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**Contents:**

1. Role of Motivation in Language Learning
2. Role of Anxiety in Language Learning
3. Learning Styles
4. Language Learning Strategies
5. Language Aptitude
6. Language and Brain
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## *Role of Motivation in Language Learning*

### **Definition:**

- Motivation is the characteristic that helps you achieve your goal. It is the drive that pushes you to work hard. It is the energy that gives you the strength to get up and keeping going-even when things are not going your way.
- Motivation is a theoretical construct used to explain behavior. It gives the reason for people's actions, desires, and needs. Motivation can also define as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa.
- Motivation is an internal process that directs and maintains behavior. Motivation is an internal process that can cause someone to move towards a certain goal.
- The act or process of giving someone reason for doing something. A force or influence someone to do something.

### **Theory of Motivation:**

#### **Maslow's Hierarchy of Needs:**

Abraham Maslow (1908-70), a psychologist, believed that all people have needs to be satisfied, and that they will work towards satisfying those needs. A need is what a person requires. He assumed these needs could be arranged according to their importance in a series of steps known as Maslow's hierarchy.

- Physical Needs: Air, water, Food, Rest, Exercise
- Safety Needs: Protection, Freedom from fear
- Social Needs: Love, belongingness, Affection,
- Esteem Needs: Strength, Status, Respect
- Self-actualization Needs: Development, Fulfillment Personal growth

### **Types of Motivation:**

- **Extrinsic**

## ➤ Intrinsic

### **Extrinsic Motivation:**

Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grade, praise, records, Medals and award. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

Examples.....

- The reward given by an organization to motivate its employees to make them perform better, induce extrinsic motivation, directly related to the needs of an employee.
- Studying because you want to get a good grade
- Participating in a sport to win awards
- Competing in a contest to win a scholarship

In each of these examples, the behavior is motivated by a desire to gain a reward or avoid an adverse outcome.

### **Intrinsic Motivation:**

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially performing an activity for its own sake rather than the desire for some external reward.

The motivation comes from the pleasure one gets from the task itself perform the sense of satisfaction in completing or even working on a task.

Examples of action that are the result of intrinsic motivation include:

- Participating in a sport because you find the activity enjoyable
- Solving a word puzzle because you find the challenge fun and exciting
- Playing a game because you find it exciting
- Feel a need to achieve something for its own sake
- Try to achieve growth as an individual

In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

### **Basic Characteristics of Motivation:**

**Effort:** This refers to the strength of a person's work-related behavior.

**Persistence:** This refers to the persistence that individual's exhibit in applying effort to their work tasks.

**Direction:** This refers to the quality of a person's work-related behavior.

**Goals:** This refers to the ends towards which employees direct their effort.

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## *Role of Anxiety in Language Learning*

### **Definition:**

Anxiety is defined as “A feeling of worry, nervousness or unease about something with an uncertain outcome.”

### **Anxiety and Language Learning:**

Horwitz and his colleagues (1986) defined language anxiety as “a distinct complex of feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process.”

## *Types of Anxiety*

They also found that foreign language anxiety can be related to the following: **Communication apprehension** (the fear of communicating with other people), **test anxiety** (fear of exams, quizzes) and **fear of negative evaluation** (the worry about how others view the speaker).

## *Symptoms of Anxiety*

It depends on the type of anxiety disorder, but general symptoms include:

- Feelings of panic, fear, and uneasiness.
- Cold or sweaty hands or feet.
- Shortness of breath.
- Heart palpitations.
- Not being able to be still and calm.
- Dry mouth.

- Numbness or tingling in the hands or feet

## *Causes of Anxiety*

### **1. Lack of Motivation:**

Lack of motivation is leading factor of language anxiety. If there is motive to motivate a learner or learner lacks motivation while learning, then it will affect his performance and create anxiety.

### **2. Competition:**

Competition is an important a factor that creates anxiety. A person wants to be ahead of others in competition and this creates stress and anxiety. Competition is a good thing, but it has very dangerous and harmful effects on learners. In ambition of competition a learner's anxiety increases and he may be frustrated and in this situation his attitude sometimes towards fellows, friends and even towards teachers becomes negative.

### **3. Environment & Facilities**

Environment and facilities surly perform an important role for learning process. If student will not feel comfortable in the class environment, then he cannot learn properly, and it will affect his learning ability and create stress and disturbance. Lack of facilities or resources also creates stress for individual. A student can learn better by using different resources. But is absence of facilities, anxiety arises, and he cannot pay proper attention towards learning.

### **4. Audience:**

This is also a major cause of anxiety and a lot of learners have this problem. Some students feel fear to perform in front of audience because sometimes audience's reaction is not good. In that situation student loses his confidence and cannot perform in a proper way and thus anxiety takes place.

### **5. Mental Disturbance:**

Mentally disturbed students cannot perform better. This disturbance can because of come illness, family problems, or other circumstances.

## *Ways to Cope with Anxiety in Language Learning*

### **1. Participation in class:**

- Try to Participate in class with a positive attitude.
- Address difficulties actively.
- There is no need of special strategy.

### **2. Ask for help:**

- Try to use English within one's limited language proficiency.
- Ask classmates (and teachers) to help.
- Prepare for speaking English in advance.

### **3. Interact with speakers who have fluent English:**

- Try to interact with a positive attitude.
- Attempt to learn English from higher-proficiency students.
- Participate in the interactions passively.

### **4. Learn to deal with fear:**

- Do an imagery rehearsal before the presentation.
- Try to go through a presentation!
- Try not to worry about making mistakes in presentations.

### **5. Prepare assignments carefully:**

- Review completed assignment several times.
- Complete assignment to the point of what one can do.

