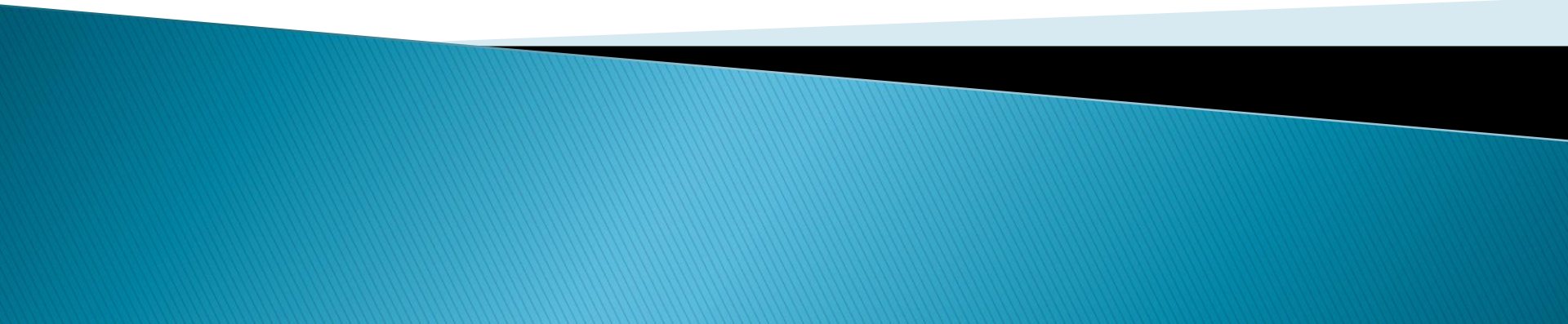
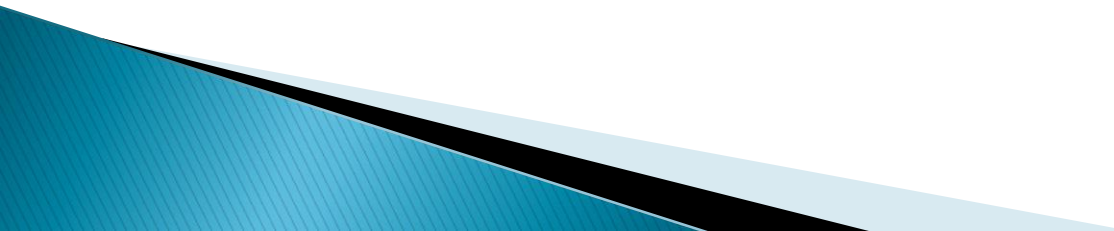


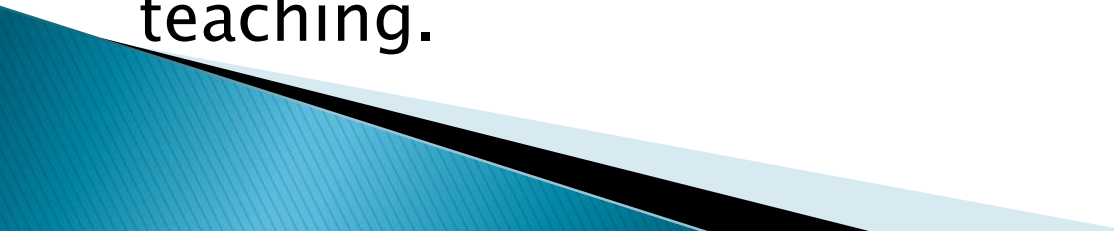
Applied Linguistics and Theories of Language Learning



