

## Language Pedagogy: Literature Notes

### 1. Second Language Acquisition vs. Second language Learning

- B.F. Skinner: behaviourism, habit formation
- Noam Chomsky: theory of innateness, universal grammar, language acquisition device
- Stephen Krashen's hypotheses:
  1. Acquisition-learning hypothesis (difference between language acquisition and language learning)
  2. Monitor hypothesis (adults use a monitor to correct their own speech)
  3. Natural order hypothesis
  4. Input hypothesis (comprehensible input)
  5. Affective filter: influence through emotions (stress, fear, anger etc.), motivation

Schmitt, N. (2010). *An Introduction to Applied Linguistics* (2nd ed.) Hodder Education.

### 2. A Short History of ELT

- Different methods of language teaching
  1. Grammar translation method: translating from the target language into the native language and vice versa (no communication skills involved)
  2. Direct method: teaching takes place in the target language only
  3. Reading method: focussed on the vocabulary
  4. Audiolingual method: based on behaviouristic view of language, focus on pronunciation, memorisation
  5. Humanistic approaches: the Silent Way, Suggestopedia
  6. Communicative approach: language is communication rather than a system
  7. Eclecticism: based on the selection of good points from each method

Larsen Freeman, D. (2012). From unity to diversity: Twenty-five years of language-teaching methodology. *English Teaching Forum*, 2, pp. 28-38.

### 3. Communicative Language Teaching in the 21st century

- Communication: activity which includes expressing ideas, feelings or giving information
- Language: system of communication used by people, can be oral or written
- Communicative Language Teaching as opposed to other ELT methods (e.g. Grammar-translation method, audio-lingual method):
  1. language is perceived as communication (as opposed to a system)
  2. notional-functional syllabus (as opposed to a grammatical and lexical syllabus)

3. Learning the L2 by using it (instead of through drilling)
- Communicative competence: term coined by Dell Hymes (1972)
    1. Functional knowledge of language use
    2. Knowing the rules of language use, not just the grammatical rules (opposition to Chomsky's linguistic competence)
  - Four components of communicative competence:
    1. Grammatical c.: knowledge of lexical items and rules of grammar, morphology etc. (Canale and Swain 1980)
    2. Discourse c.: ability to combine language structures into different types of discourse (cohesion + coherence)
    3. Sociolinguistic c.: mastery of sociocultural rules
    4. Strategic c.: knowledge of strategies to overcome difficulties (e.g. repair strategies, hesitating, turn-taking ...)

Dörnyei, Z. (2009). Communicative Language Teaching in the twenty-first century: the 'Principled Communicative Approach'. In: Psychology of Second Language Acquisition. Oxford: OUP.

- Seven principles by Dörnyei

#### 4. Skills-based vs. Task-based Language Teaching

- Skills-based language teaching
- The four basic skills:
  1. Receptive skills: Listening and reading
  2. Productive skills: Speaking and writing
- Subskills of these four skills
- The four skills are hardly separated in everyday life
- Not much sense to teach them in isolation

Long, M.H. and Doughty, C.J. (2009) The Handbook of Language Teaching. Blackwell.

- Task-based language teaching (Skehan and Ellis)
- Basic principle: we focus on the use of authentic language, students are to use meaningful tasks using target language
  1. Focus on meaning rather than form
  2. Tasks should have some kind of communicative gap
  3. Choice of linguistic resources needed to complete the task (should be linked to real communication)
  4. The tasks should have a clearly defined non-linguistic outcome

#### 5. Mindsets and Motivation

- Carol Dweck
- Failure and effort

- Fixed vs. Growth mindset
  1. Fixed mindset: focus on competences, avoid challenges, goal oriented (often perfectionist), showing performance, stick to known strategies, effort as deficient ability, leads to diminished motivation
  2. Growth mindset: focus on development, stand up to challenges, success is showing development, experiment with new strategies, effort as an ability to succeed, leads to enhanced motivation
- Motivation: intrinsic and extrinsic factors
  1. Intrinsic: coming from within, pleasure in learning
  2. Extrinsic: reward from outside (e.g. money, grade, praise)
  3. Intrinsic motivation is more powerful, but extrinsic motivation is more prevailing
- Other kinds of motivation: integrative and instrumental motivation
  - Integrative m.: trying to measure how open learners are to the culture of the target language
  - Instrumental m.: motivation in order to achieve a goal

## 6. Focusing on the Learner: Individual Differences

Dörnyei, Z. & Skehan, P. (2003) Individual Differences in Second Language Learning. In C. J. Doughty & M. H. Long (eds.) The handbook of second language acquisition (pp. 589-630). Oxford: Blackwell.