### **6. Rate your anxiety:**

Rate your anxiety level in mind from 1-10. When you do this, your logical part of mind starts working and this reduces anxiety.

### **7. Positive attitude:**

Don't take anxiety as something harmful. We feel it when we are out of our comfort zone. And we only grow when we get out of our comfort zone. Feeling anxiety means you are growing and learning.

**Conclusion:**

Anxiety is one of the most powerful and negative predictors for the student's performance in learning. Always keep this in mind that anxiety is not that much of an abnormal thing. Even experts in their respective fields experience it at times. And also, anxiety level decreases when you gain experience. In other words, anxiety decreases as confidence increases.

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# *Language Learning Styles*

## **Introduction:**

Learning styles originate from the concept of “style”. There is a lack of concept agreement over the basic terminology. The term has been used in various and sometimes confusing ways in the literature, often interchangeably with the terms of cognitive styles, affective styles, or learning strategies.

- Language learning styles and strategies are among the main factors that help to determine how and how well our students learn a second or foreign language.
- Learning styles are the general approaches for example, global and analytic, auditory or visual that students use in acquiring a new language or in learning any other subject.
- Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

## **Definition of Learning:**

- “The acquisition of knowledge or skills through study, experience, or being taught.”
- “The process of gaining knowledge and expertise.”
- “A process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.”

## **Definition of Style:**

- Style in literature is the literary element that describes the ways that the author uses words---the author’s word choice, sentence structure, figurative language and sentence arrangement all work together to establish mood, images and meaning in the text.

**Writing style** in literature refers to the ways a writer presents his or her thoughts. Elements like word choice, descriptions and creative devices are the accessories, writers use to make their work pop. Those types include expository writing, descriptive writing, persuasive writing and creative writing. Style in writing:

- Expository: Expository writing explains or informs.
- Descriptive: Descriptive writing focuses on communicating the details of a character, event or place.

- Persuasive: Persuasive writing tries to bring other people around to your point of view.
- Narrative

## **Definition of Learning Style:**

Stewart and Felicetti (1992) define learning styles as those “Educational conditions under which a student is most likely to learn.”

## **Learning Styles:**

There are four dimensions of learning styles that are likely to be among those most strongly associated with L2 learning.

1. Sensory preferences
2. Personality types
3. Desired degree or generality
4. Biological differences

### **1.Sensory Preferences:**

Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Sensory preferences can be broken down into following areas.

- i. Visual preferences
- ii. Auditory preferences
- iii. Hands-on-styles

#### **i. Visual Preferences:**

Visual students like to read and obtain a great deal from visual stimulation. Visual students enjoy reading and they prefer material in a classroom environment to be presented in a visual format such as books, board work and handouts. They read explanations, instructions, newspapers, stories etc.

#### **ii. Auditory Preferences:**

Auditory students enjoy lectures, conversations and oral directions. They prefer material in a classroom environment that is presented as auditory input such as radio, oral instruction, oral communication and audio-tape. They are excited by classroom interactions in role plays and similar activities. They sometimes, however, have difficulty with written work.

### **iii. Hands-on Styles:**

Hands-on students like lots of movement and enjoy working with collage, flash cards and tangible objects. They prefer to be physically involved with tasks, tending to prefer activities such as Total Physical Response (TPR) and role-play.

## **2. Personality Types:**

Another style aspect that is important for L2 education is that of personality type, which consists of four strands.

- i. Extroverted vs Introverted
- ii. Intuitive-random vs sensing Sequential
- iii. Thinking vs Feeling
- iv. Closure oriented/Judging vs Open/Perceiving

### **i. Extroverted vs Introverted:**

By definition, extroverts gain their greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. They like group studies.

In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. They are individual learners. Extroverts and introverts can learn to work together with the help of the teacher.

### **ii. Intuitive-Random vs Sensing Sequential:**

Intuitive-random students think in abstract, futuristic, large scale and no sequential ways. They like to create theories and new possibilities, often have sudden insights and prefer to guide their own learning.

In contrast, sensing-sequential learners are grounded now. They like facts rather than theories, want guidance and specific instruction from the teacher and look for consistency.

The key to teaching both intuitive-random and sensing sequential learners is to offer variety and choice. Sometimes a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students.

### **iii. Thinking vs Feeling:**

Thinking learners are oriented toward the stark truth even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily even though they might secretly desire to be praised themselves. Sometimes they seem detached.

In comparison, feeling learners' value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Thinking learners can suggest that feeling learners might tone down their emotional expression while working with thinking learners.

**iv. Closure-oriented/Judging vs. Open/Perceiving:**

Closure-oriented students want to reach judgements or completion quickly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. Sometimes their desire for closure hampers/obstacles the development of fluency.

In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called "perceiving". They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners dislike deadlines, they want to have a good time and seem to soak up L2 information by osmosis rather than hard effort. Open learners sometimes do better than closure-oriented learners in developing fluency, but they are at a disadvantage in a traditional classroom setting.

Closure-oriented and open learners provide a good balance for each other in the L2 classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled L2 teachers sometimes consciously created cooperative groups that include both types of learners, since these learners can benefit from collaboration with each other.

**3. Biological Differences:**

Differences in L2 learning style can also be related to biological factors, such as:

- i. Biorhythms
- ii. Sustenance
- iii. Location
- i. Biorhythms:**

Biorhythms reveal the times of day when students feel good and perform their best. Some L2 learners are morning people, while others do not want to start learning until the afternoon and still others are creatures of the evening.

- ii. Sustenance:**

Sustenance refers to the need for food or drink while learning. Quite a number of L2 learners do not feel comfortable learning without a candy bar, a cup of coffee, or a soda in hand, but others are distracted from study by food and drink.