Applied Linguistics

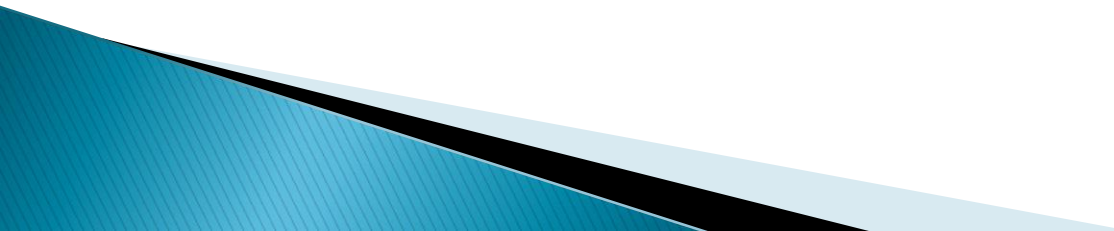
- ▶ The term Applied Linguistics (AL) is an **Anglo-American coinage**.
 - ▶ It was founded first at the **University of Edinburgh School of Applied Linguistics** in **1956**.
 - ▶ Then at the **Center of Applied Linguistics in Washington D.C.** in **1957**.
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When did it start

- ▶ The British Association of Applied Linguistics (BAAL) was formally established in 1967, with the following aims:
 - ▶ “the advancement of education by fostering and promoting, by any lawful charitable means, the study of language use, language acquisition and language teaching and the fostering of inter-disciplinary collaboration in this study” (BAAL, 1994).
 - ▶ It was largely taken for granted in the 1960s and 1970s that applied linguistics was about language teaching.
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Definition

“The focus of applied linguistics is on trying to resolve language-based problems that people encounter in the real world, whether they be learners, teachers, supervisors, academics, service providers, those who need social services (administrators), test takers, policy developers, dictionary makers, translators, or a whole range of business clients.” (Grabe, 2002, p. 9).



