

THEORETICAL FOUNDATIONS OF LANGUAGE, AND METHODOLOGIES

| INTEGRATIVE LEARNING COURSE |

COVERAGE

(BASED ON PRC : <https://www.prc.gov.ph/sites/default/files/LET%20PROG-%20%20JAN%202022%20final.pdf>)

ENGLISH MAJORS

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THEORETICAL FOUNDATIONS OF LANGUAGE

- Introduction to Linguistics
- Language, Culture, and Society
- Structure of English
- Language Programs and Policies in Multilingual Societies

METHODOLOGY

- Teaching and Assessment
 - Macro Skills
 - Literature Studies
- Language Learning Materials Development
- Speech and Stage Arts
- Language Education Research
- Literary Criticism
- Stylistics and Discourse Analysis
- Campus Journalism
- Technical Writing
- Technology in Language Education
- Translation and Editing of text
- English for Specific Purposes
- Remedial Instruction in English

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Which approach to language teaching anchors on the behaviorist assumption that language learning is the acquisition of a set of correct language habits and whose goals is to use the target language communicatively, overlearn it, so as to be able to use it automatically?

- a. Grammar-Translation Approach
- b. Direct Method
- c. Suggestopedia
- d. Audio-Lingual Method

A. Grammar-Translation

- Instruction is given in the native Language
- A typical exercise is to translate sentences from the TL into the MTL

B. Direct Method

- No use of the mother tongue is permitted
- Grammar is learned inductively.
- The teacher must be a native speaker or a native-like proficiency.

C. Suggestopedia (proponent: Georgi Lozanov)

- comes from the word “SUGGESTION” and “PEDAGOGY”
- Common Practice of Suggestopedia is to Present text with Music
- A teaching method based on the idea how the human brain works and how we learn most effectively.

Lozanov also developed a language learning method that focused on **“DESUGGESTION”** – He believes that students naturally set up psychological barriers to learning based on fears that they will be unable to perform and are limited in terms of their ability to learn, thus, this method focused on the limitations learners think they have, and provide them a sort of relaxed state of mind that would facilitate the retention of materials to its maximum potential.

D. Audio-Lingual Method

- Founded during the WWII for military purpose in USA
- Focus on students' pronunciation, and train their ability of listening by dialogues and drills.
- "LISTEN AND REPEAT" drilling activities are the most important classroom activities.
- Mistakes are immediately corrected and correct utterances are immediately praised.

The Silent Way (Caleb Gattegno)

- this method is based on the premise that teacher should be silent as much as possible and the learners should be encourage to produce language as much as possible.

Total Physical Response (TPR) (James Asher)

- based on the premise that the human brain has a biological program for acquiring any natural language on earth- including the sign of language of the deaf.
- a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter.

The curriculum goes through the stages of curriculum planning, curriculum implementation, and curriculum evaluationl, The production of instructional materials falls under _____.

- Curriculum Planning and Implementation
- Curriculum Planning and Evaluation
- Curriculum Planning
- Curriculum Evaluation

OPERATIONS HANDBOOK IN ENGLISH

2002 Basic Education Curriculum

Step 1 – Curriculum Planning

1. Rationale for Creating or Revising a Curriculum
2. Theoretical Underpinnings
 - Theories of Language, Language Learning, Communicative Competence
3. Scope and Organization of Learning Experiences to be provided
4. Expected Learning Outcomes/Experiences for a certain level and grade

Step 2 – Curriculum Development

- Actual writing of curriculum based on specifications from the first step
- Defining/Selecting of learning outcomes/experiences
- Validation for suitability
- Pilot Testing
- Review

OPERATIONS HANDBOOK IN ENGLISH

2002 Basic Education Curriculum

Step 3 – Curriculum Implementation

- Mass Use of the Curriculum in Schools

Step 4 – Curriculum Evaluation

- Evaluation of the effectiveness of the learning experience or the curriculum
- Summative Evaluation

Which type of syllabus is given example by the following activities: writing notes and memos, reports, agendas, letters to companies, and reply letters?