**iii. Location:**

Location involves the nature of the environment, temperature, lighting, sound and even the firmness of the chair. L2 students differ widely with regard to these environment factors.

**4.Desired Degree of Generality:**

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. These learners are divided into two types:

i. Global or Holistic students

ii. Analytic students

**i. Global or Holistic Students:**

Global or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutia. They are comfortable even when not all the information and they having feel free to guess from the context.

**ii. Analytic Students:**

Analytic students tend to concentrate on grammatical details and often avoid more free flowing communicative activities. Because of their concern in Learning Styles and Strategies for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses.

The global student and the analytic student have much to learn from each other. A balance between generality and specificity is very useful for L2 learning.

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# *Language Learning Strategies*

**Language learning strategies** is a term referring to the processes and actions that are consciously used by language learners to help them to learn or use a language more effectively. They have also been defined as ***'thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance.'***

## **Why are LLS Important for L2/FL Learning and Teaching?**

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target second language and foreign language, and LLS can help students in doing so. In addition to developing students' communicative competence, LLS are important because research suggests that training students to use LLS can help them become better language learners. Early research on 'good language learners' suggested a number of positive strategies that such students employ, **Graham's (1997)** work in French further indicates that second language and foreign language teachers can help students understand good LLS and should train them to develop and use them.

## **Classification of language learning strategies:**

In 1990, **O'Malley** and **Chamot** developed a classification of three types of language learning strategies. These strategies may often be referred to as communicative strategies. Strategies of language learning are as follow;

- ✓ Cognitive strategy
- ✓ Meta cognitive strategy
- ✓ Social strategy

### **1. Cognitive strategy:**

It is the mental action or process of acquiring knowledge and understanding through thought, experience, and the sense. Cognitive process use existing knowledge and generate new knowledge.

### **2. Meta cognitive strategy:**

It involves thinking about the learning process, planning for learning, monitoring learning while it is taking place, or self-evaluation of learning after the task had been completed.

### **3. Social strategy:**

It consisted of using social interaction to assist in the comprehension, learning or retention of information. Learner can have improved learning under this strategy by working with fellows & also getting feedback, asking questions, providing self-encouragement.

### **Oxford taxonomy:**

In 1990, Rebecca Oxford developed taxonomy for categorizing strategies under six headings:

#### **1. Cognitive Strategies:**

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. All of these strategies involve deliberate manipulation of language to improve learning. For instance, a learner remembers new words by visualizing them represented in a memorable or ridiculous situation. This makes it easier and faster to recall these words.

#### **2. Mnemonic Strategies:**

Mnemonic strategies are a special kind of transformational strategy because they apply specific language to learning and connect information to be learned with key words or letters. Mnemonic strategies are helpful when a student has some grasp of the information to be learned and needs to order it for efficient access. The order that the mnemonic applies allows the learner to retrieve information quickly.

#### **3. Metacognitive Strategies:**

Metacognitive strategies refer to methods used to help students understand the way they learn. In other words, it means processes designed for students to 'think' about their 'thinking'. It includes controlling own cognition through the co-ordination of the planning, organization and evaluation of the learning process, e.g. organize time for learning, check one's process and try not to make mistake again.

#### **4. Compensatory Strategies:**

These strategies using context to make up for missing information in reading and writing. It is also listed in cognitive strategy but here it is included as a compensatory because it makes up for a gap in knowledge.e.g. Guessing the meaning when you don't understand and using the gestures are example of compensatory strategies.

### **5. Affective Strategies:**

Affective strategies are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps learning in general.

Example: lowering anxiety levels with relaxation techniques is one kind of affective strategy. It includes regulation of emotions, motivation and attitude toward learning.

### **6. Social Strategies:**

It includes the interaction with other learners to improve language learning and cultural understanding, practice with others and show interest in learning about the culture of English-speaking countries.

In later years, this classification system was criticized for its problems in separating mnemonic strategies from cognitive strategies, when one is a sub-category of the other and the inclusion of compensatory strategies, which are connected to how a learner uses the language, rather than learns it.

### **Characteristics:**

There are a number of basic characteristics in the generally accepted view of LLS. First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL. Third, LLS may be visible (behaviors, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, LLS involve information and memory (vocabulary knowledge, grammar rules, etc.). Some other are:

- ✓ Allow learners to become more self-directed
- ✓ Expand the role of language teachers
- ✓ Are problem-oriented
- ✓ Involve many aspects, not just the cognitive can be taught
- ✓ Are flexible



- ✓ Are influenced by a variety of factors.

### **Factors effect on language learning strategies:**

#### **1. Personality:**

Personality has a direct influence on the learner's selection of strategies. There is much difference between the strategies of introvert and extrovert or active and passive.

#### **2. Motivation:**

An important factor influencing strategies. Positive correlation between motivation level and use of language learning strategies helps for better learning, more motivated learners used more learning strategies, and more frequently. Number of learning strategies associated with motivation level, instrumental and integrative motivation had significant effect on choice of LLS.

#### **3. Learning style:**

An individual's learning style preferences influence the type of LLS they use. Extroverts show a strong preference for social strategies, introverts use metacognitive strategies more frequently. Learners who favour group study tend to use social and interactive strategies .so the learning style also effect on strategies.

#### **4. Age:**

Age also effect on strategies, strategies are varying in different age steps. Malley prove that adults do not use the same sort of strategies as the children.

### **Conclusion:**

The strategies a student uses to learn a second language depend greatly on their individual learning style. Some students are outgoing and will experiment freely and frequently while learning a new language. Other students are more introverted, preferring a more individual, private approach to the way they learn and practice the language. The strategies used by an outgoing student may vary significantly when compared with the strategies of a more reserved student.