- Language Aptitude
- Language learning strategies:
  1. Cognitive strategies (e.g. repetition, summarizing, using images)
  2. Metacognitive strategies (e.g. planning, evaluation, organising one's own learning process)
  3. Social strategies (e.g. interaction with peers)
  4. Affective strategies (taking control of emotional conditions and experiences)
- Self-regulatory learning
- Learning styles
- Motivation

Mercer, S. (2008) Learner self-beliefs. Key concepts in ELT. *ELT Journal*, 62/2, 182-183.

- Different self-constructs:
  1. Self-esteem: related to an individual's value system
  2. Self-efficacy: expectancy beliefs
  3. Self-concept: an individual's self-perceptions

Rose, H. (2012). Language learning strategy research: Where do we go from here? *Studies in Self-Access Learning Journal*, 3(2), 137-148.

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## 7. Focusing on the Teacher: Changing Roles

Underhill, A. (1996) Facilitation in Language Teaching. In: Arnold, J. (ed.), Affect in Language Learning. pp. 125-141.

- Three different kinds of teachers:
  1. Lecturer: knowledge of the topic but no special skill in teaching
  2. Teacher: knowledge of the topic and familiar with methods (practical skills)
  3. Facilitator: knowledge of the topic, familiar with methods and actively pays attention to the learning atmosphere (practical skills + sensitivities)

## 8. Group Dynamics

- Group: “resource pool”, more resources than a single member (Douglas 1983)
- Different phases in the development of groups:
  1. Forming
  2. Storming / Norming
  3. Performing (phases 2 and 3 can also be summed up as “maintaining”)
  4. Adjourning / mourning aka dissolution or disbanding
- Group dynamics influence the lesson and the way of teaching
- The Teacher as a group leader

Dörnyei Z., & Malderez, A. (1997). Group dynamics and foreign language teaching. System, 25/1, 65–81.

## 9. Assessment and Feedback

- Handout on Assessment
- Types and aims of tests
- Alternative assessment
- Aims of assessment

Brown, H.D. (2001). Basic Concepts in Test Development. Chapter 21 In: Teaching by Principles. New York: Pearson Longman.

- Criteria of a good test:
  1. Practicality: norm-referenced vs. criterion-referenced
    - norm-ref.: score interpreted in relation to a mean
    - criterion-ref.: designed to give test-takers feedback on specific criteria (objectives) of the course
  2. Reliability: consistency
    - Test reliability: the same test produces a consistent score
    - Scorer reliability: the same scorer produces a consistent score
  3. Validity: test measures what it is intended to measure
    - Content validity:

- Face validity: students believe that the test measures what it is supposed to measure
  - Construct validity: deals with the construct of the test, test is formed on the basis of the syllabus, for example; the syllabus meets the purpose of the test
- Types of tests:
1. Proficiency tests
  2. Diagnostic tests
  3. Placement tests
  4. Achievement tests
  5. Aptitude tests

## 10. NESTs and Non-NESTs

Medgyes, P. (2001). When the teacher is a non-native speaker. *Teaching pronunciation*, 429-442.

- Differences between NESTs and Non-NESTs:
1. Language proficiency (Non-NESTs tend to deem their language proficiency inferior to that of NESTs)
  2. Teaching behaviour influenced by this perception
  3. Both groups can be good teachers but there are differences
  4. The NEST is a better language model but the Non-NEST is a better learner model
  5. Ideology: NESTs often believed to be better models of English, one standard variety assumed, teachers from the Western world are privileged (cf. native-speakerism)