentiality
2. Sensory Evidentiality
3. Inferential Evidentiality
4. Reportative Evidentiality
5. Assumed Evidentiality

Types of Modality

1. Deontic Modality
2. Epistemic Modality

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Major Forms of Reference

Endophoric Reference (Endophora) - where the interpretive source lies in the co-text.

An Endophoric reference can be divided into two sub-types:

- **Anaphoric Reference (Anaphora)**, where the referent lies in the prior text, e.g. respect a man, he will do the more.

- **Cataphoric Reference (Cataphora)**, where the referent lies in the text to come, e.g. When I met her, Mary looked ill.

Exophoric Reference (Exophora)- where the interpretive source lies in the context, e.g. (Mary is standing there) I like her.

Types of Presupposition

Existential Presupposition - your car – you have a car

Factive Presupposition - We regret inviting him.’ (we invited him)

Lexical Presupposition - He managed to do something. (‘Succeeded’ + ‘tried’)

Structural Presupposition - When did she travel to the USA? (>> she travelled)

Non-Factive Presupposition - I dreamed that I was rich. (>> I am not rich)

Counterfactual Presupposition - If you were my daughter, I would not allow you to do this. (>> you are not my daughter)

Maxims of Conversation

There are four categories.

1. Quantity (give as much information as is required, and no more than is required).
2. Quality (do not say what is false or that for which you lack adequate evidence).
3. Relation (be relevant).
4. Manner (be clear, be orderly, be brief, and avoid ambiguity).

Kinds of Implicature

1. Conventional Implicature

E.g. but, even, yet, and

2. Conversational Implicature

Particularized Conversational Implicature

A: are you coming to the party tonight. B: some guests are visiting

Generalized Conversational Implicature

A: Did you buy bread and cheese.

B: I bought bread.

Three Maxims of Politeness

- ‘Don’t impose’
- ‘Give options’
- ‘Make your hearer feel good’

Facets of Speech Acts:

- Locutionary Act – ‘shoot her’
- Illocutionary Act – He urged me to shoot her
- Perlocutionary Act – He persuaded me to shoot her

Types of Speech Acts:

- Representatives - 'The earth is flat'; 'It was a warm sunny day'.
- Directives - 'gimme a cup of coffee'
- Commissives - 'I'll be back', 'we will not do that'
- Expressives - 'I am really sorry!', 'Congratulations!', 'oh', 'yes', 'great'
- Declarations - 'I now pronounce you husband and wife', 'you are out'

Lesson: 22

Possible Relationships between Language and Society

- Social structure may either influence linguistic structure and/or behavior (Age-Grading).
 - Linguistic structure and/or behavior may either influence social structure (Whorfian hypothesis).
 - Language and society may influence each other (Marxist View).
 - There is no relationship at all between linguistic structure and social structure (Chomsky).
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