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## *Language Aptitude*

**Language aptitude** refers to the potential that a person has for learning **languages**. This potential is often evaluated using formal **aptitude** tests, which predict the degree of success the candidate will have with a new **language**.

**Language learning aptitude** refers to the "prediction of how well, relative to other individuals, an individual can learn a foreign **language** in a given amount of time and under given conditions". As with many measures of **aptitude**, **language learning aptitude** is thought to be relatively stable once a person matures.



### **The Language-Based Nature of *Foreign Language Learning Difficulties***

- In examining the nature of foreign language aptitude through factor analysis, John Carroll, the author of MLAT, identified four aspects area, which he called
  - (a) *phonetic coding*, or the ability to code auditory phonetic material in such a way that this material can be recognized, identified, and remembered over time;
  - (b) *grammatical sensitivity*, or the ability to handle grammar;
  - (c) *inductive language learning ability*, or the ability to infer linguistic forms, rules, or patterns from new linguistic content;
  - (d) *rote memory* for foreign language learning materials, or the capacity to learn a large number of phonetic and grammatical associations.

# APTITUDE

- foreign language aptitude consists of four independent abilities that describe the L2 learner.

## PHONETIC CODING ABILITY

- ability to perceive distinct sounds, associate a symbol with that sound and retain that association

## GRAMMATICAL SENSITIVITY

- ability to recognize the grammatical function of a lexical element (word, phrase, etc.) in a sentence without explicit training in grammar.

## ROTE LEARNING ABILITY

- ability to learn associations between words in a foreign language and their meanings and retain that association.

## INDUCTIVE LEARNING ABILITY

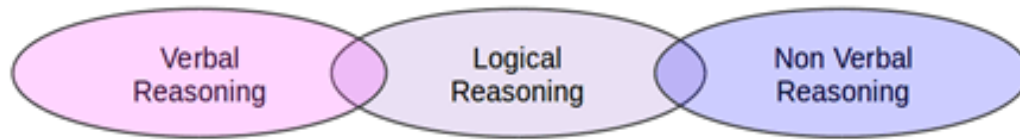
- ability to infer or induce rules governing the structure of a language

## ATTITUDE

- Student's Attitude towards Teachers:
  - An L2 learner needs to be psychologically prepared to acquire a second or a foreign language as it is a part of different ethno-linguistic community.
  - An L2 learner is required to impose elements of another culture into one's own life space.
  - When a language is learnt only for the utilitarian purposes, the success in a second language is supposed to be lower than if it is learnt for the integrative purpose.

### *Language Aptitude Test*

The Modern Language **Aptitude Test** (MLAT) measures an individual's **aptitude** for **learning** a foreign language. First published in 1959, the **test** can be used to predict success in **learning** all basic communication skills, but particularly speaking and listening.