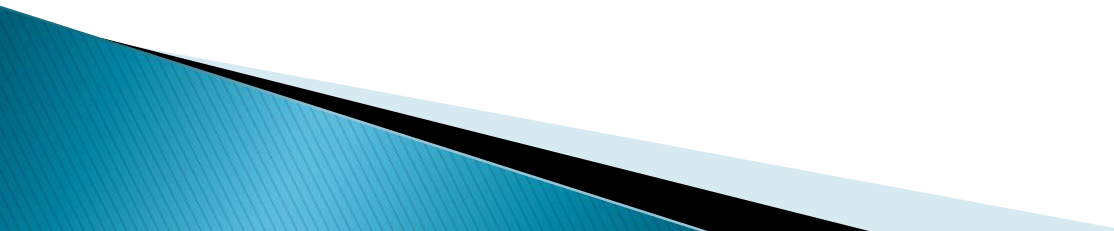
Issues it Concerns

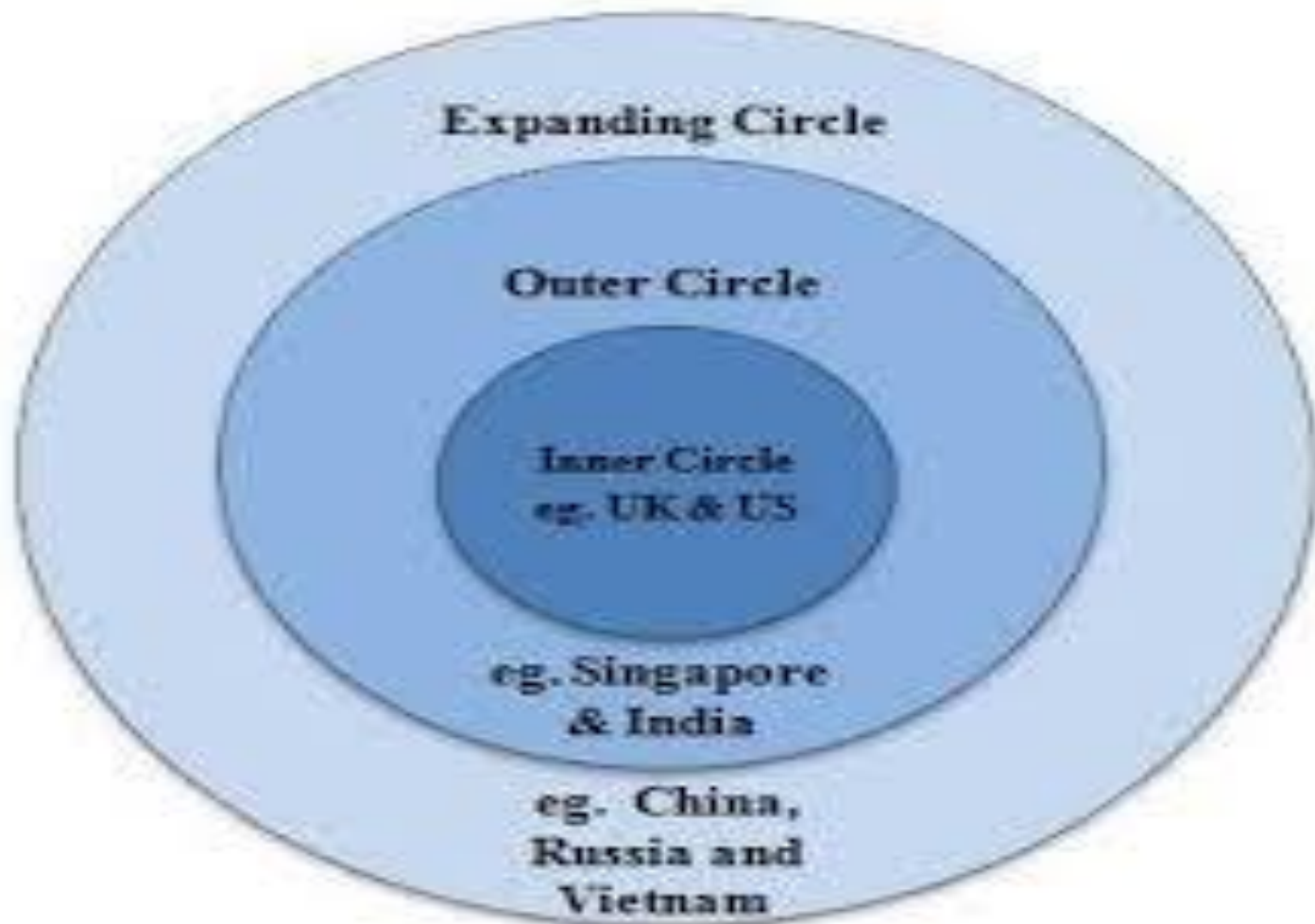
What

- ▶ Language theories and their effect on foreign language teaching.
 - Methods in language teaching.
 - Syllabus design and curriculum development.
 - Communicative competence.
 - Communicative language teaching, task based language teaching and intercultural competence.
 - Individual characteristics and their effect on language learning.
- 

Teaching English as an International Language

English is a Global Language

- ▶ Crystal (1987) established that English is used as either a first or second language in various contexts by people of all different nationalities on every continent.
 - ▶ It is the language of science and technology and is dominant in various socio-cultural arenas, such as international organizations, media, international travel, and the Internet (Crystal, 1997).
 - ▶ See Kachru's circles on the next slide to get an idea of the numbers of English speakers worldwide.
- 



Inner Circle : e.g. USA, UK, Australia

320–380 million

Outer Circle : e.g. India, Singapore 150–300 million

Expanding Circle: e.g. China, Germany, 100–1000 million

Kachru's Circles

Kachru (1985) maintains that the various roles English serves in different countries of the world are best conceived of in terms of three concentric circles:

- ▶ **Inner Circle:** English is the primary language of the country
- ▶ **Outer Circle:** English serves as a second language in a multilingual country
- ▶ **Expanding Circle:** English is widely studied as a foreign language.

English is used worldwide as an international language by inner, outer, and expanding circle countries.

Who owns English?

- ▶ English is used in a global sense for international communication between cultures.
- ▶ English is used in a local sense as a language of wider communication within multilingual societies.
- ▶ English is no longer connected to the culture of inner circle countries. (McKay 2002)

In the past, English was associated with only inner circle countries.