- Situational Syllabus
- Notional Syllabus
- Task-Based Syllabus
- Skill-based Syllabus

TYPES OF SYLLABUS (Reilley)

Structural (Formal) Syllabus

- Linguistically focused
- Content Includes a collection of forms and structures
- sequencing and gradation are determined according to difficulty of items or their frequency

2. Notional/Functional Syllabus

- content includes a collection of the functions performed when language is used, or of the notions that a language is used to express
- specifies the semantic-grammatical categories and the categories of communicative function that learners need to express.

TYPES OF SYLLABUS (Reilley)

3. Situational Syllabus

- Content includes a collection of real or imaginary situations in which language occurs is used.
- Situations involve several participants who are engaged in some activity in a specific meaning (e.g. Seeing the dentist, buying a book at a bookstore)

4. Skill-Based Syllabus

- content includes a collection of specific abilities that may play a part using language

5. Task-Based Syllabus

- content includes a series of complex and purposeful tasks that the students need to perform with the language they are learning

TYPES OF SYLLABUS (Reilley)

6. Content-Based Syllabus

- derived from the content area
- content and instructional sequence is chosen according to language goals
- Types of Learning and Teaching Activities
 - Language Skills Improvement
 - Vocabulary building
 - Discourse Organization
 - Communicative Interaction
 - Study Skills
 - Synthesis of Content materials and grammar

Content-Based Instruction underscores the need to develop higher order thinking skills which enables one to acquire academic as well as communicative competence

The aspect of communicative competence that deals with the appropriate use of communication and coping strategies is known as _____ competence.

- a. Discourse
- b. Sociolinguistic
- c. Grammatical
- d. Strategic

COMPONENTS OF COMMUNICATIVE COMPETENCE

1. Grammatical Competence

- refers to sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to make use of these features to interpret and form words and sentences.

2. Discourse Competence

- concerned with the interconnectedness of a series of utterances, written words, and/or phrases to form a text, a meaningful whole.

COMPONENT OF COMMUNICATIVE COMPETENCE

3. Sociolinguistic Competence

- this requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction.

4. Strategic Competence

- the coping strategies that participants use in unfamiliar contexts, with constraints due to imperfect knowledge of rules or limiting factors in their application.
- the knowledge of how to use one's language to communicate intended meaning.

The study of illocutionary acts is an area of _____.

- a. Pragmatics
- b. Semantics
- c. Morphology
- d. Syntax

LANGUAGE COMPONENTS AND SKILLS

FORM

Phonology – the study and use of individual sounds in a language and the rule by which they are combined or recombined to create a larger language units.

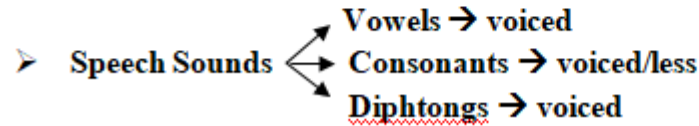
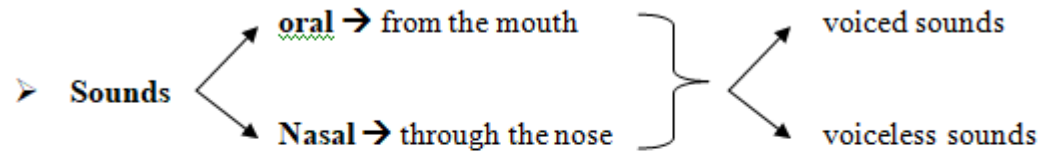
Phonetics – the study of phonology that studies the speech sound dealing with
the production (how are speech sounds produced by the organ of speech)
the transmission (how are speech sounds transmitted from the speaker to
the listener)
the reception (how are speech sound heard from the speaker to the listener)

Speech Sounds are produced by the organ of speech.

Speech Sounds are produced by the organ of speech.