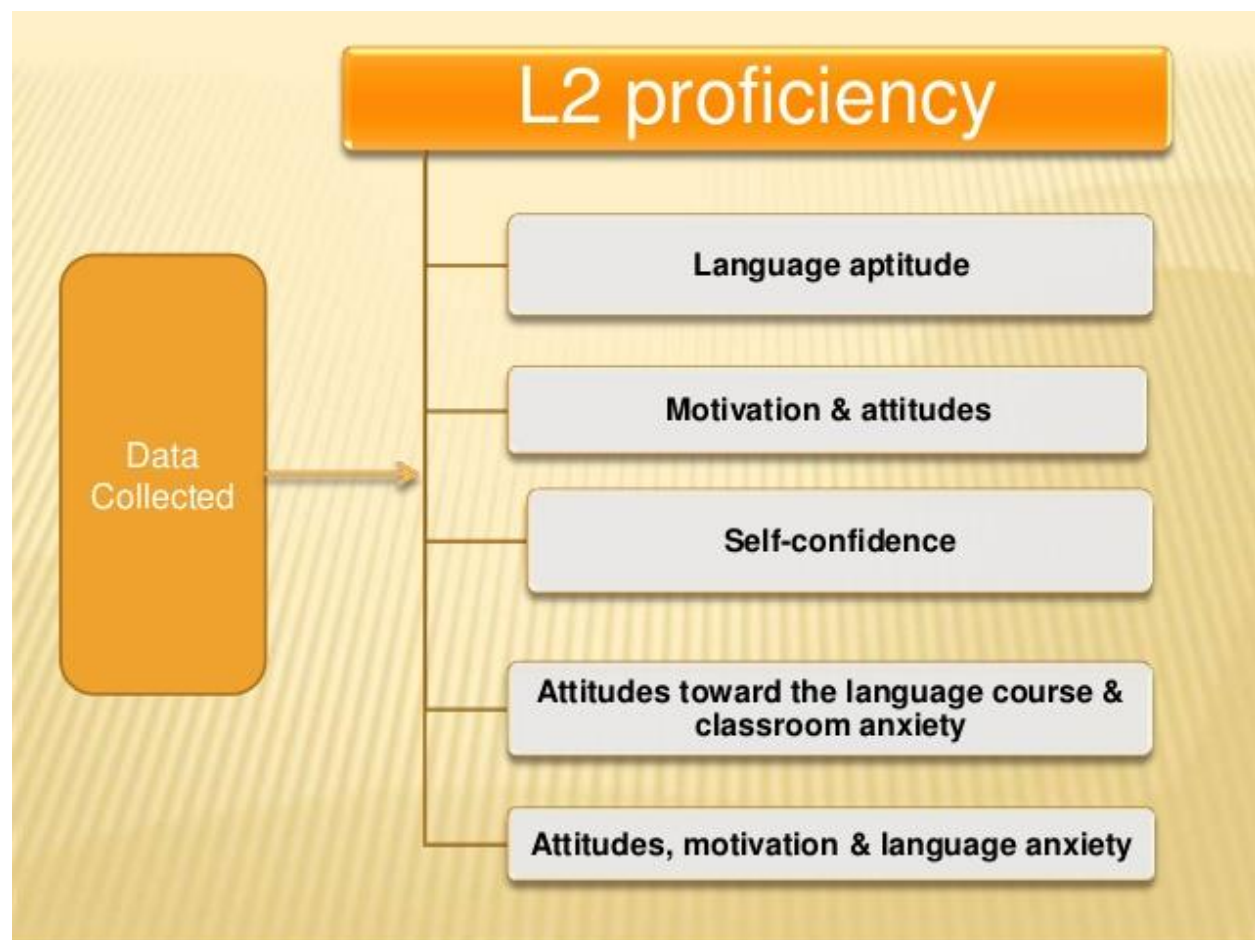


Verbal comprehension  
Vocabulary test  
Synonyms  
Antonyms

Verbal logic  
Syllogisms  
Word analogies

Abstract reasoning  
Diagrammatic reasoning

Spatial reasoning  
Pilot test





# *Language and Brain*

## **Definition:**

A special branch of linguistics which studies the physical structure of brain as it relates to language production and comprehension.

It draws theories and methods from neuroscience, neurobiology, neuropsychology, communication disorders and from computer science.

## **How Language Processes in our Mind?**

It refers to the way humans use words to communicate ideas and feelings and how such communications are processed and understood. Thus, it is how the brain creates and understands language. Most recent theories consider that this process is carried out entirely by and inside the brain. This is considered one of the most characteristic abilities of human species.

## *Division of Brain*

Brain is divided into two hemisphere and their names are written below:

1. Right Hemisphere
2. Left Hemisphere

## **Right Hemisphere:**

It controls left side of the body and also controls spatial acuity (related to sightness).

## **Left Hemisphere:**

It controls right side of the body and also controls abstract reasoning and physical tasks which require step by step progression. It is most important to note that left hemisphere controls the language.

## **Role of Left Hemisphere:**

It is clear in the above paragraph that left hemisphere control language because the specialization of left hemisphere is more efficient than of right hemisphere that's why the left one is very important and makes person able to speak.

## **Disorders of Left Hemisphere which Affect Language:**

There are following diseases or disorders which affect language are written below:

- ✓ Tourte's Syndrome
- ✓ Aphasia

### **Tourtte's Syndrome:**

It produces random and involuntary emotion reflex responses including vocalizations. This type of disorder, which often affects language use, is caused by a dysfunction in the Sub cortex. In this disorder vocal response affects and sometimes person speaks inappropriately.

## *Aphasia*

It is defined as “**inability to use or understand language (spoken or written) because of a brain lesion.**”

The acquired language disorders that are associated to brain activity are called aphasias. Depending on the location of the damage, the aphasias can present several differences. The aphasias listed below are examples of aphasias which can result from brain injury or stroke.

- ✓ Expressive Aphasia
- ✓ Receptive Aphasia
- ✓ Conduction Aphasia

### **Expressive Aphasia:**

Usually characterized as a non-fluent aphasia, this language disorder is present when injury or damage occurs near BROCA'S area. Individuals with this disorder have a hard time reproducing speech, although most of their cognitive functions remain intact, and are still able to understand language. Sometimes due to this disorder patients may get frustrated.

### **Receptive Aphasia:**

Individuals with receptive aphasia are able to produce speech without a problem. However most of the words they produce lack coherence. At the same time, they have a hard time understanding what others try to communicate. They are often unaware of their mistakes.

### **Conduction Aphasia:**

Characterized by poor speech repetition this disorder is rather uncommon and happens when branches of acute fasciculus are damaged. Auditory perception is practically intact and speech

generation is maintained. Patients with this disorder will be aware of their errors and will show significant difficulty correcting them.

### **Two Discovered Areas:**

- Broca's area (Discovered by Paul Broca)
- Wernicke's area (Discovered by Karl Wernicke)

### **Broca's Area:**

It is located in the frontal portion of the left hemisphere which seems to be involved in grammatical processing. BROCA'S area seems to process grammatical structure rather than select the specific units of meaning. BROCA'S aphasia involves difficulty in speaking. For this reason, it is also known as emissive aphasia. BROCA'S aphasia can comprehend but have great difficulty replying in any grammatically coherent way.

They tend to utter only isolated content words on their own. Grammar rules as well as function morphemes are lost. BROCA'S aphasia is also known as a **“Grammatical Aphasia”**.

### **Wernicke's Area:**

This area is in the lower posterior part of the perisylvian region and it controls comprehension as well as the selection of content words. When this area is specifically damaged a very different type of aphasia usually results one in which the grammar and function words are preserved, but the content is mostly destroyed. Since Wernicke's aphasia involves difficulty in comprehensive in extracting meaning from a context, it is also known as receptive aphasia.

### **Three Facts About Language and Brain:**

1. Humans are born with innate capacity to acquire the extremely complex, creative system of communication that we call language. We are born with a language instinct; which Chomsky calls the LAD. This language aptitude is completely different from inborn reflex responses to stimuli as laughter, sneezing or crying.
2. The natural ability for acquiring language normally diminished rapidly somewhat around the age of puberty (when human's sex glands became functional). There is a critical age for acquiring fluent native language.
3. In most adults the language organ is the perisylvian area of the left hemispheric cortex. Only the human species uses this area for communication. The signals of animal systems of



communication seem to be controlled by the sub cortex, the area which in human controls similar inborn response signals such as laughter, crying, fear and desires.