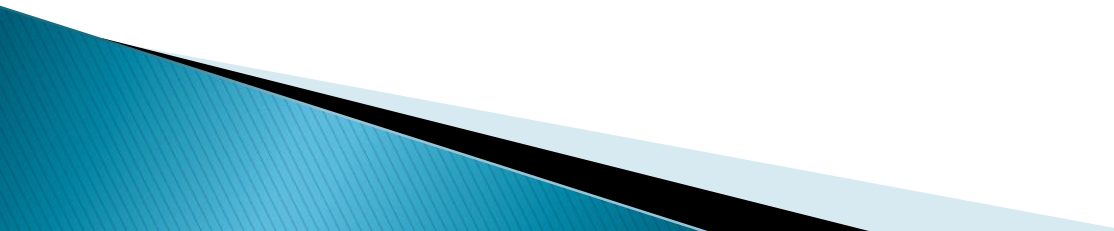
Now we know that it is an international language with speakers across the globe.



Using Cultural Materials

- ▶ Teaching EIL authentically means including a variety of cultural materials.


Cultural Materials (McKay 2002)

- ▶ Source culture (*home culture*)
 - ▶ Target culture (*inner circle countries*)
 - ▶ International target culture (*outer/expanding circle*)
- 

Sphere of Interculturality (KRAMSCH, 1993)

- ▶ EFL teachers should enable speakers to share with others their ideas
- ▶ and culture in cross-cultural encounters and establish a...


SPHERE OF INTERCULTURALITY

- ▶ In this sphere...Learners need to acquire knowledge about another culture
 - ▶ Learners need to reflect on their own culture in relation to others
 - ▶ Kramsch emphasizes teaching culture as difference.
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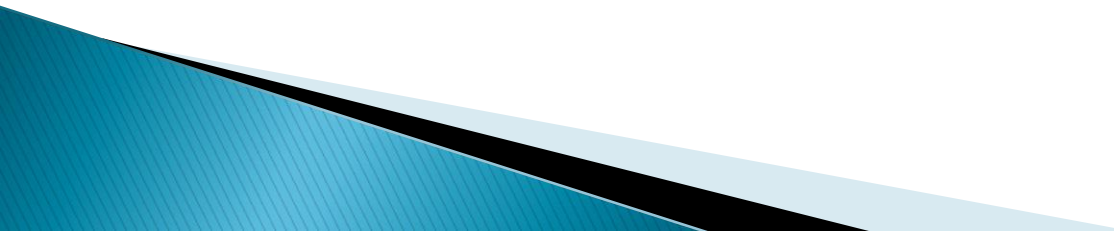
Role of NNESTs

This new conceptualization of English as an international language changes the role of the nonnative English speaking teachers (NNESTs).

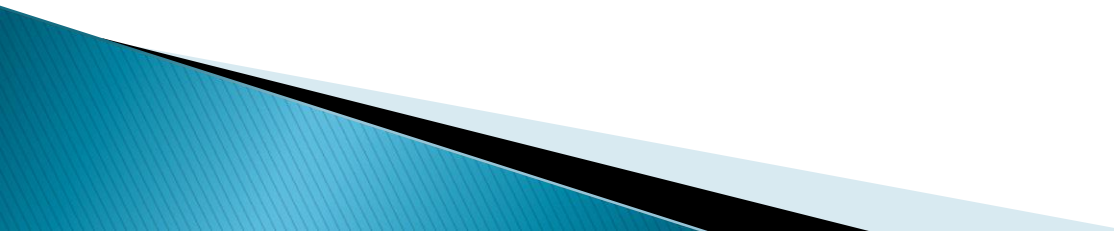
“The evidence clearly suggests that the use of EIL will continue to grow, an international language that belongs, not just to native speakers, but to all of its users. Given this shift in ownership, the time has come for decisions regarding teaching goals and approaches to be given to local educators so that they can take their rightful place as valid users of English. For, in the end, they are in the best position to understand what their students need to know, and to encourage them to learn and use English fully to participate in our growing global community.” (McKay, 2002)