The organs of speech that are involved in producing speech sounds

- the Mouth Cavity
- The Throat
- The Chest → Lungs



In English there 12 vowels and 24 Consonant Sounds

Classification of Vowel Sounds

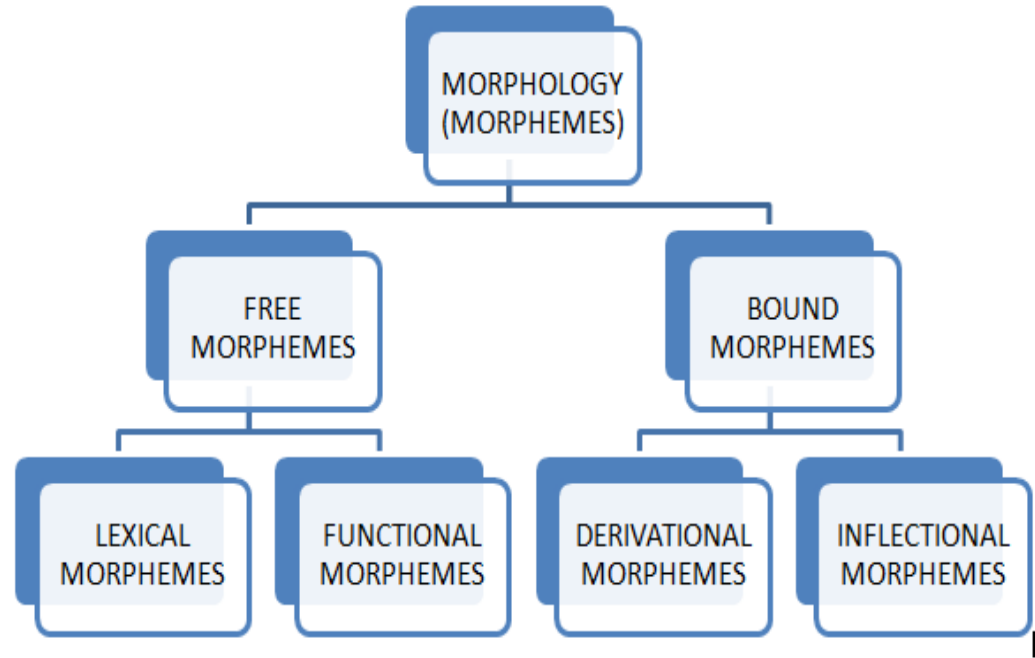
- Height of the Tongue (high, mid-high, mid-low, and low)
- Part of the Tongue (front, central, and back)
- Position of the Lips (rounded, or unrounded)

Classification of Consonant Sounds

- Place of Articulation
(bilabial, labiodental, dental, alveolar, post alveolar, palato alveolar, palatal)
- Manner of Articulation
(Plosive, Affricate, Nasal, Lateral, Rolled, Flapped, Fricative, Semi-vowel)
- State of Glottis
(voiced, or voiceless)

Morphology – the study of word formation in a language or the study of how words are structured from smaller parts

Morphemes – the smallest meaningful unit of speech sounds or the smallest part of the words that have meanings



Classification of Morphemes

Lexical Morphemes

- Morphemes that have meanings in themselves; carries the content of our utterances

Grammatical/Functional Morphemes

- serve a more grammatical role, connecting words together within and across sentences

3. Free Morphemes

- can stand alone words

4. Bound Morphemes

- cannot stand alone words

Classification of Morphemes

5. Inflectional Morphemes are those that never change the form class of the words. They are close-ended set of morphemes. English has only 8 inflectional morphemes
 - -s third person singular present
 - -ed past tense
 - -ing progressive
 - -en past participle
 - -s plural
 - -'s possessive
 - -er comparative
 - -est superlative
6. Derivational Morpheme are those that are added to root morpheme to derive new word and usually changes form class.

LANGUAGE COMPONENTS AND SKILLS

FORM

Syntax – study of rules by which words are organized into phrases or sentences in a particular language

Phrase Structure Trees and Rules

1. $S \rightarrow NP VP$
2. $NP \rightarrow Det N$
3. $VP \rightarrow V NP$
4. $VP \rightarrow V$
5. $VP \rightarrow V PP$
6. $PP \rightarrow P NP$
7. $VP \rightarrow V CP$
8. $CP \rightarrow C S$

Phrases

Noun Phrase – Noun + Modifiers/ Modifier + Noun

Prepositional Phrase – consists of preposition, object of preposition and may consists of other modifiers

Adjective Phrase – consists of adjectives and any word that modifies

Adverb Phrase – consists of adverbs that make a group which works like an adverb

Verb Phrase – combination of main verb and its auxiliaries

Gerund Phrase – verb+ing and modifiers/ acts as a noun

Phrases

Participle Phrase – consists of present participle/ past participle/irregular verbs (past) and modifiers. It is separated by commas, and always act as an adjective in a sentence