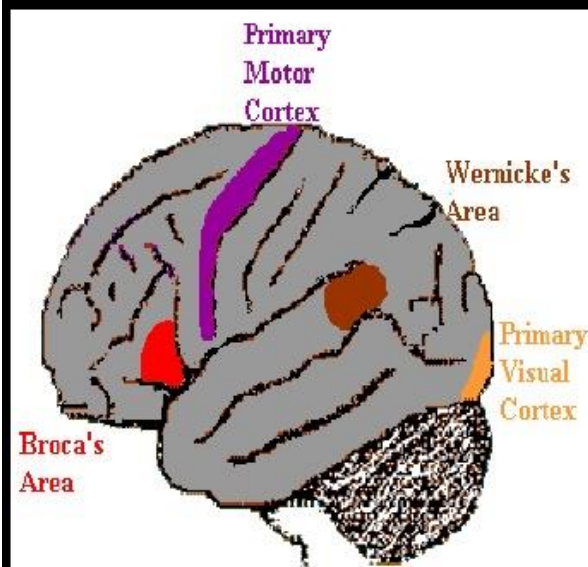
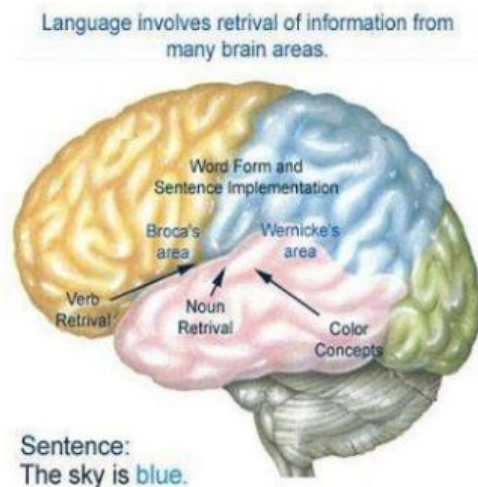
### **Conclusion:**

To sum up we can say that the left hemisphere is indeed not only the primary organ of language; it also seems to underlie a broader range of cognitive powers that make humans unique. Language is brain stuff. And it seems that the human brain among that of all other species is uniquely constructed to manipulate complex sign systems such as language art and other representational behavior.

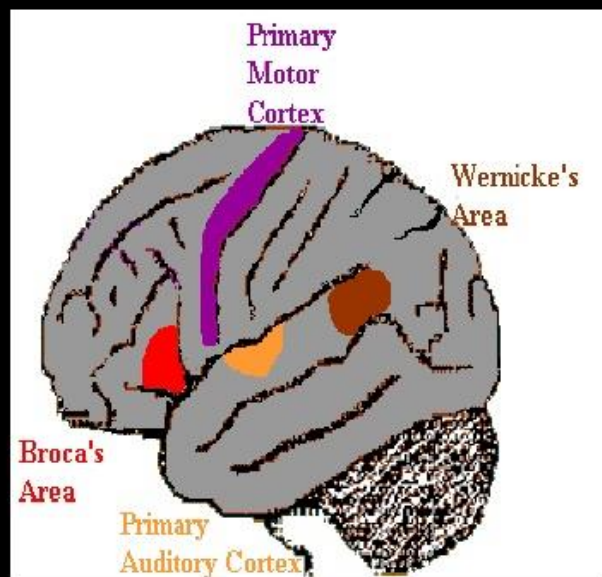
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## THE “LAD” (Chomsky, 1965)