Theories of Language Learning

1. Behaviorist Theories (include The Contrastive Analysis Hypothesis)
 2. Universal Grammar Theory
 3. Krashen's Monitor Theory
 4. Cognitive Theory (Ausubel, McLaughlin, Bialystok, Ellis, Anderson, and others)
 5. Conversation Theories
 6. Schumann's Acculturation Theory
 7. The Socio-cultural Perspective
- 

Behaviorist Theories (include The Contrastive Analysis Hypothesis)

- ▶ Based on Skinner
 - ▶ The idea that animal and human learning are similar based on Darwin's theory.
 - ▶ All behavior is a response to stimuli.
 - ▶ Four characteristics of behaviorism:
 - 1) imitation,
 - 2) practice,
 - 3) reinforcement
 - 4) habit formation
- 

- ▶ A person learning an L2 starts off with the habits formed in the L1 and these habits would interfere with the new ones needed for the L2.

- ▶ Behaviorism was often linked to the **Contrastive Analysis Hypothesis (CAH)**:

It predicts that where there are similarities between the L1 and the target language, the learner will acquire target-language structures with ease; where there are differences, the learner will have difficulty.

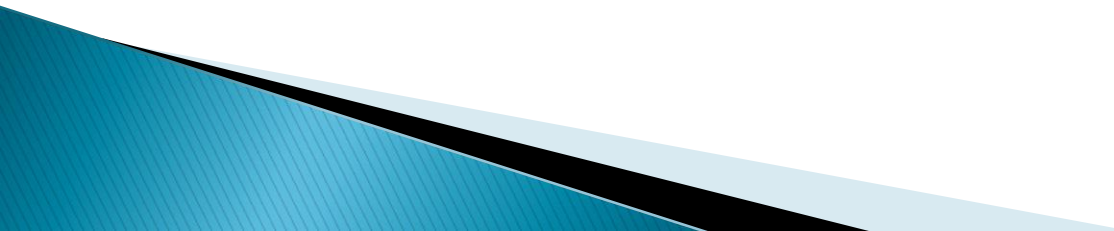
Critique

- ▶ Chomsky criticized this theory.
- ▶ Does not explain the creativity of children in generating language. i.e how can kids overcome grammatical errors without their parents' correction?
- ▶ Though a learner's L1 influences the acquisition of an L2, researchers have found that L2 learners do not make all the errors predicted by the CAH.

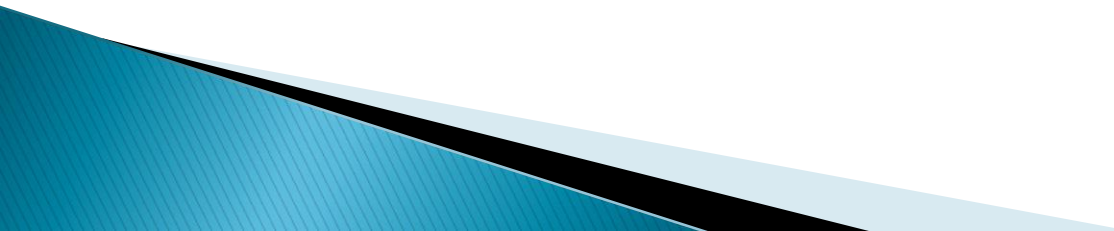
Universal Grammar Theory

- ▶ A mentalist viewpoint related to nativism and cognitive theory.
 - o The idea that of Chomsky that all children are born with Language Acquisition Device (Hadley 2001 pg 58).
 - o Language learning depends on biological mechanisms.
 - o Children are innately programmed to learn language.
 - o Each language has its own “parameter settings”.
 - o The principles that children discover represent their “core grammar” which relates to general principles that correspond to all languages.
 - o All human brain contains language universals that direct language acquisition (Horwitz 2008)
 - o It can be tested

► Critique

- o Is based on first language learning so it may not apply to second language acquisition.
 - o The way adults and children learn is different.
 - o Does not consider social factors or individual differences that affect language learning. .
 - o Motivation and attitudes towards the target language does not come into play in this theory.
 - o It is very Complex
 - o Only looks at product data
- 