Infinitive Phrase – to + simple form of verb , and modifiers

Absolute Phrase – also called nominative phrase

CLAUSE

- a group of related words containing a subject and a predicate
- refers to a group of related words within a sentence or itself as an independent clause

Types of Clauses

1. Main/Independent Clause
2. Subordinate Clause

Sentence Patterns

SENTENCES

Subject + Predicate = Sentence

Kinds of Sentence According to Function

1. Declarative
2. Interrogative
3. Imperative Sentence
4. Exclamatory

Kinds of Sentences According to Structure

1. Simple
2. Compound
3. Complex
4. Compound Complex

Components in a Sentence

1. Subject
2. Verb
3. Object
4. Complement
5. Adjunct or Adverbial

Sentence Patterns

S-IV (Ex. He writes)

S-TV-DO (Ex. The professor meets the students)

S-TV-IO-DO (Ex. Noel gave Darwin a present)

S-TV-DO-OC (Ex. Andrew considers Sheen beautiful.)

S-LV-C (Ex. Rodel's uniform remains good.)

LANGUAGE COMPONENTS AND SKILLS

CONTENT

Semantics - The study of meanings of the words, phrases, clauses, and sentences either in lexical meanings or grammatical meanings.

Lexical Meaning – the meaning that we can find in the dictionary

Grammatical Meaning – the meaning that is based on the context

Types of Meaning

Synonyms – two or more words that have same/similar meaning

Antonyms – two words that have contrast meanings

Homonyms – one word that has more than one meaning

Homophone – two words that have same sound but different meaning

Homographs – two words that have same spelling but different pronunciation and meaning

Acronyms – few alphabets which is shortened of words

LANGUAGE COMPONENTS AND SKILLS

USE

Pragmatics

- the knowledge and ability to use the language functionally in social or interactive situations
- Integrates all the other language skills but also requires knowledge and use of language in social context

Speech Acts

- any of the acts that may be performed by a speaker in making an utterance, as stating, asking, requesting, advising, warning, or persuading which is considered in terms of the content of the message, the intention of the speaker, and the effect on the listener

Speech acts are not into how knowledgeable you are in the language use but appropriateness in language use

TYPES OF SPEECH ACTS

Locutionary Act (what we say)

- an act of making a meaningful utterance
- when we produce an utterance, that is call a LOCUTIONARY ACT

Example:

Speaker: It is raining outside.

The literal meaning of the utterance – it is a locutionary act.

Note: a speaker must produce clearly the words in order to deliver the intended meaning of the message

2. Illocutionary Acts (what we mean when we say it)

- The speakers' intention in delivering an utterance.
- an act accomplished in speaking and defined within a system of social conventions
- include stating, promising, apologizing, ordering, predicting, requesting.

Example:

Speaker: It is raining outside.

The speaker wishes or wants the hearer to use an umbrella if he/she goes out or the speaker wants you not to get wet because it is still raining outside.

2. Perlocutionary Acts (what we accomplish by saying it)

- an action or state of mind brought about or by, or as a consequence of saying something.
- effect (result) of the utterance on the hearer, depending on specific circumstances

Example:

Speaker: It is raining outside

What is the perlocutionary effect?

the hearer may use the umbrella when he or she goes outside

the hearer may stay while waiting for the rain to subside

Which conversational maxim is violated in the given example?

Speaker A: How do you do today?

Speaker B: Oh well, you know. Same old me.

- A. Manner**
- B. Quality**
- C. Quantity**
- D. Relevance**

Grice's Maxims of Conversation: The Principle of Cooperative and Effective Communication

Grice's maxims of conversation are a collection of maxims to describe the principles that people follow in order to guide their conversations, in order to make their communicative efforts effective.

THE MAXIMS OF CONVERSATION

1. Maxims of Quantity : Be Informative
2. Maxims of Quality : Be Truthful
3. Maxim of Relation : Be Relevant
4. Maxims of Manner: Be Clear

If any utterance violates the conversational maxims, it is called FLOUTING.