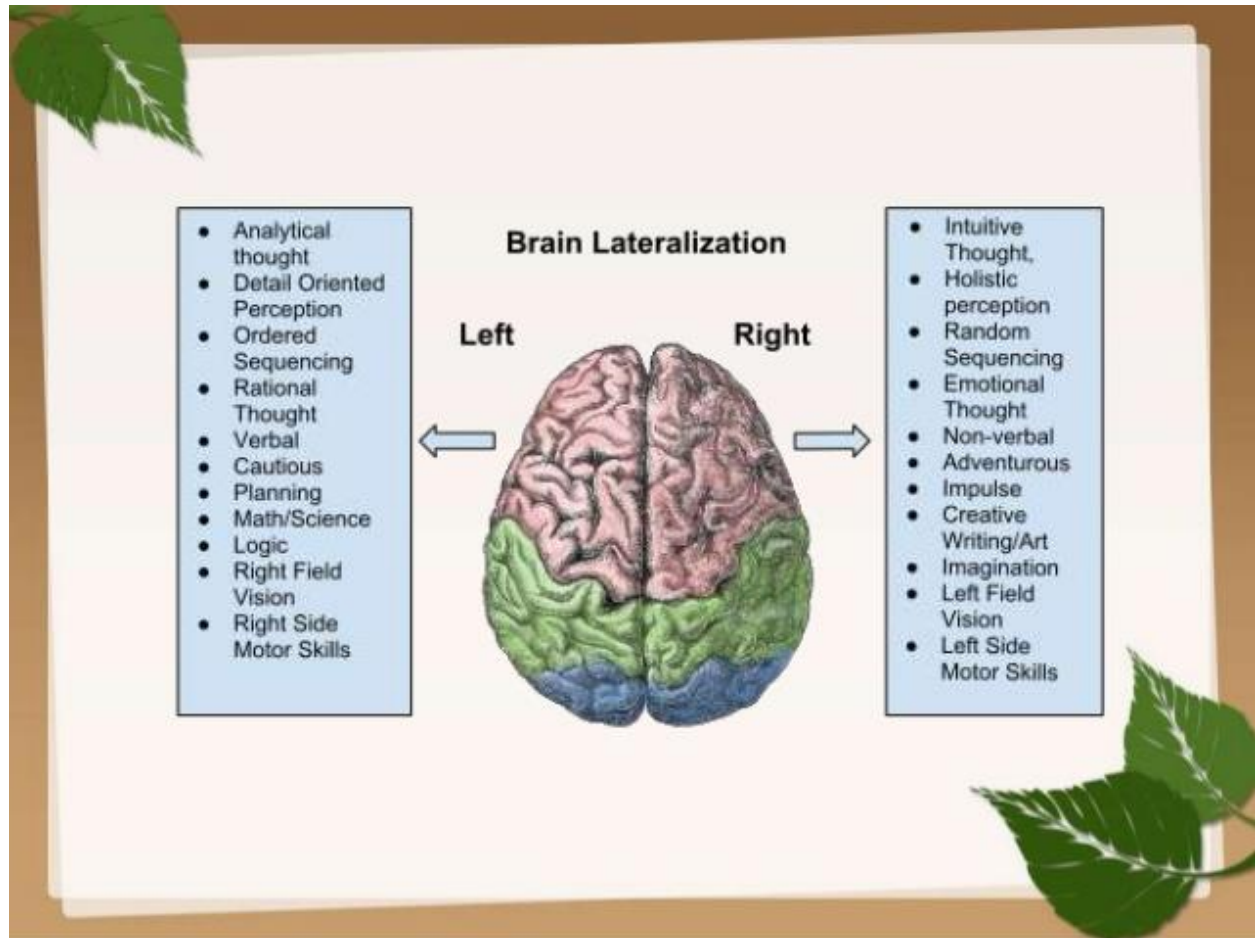
- The language acquisition Device (LAD) is a postulated organ of the brain that is supposed to function as a congenital device for learning symbolic language (i.e., language acquisition).



**Speaking  
the Written Word**



**Speaking  
the Heard Word**



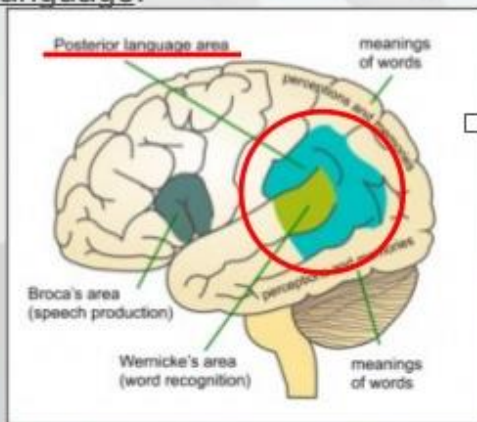
# Language Disorder

## - ① Aphasia

**Aphasia** is a disorder that results from damage to the parts of the brain that contain language. Aphasia causes problems with any or all of the following: speaking, listening, reading, and writing.

### • Causes

- Caused by stroke.
- Any disease or damage to the parts of the brain that control language.



### • Symptoms

- Have trouble using words and sentences (expressive aphasia).
- Have trouble understanding others (receptive aphasia).
- Have troubles with both using words and understanding (global aphasia).

## *Para linguistics*

### **Definition:**

- The study of the role of non-verbal clues is called paralinguistic.
- The study of Para language.
- Paralanguage refers to non-verbal elements of communication used to modify meaning and convey emotion.
- This includes volume, speed of voice, intonation, tone.

### **Clues of Para linguistics:**

- Volume of voice
- Speed of voice
- Tone
- Intonation
- Articulation
- Pronunciation
- Gestures
- Pause
- Face expression
- Punctuation marks

### **Volume of Voice:**

It is not just, what you say, it is how you say it. It includes two things loud voice and whispering. When you speak aloud it shows that you want it to be heard by all. But when you speak in light voice (whisper) it means you want to hide something.

### **Speed of Voice:**

The speed of voice is another element in Para linguistics. The speed of voice should be in a balance form so that the listener can understand whatever you are speaking.

**For example:** if you are speaking fast, the listener will not be able to connect with the previous idea with the next one.

### **Tone of voice (*feelings added while speaking*):**

It is tone of the voice that introduces us about speaker's attitude. It can be in different form aggressive, angry, nervous, friendly, happy, gentle, appreciative and enthusiastic.

**For example:** take a very simple sentence, what an excellent piece of drafting.

If this sentence is spoken with an exclamation, it expresses admiration. However, if a touch of sarcasm is added to it, it will become condemnatory.

### **Intonation (*Rise and fall in voice*):**

Intonation means variation of voice or speech. It tells the listener if the message is in form of question exclamation or statement. The emphasis is laid on a specific word in a particular manner.

### **Pause (*A short silence flanked by words*):**

A break which a person takes while speaking and its duration is known as pause. Pauses automatically come in between the major part of your speech. It shows speakers uncertainty and tension and hesitation. It helps you glide from one thought to another one.

### **Face expression:**

Facial expressions can convey a wide range of responses like satisfaction, rejection, angry, shock, surprise and happy.

**For example:** when a subordinate completes assignments and takes it to the boss. The boss looks at his work and gives smile. Boss smile expresses his happiness and satisfaction. Wrinkles on the face suggest worry and hate.

### **Pronunciation:**

The way in which a word is pronounced. It is the first thing that people notice during the conversation. Knowledge of phonetics is necessary for perfect pronunciation. He should be aware of the sounds like / p/, /a/, /u:/.

### **Gestures:**

Gestures are another form of body communication.