Krashen's Monitor Theory

- ▶ It is one of the models that adopt the innatist perspective
 - ▶ It was quite influential in the 1970s.
 - ▶ It emphasizes the role of exposure to comprehensible input in second language acquisition.
 - ▶ It is based on 5 hypotheses:
 1. Acquisition/learning hypothesis
 2. Monitor hypothesis
 3. The natural order hypothesis
 4. The input hypothesis
 5. The affective filter hypothesis
- 

Krashen's Monitor Theory

- ▶ o Adults have two ways of developing competence in the second language: acquisition (subconscious learning) and learning (conscious learning).
- o The natural order hypothesis: acquisition of grammatical structures follow a predicable order when is natural (Hadley 2001).
- o The monitor Hypothesis: Acquisition is responsible for all second language utterances and fluency. On the contrary, learning is the “editor” and “monitor” for the output (Hadley 2001).
- o The input hypothesis: speaking fluency emerges over time. Acquisition on language will happen when we are exposed to the language that is beyond our level.
- o Effective filter hypothesis: low effective filter contributes to good learning.
- o Error correction should be minimized and only use when the goal is learning.
- o Students should not be required to produce speech until they' re ready.

► The acquisition–learning hypothesis

- **Acquisition**: we acquire L2 knowledge as we are exposed to samples of the L2 which we understand with **no conscious attention** to language form. It is a **subconscious** and **intuitive** process.
- **Learning**: we learn the L2 via a **conscious process of study and attention** to form and rule learning.
- Krashen argues that “**acquisition**” is a more important process of constructing the system of a language than “learning” because **fluency in L2 performance is due to what we have acquired, not what we have learned.**

The monitor hypothesis

- The **acquired system** acts to initiate the speaker's utterances and is responsible for spontaneous language use, whereas the **learned system** acts as a “**monitor**”, making minor changes and polishing what the acquired system has produced.
- Such monitoring takes place only when the speaker/writer has plenty of time, is concerned about producing correct language, and has learned the relevant rules

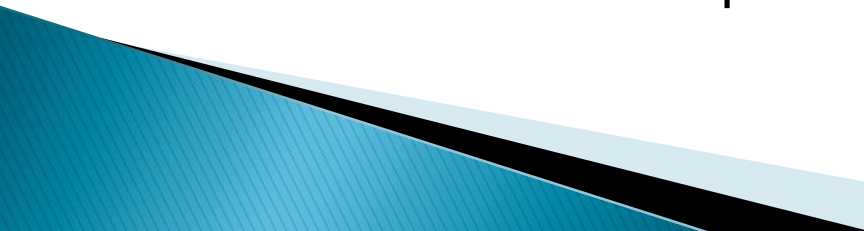
The natural order hypothesis

- L2 learners acquire the features of the TL in **predictable sequences**.
- The language features that are easiest to state (and thus to ‘learn’) are not necessarily the first to be acquired.
e.g. the rule for adding an –s to third person singular verbs in the present tense

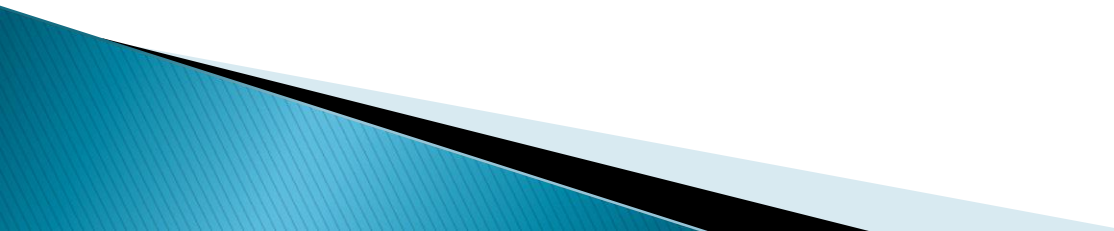
▶ The input hypothesis

- Acquisition occurs when one is exposed to language that is **comprehensible** and **that contains “ $i + 1$ ”**.
- If the input contains forms and structures just beyond the learner's current level of competence in the language (“ $i + 1$ ”), then both comprehension and acquisition will occur.