Let's surveil the place. The morpheme surveil is an example of _____.

- a. Root creation
- b. Derivation
- c. Back formation
- d. Clipping

TYPES OF WORD FORMATION

1. Coinage

- the invention of totally new words
- extension of a name of a product from a specific reference to a more general one.
example: Kleenex, Xerox, Kodak

2. Borrowing

- Taking over of words from another language
example: Barbecue (Spanish) , Sofa (Arabic), Yogurt (Turkish)

3. Compounding

- Two or more words joined together to form a new word.
example: home + work = homework

Note: the meaning of a compound word is not always the sum of the meaning of its parts.

example: Coconut oil: an oil made from coconuts | Baby oil : oil for babies

TYPES OF WORD FORMATION

4. Blending

Similar to compounds but in blending only parts of the words are combined.
example: Breakfast + Lunch = Brunch

5. Clipping

Shortening a word by deleting one or more syllables
example: Gasoline → gas

6. Back-Formations

process of creating a new lexeme/word by removing actual or supposed affixes
example: babysit from babysitter

Which among the four basic types of assessment task in speaking requires “parroting” back words, phrases, and sentences, which students hear?

- a. Imitative
- b. Extensive
- c. Interactive
- d. Responsive

TYPES OF ASSESSMENT TASKS IN SPEAKING

1. Imitative

- It is simply the ability to parrot back a word or phrase or a sentence.

2. Intensive.

- It is the production of short stretches of oral language.
examples: reading aloud, sentence and dialogue completion

3. Responsive

- This tasks include interaction and test comprehension but at the limited level of short conversations, standard greetings, requests, and comments.

4. Interactive

- The length and complexity of the interaction are more in interactive tasks than in responsive ones. The task sometimes includes multiple exchanges of participants

5. Extensive (monologue)

- The tasks include speeches, oral presentations, and storytelling.

Which of the following should Teacher Jessa use if she wishes to answer the question, “What do the scores tell me about what students have learned?”

- a. Test
- b. Evaluation
- c. Assessment
- d. Measurement

Measurement

- deals with the questions “What do the scores tell us about what students have learned?” or “Is the test or assessment matched to the learning goal?”

Evaluation

- includes interviews, examination of curriculum materials and a variety of information sources to determine how well a program is operating and which of its goals are being met

Assessment

- refers to a variety of ways to collect information on a learner’s language ability or achievement

Test

- an instrument, a set of techniques, procedures or items that requires performance on the part of the test-taker

One of the Prerequisites to entry to University A is based on the general knowledge or skills of the applicants. Which of the following test types should it administer?

- a. Diagnostic Test
- b. Placement Test
- c. Proficiency Test
- d. Achievement Test

Proficiency Test

- designed to measure applicants' ability in a language regardless of any training they may have had in that language,

Diagnostic Test

- a form of pre-assessment where teachers can evaluate students' knowledge and skills before instruction

Placement Test

- The test is intended to provide information that will help place the students at the stage of the teaching program most appropriate to their abilities.

Achievement Test

- These are directly related to language courses, their purpose being to establish how successful individual students or the courses themselves have been in achieving objectives

The new grading system in Batanes State College will be imposed next semester after the Board of Trustees approved the resolution at the Commission on Higher Education.

What Major Classification of Lead is highlighted on the lead above?

- a. Summary Lead
- b. The Grammatical-Beginning Lead
- c. Novelty Lead
- d. Creative Lead

MAJOR CLASSIFICATION OF LEAD

Summary Lead

- It answers the Five W's and one H.

Kinds: What, Who, Where, When, Why, and How Lead

The Grammatical-Beginning Lead

- this classification of lead paragraphs still give emphasis on the logical importance of the major details; however it is also equally concerned with its grammatical structure.

Kinds: Prepositional Phrase Lead, Infinitive Phrase Lead, Gerundial Phrase Lead, Clause Lead, Participial Phrase Lead

Novelty Lead

- Used to attract reader's attention, to arouse curiosity and sustain interest.