### **Articulation:**

It is the clarity of your voice.

You should speak in such a way that all the worlds are understood by the listener. If you miss pronounce the words, the listener easily gets distracted and sometimes meanings change too.

### **Punctuation Marks:**

Generally, punctuation marks are very helpful in written form. Its appropriate use brings clarity to the content and prevent confusion.

**For example:** *Go slow, Man at work.*

*Go, slow man at work.*

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# *Computer Assisted Language Learning*

## **Introduction:**

Communication and technology have been part of our live, especially in the area of education. In all educational system, the use of communication and technology has certain place; therefore, computers play significant role in the learning process. Teaching English for a second language learner can take benefit from using a computer. Indeed, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users.

Recently, the numbers of English teachers using CALL has increased markedly. In addition, many articles have been written about the role of it in English learning. Although the potential of the internet for educational use has not been fully explored yet and the average school still makes limited use of computers for some reasons, it is obvious that we have entered a new information age in which the links between ICT and EFL have already been established. This paper is aimed at discussing what CALL is and what advantages and disadvantages CALL offers so as we know its strength and weaknesses in their usage for teaching English for ESL students.

## **What is CALL?**

CALL is a program derived from CAL (Computer Assisted Learning) which is implemented to language but the use of computer here is mainly aimed at providing a language learning tutorial program. CALL means students learn language in any context with, though, and around computer technologies. From both definitions, the main focus of CALL is on the application of computers in language learning.

## **Advantages of CALL:**

The following are the advantages as stated by many experts:

### **1. Interest and Motivation:**

Classical language teaching in classroom can be monotonous. Boring and even frustrating and students can lose interest and motivation in learning. CALL programmers



can provide student ways to learn English through computer games, animated graphics and problem-solving techniques which can make drills more interesting.

## **2. Individualization:**

CALL allows learners to have non-sequential learning habit; they can decide on their own which skills to develop and which course to use, as well as the speed and level by their own needs.

## **3. A Compatible Learning Style:**

Students have different style of learning and an incompatible style for students will cause serious conflicts to them. Computers can provide an exciting “fast” drill for one student and “slow” for another.

## **4. Optimal Use of Learning Time:**

The time flexibility of using computer enables students to choose appropriate timing for learning. Winter (1997) stressed the importance of flexible learning, learning anywhere, anytime, anyhow and anything you want, which is very true for the web-based instruction and CALL learners are given a chance to study and review the materials as many times they want without limited time.

## **5. Immediate Feedback:**

Students receive maximum benefit from feedback only if it is given immediately. A delayed positive feedback will reduce the encouragement and reinforcement and a delayed negative feedback affect the crucial knowledge a student must master. Computer can give instant feedback and help the students ward off his misconception at the very first stage. The advantages of CALL as giving immediate feedback, allowing students at their own pace and causing less frustration among students.

## **6. Error Analysis:**

Computer database can be used by teacher to classify and differentiate the type of general error and error on account of the influence of the first language. A computer can analyze the specific mistakes that students made and can react in different way from the usual teacher, which make students able to make self-correction and understand the principle behind the correction.

## **7. Guided and Repetitive Practice:**

Students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. they can repeat the course they want to master as many as they wish. CALL materials are suitable for repetitive practice, which enable students to learn concepts and key elements in a subject area.

### **8.Pre-determined to Process Syllabus:**

Computer enhances the learning process from a pre-determined syllabus to an emerging or process syllabus. For instance, a monotonous paper exercise of 'fill in the blanks' type can be made more exciting on the screen in the self-access mode and students can select their own material. Therefore, CALL facilitates the synthesis of the pre-planned syllabus and learner syllabus "through a decision-making process undertaken by teacher and learners together."

### **Disadvantages of CALL:**

Although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. Some disadvantages of CALL are following:

#### **1.Lack of Trained Teacher:**

It is necessary for teachers and students to have basic technology knowledge before applying computer technology in second language teaching and learning. Therefore, computers will only benefit those who are familiar with computer technology (Roblyer, 2003).

#### **2.Imperfect Current CALL Programs:**

At present, the software of CALL mainly deals with reading, listening and writing skills. There are some speaking programs have been developed recently, but their functions are still limited. War Schauer (2004) stated that a program should ideally be able to diagnose a learner's problem with pronunciation, syntax or usage and then intelligently decide among a range of options.

#### **3.Inability to Handle Unexpected Situations:**

The learning situation that a second-language learner faces are various and ever changing. Computers merely have artificial intelligence and it cannot deal with learner's unexpected learning problem or response to learner's questions immediately as teachers do. Blin (1994) stated that computer technology with the degree do not exist and are not

expected to exist quite a long time. In other words, today's computer technology and its language learning programs are not yet intelligent enough to be truly interactive.

### **Conclusion:**

In summary, the advantages of CALL can be outlined as providing motivation and autonomy for learner, compatible and time flexible learning, immediate and detailed feedback, error analysis and a process syllabus. Some considerations must be given to the disadvantages of CALL, such as less handy equipment, high cost of education, lack of trained teachers and CALL programs of perfect quality and limited capacity of computers to handle unexpected situations.

To conclude, CALL has certain advantages and disadvantages and teachers should know the strengths and weaknesses in applying CALL in ESL classrooms. It is agreeable that technological advancement and development has enabled the application of CALL programs in language learning and instruction and it has become a new trend recently. Even so, computer technology still has its limitation and weaknesses. Therefore, we must first realize the advantages and disadvantages of current CALL programs before applying them to improve our teaching or to help student learning. In the end, we can avoid the mistake in employing CALL programs and get the maximum benefit for our ESL teaching and learning.

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