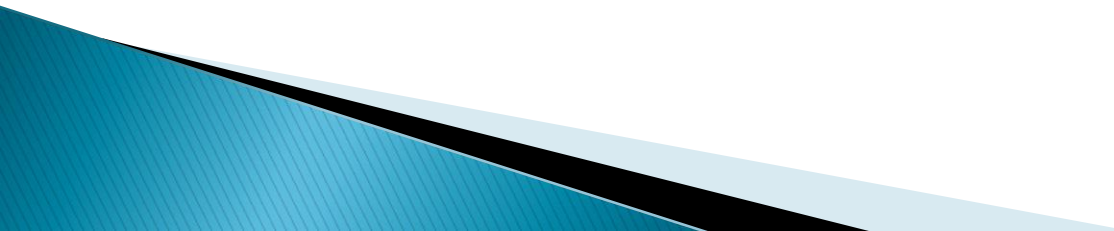
▶ The affective filter hypothesis

- “Affect” refers to feelings, motives, needs, attitudes, and emotional states.
 - The “affective filter” is an imaginary/metaphorical barrier that prevents learners from acquiring language from the available input.
 - Depending on the learner's state of mind, the filter limits what is noticed and what is acquired. A learner who is tense, anxious, or bored may “filter out” input, making it unavailable for acquisition.
- 

Critique

- o There is a debate between the distinction of learning and acquisition. Krashen's claim cannot be tested.
 - o Munsell and Cart (1981) criticized the implication of this theory that language learning is distinct from other types of learning (Hadley 2001).
 - o There are not clear definitions for some of the terms implemented by Krashen such as “comprehensible input” and acquisition vs. learning.
 - o Krashen does not explain how effective filters develops and does not take individual differences into account.
- 

Cognitive Theory (Ausubel, McLaughlin, Bialystok, Ellis, Anderson, and others)

- o Based on internal and mental processes.
 - o Focuses on transferring, simplification, generalization, and restructuring that involve second language acquisition.
 - o Language learning is the result from internal mental activity.
 - o Emphasizes that knowledge and new learning is organized in a mental structure.
 - o Learner acts, constructs, and plans its own learning
 - o Analyzes own learning
 - o Positive and negative feedback is important for restructuring.
 - o Proficiency develops through practice and then it becomes automatic.
 - o Once new information is acquired, existing knowledge is reorganized.
 - o Ausubel emphasizes that learning language needs to be meaningful in order to be effective and permanent (Hadley 2001, pg 69).
- 

▶ *Critique*

- o Needs more clarification when referring to complex cognitive skill.
- o Does not explain when and how some features of the first language are transfer to the second language and why some don't transfer.

Conversation Theories

- ▶ o The idea of learning a second language by participating in conversations
 - o Gives feedback and suggest ways of improvement
 - o Does not require production of full sentences but encourages speaking
 - o Errors should be corrected
- ▶ Critique
 - o Does not focus on teaching grammar

Schumann's Acculturation Theory

- o Based on a Social Theory
 - o Focuses on the multiple perspective of the learner
 - o Learning a language to function in the target language culture.
 - o Examines how social forces affect language learning.
 - o Attitudes and stereotypes towards the target language affect learning.
 - o Lower social and psychological distance will lead to successful learning
 - o Errors can be corrected for better acculturation
 - o There are external factors that affect language acquisition


Critique

- o Does not focus on teaching specific grammar

The Socio-cultural Perspective

- Vygotsky's theory proposes:
- Cognitive development, including language development, arises as a result of **social interaction**.
- Learning occurs how?

When an individual

- **interacts** with an interlocutor
 - within his **ZPD** (a situation where the learner is capable of performing at a higher level because there is **support from the interlocutor**).
 - Focus on input and output in the interaction.
 - Cognitive development starts from the social context then become internalized.
- 

Thank You!