Kinds: Narrative, Punch, Question, Parody, Background Leads

inverted pyramid

the lead

who? what? when? where? why?

may include questions or hook

approximately 30 words

the body

argument, controversy, story,

info, evidence, background

pic, video, audio, support

the tail

extra, interesting, related

includes extra
content

REPUBLIC ACT NO. 7079 – AN ACT PROVIDING FOR THE DEVELOPMENT AND PROMOTION OF CAMPUS JOURNALISM AND FOR THEIR PURPOSES

- known as the CAMPUS JOURNALISM ACT OF 1991
- This is to uphold and protect the freedom of the press even at the campus level and promote the development and growth of campus journalism as means of strengthening ethical values, encouraging critical and creative thinking and developing moral character and personal discipline of the Filipino youth.

EXECUTIVE ORDER NO. 210 – ESTABLISHING THE POLICY TO STRENGTHEN THE USE OF ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTION IN THE EDUCATIONAL SYSTEM

Whereas, Sec. 7, Article XIV of the 1987 Constitution provides that for purposes of communication and instruction, the official languages of the Philippine are Filipino, and until otherwise provided by law, English.

English shall be taught as a second language, starting with First Grade.

English language shall be used as the primary instruction in all public and private institutions of learning in the secondary level, including vocational or technical institutions.

English Language is expected to be not less than 70% of the total allotment for all learning areas.

**ENGLISH shall be used as the medium of instruction for ENGLISH, MATHEMATICS,
and SCIENCE from at least the THIRD GRADE LEVEL (2002 Basic Education
Curriculum)**

STAGES IN FIRST LANGUAGE ACQUISITION

Pre-talking Stage/ Cooing (0-6 months)

- pre-talking stage or cooing is the vowel-like sound responding to human sounds

2. Babbling Stage (6-8 months)

- Babbling is the sounds which infants produce as consonant-vowel combinations

3. Holophrastic Stage (9-18 months)

- This is the children's first single word which represent to a sentence.

4. Two-word stage (18-24 months) - the mini sentences with simple relations

5. Telegraphic Stage (24-30 months) – sentence-like utterances

6. Later Multiword Stage (30+ months)

Theory	Central Idea	Individual with theory
Behaviourist	Children imitate adults. Their correct utterances are reinforced when they get what they want or are praised.	Skinner
Innateness	A child's brain contains special language-learning mechanisms at birth.	Chomsky
Cognitive	Language is just one aspect of a child's overall intellectual development.	Piaget
Interaction	This theory emphasises the interaction between children and their care-givers.	Bruner

**The boy wanted to buy some food (active voice).
Some food were wanted to be bought by the boy
(passive voice). Which of the following principles in
grammar is applied to the given sentence?**

- A. Transformational**
- B. Functional**
- C. Notional**
- D. Traditional**

Transformational Grammar

- a system of language analysis that recognizes the relationship among the various elements of a sentence and among the possible sentences of a language and uses processes or rules to express these relationships.

Functional Grammar

- focuses on the way language is put together so that the meaning is communicated for particular purpose

Traditional Grammar

- concerned with the ways words are organized within the sentence and looks language as a set of rules

Which of the following syntactic structures contains equivalent grammatical units which are often joined by a coordinating conjunction such as in *lost and found*?

- A. Structure of Complementation**
- B. Structure of Coordination**
- C. Structure of Modification**
- D. Structure of Predication**

Structure of predication –refers to the two components : subject and predicate

Structure of complementation – has two basic elements : verbal and complement

Structure of modification – includes two components : head word and modifier

Structure of coordination – covers two components : equivalent grammatical units

Which of the following BEST describes syntactic ambiguity? It refers to _____.

- A. Words having the same meaning**
- B. Phrases which have the same meaning**
- C. Words which have more than one meaning**
- D. Phrases which have more than one meaning**

Semantics – attempts to analyze the structure of meaning in language and deals with the level of meaning in language.

Lexical ambiguity – refers to the characteristic of a word that has more than one meaning.

Syntactic ambiguity – refers to the characteristic of a phrase that has more than one meaning e.g. Filipino teacher.

In the past, grammar was considered solely as _____. This means that it is set to maintain linguistic excellence; as such, it relies on what grammarians believe to be best.

- A. Descriptive**
- B. Pedagogical**
- C. Prescriptive**
- D. Transformational**

Language Approaches

Descriptive vs. Prescriptive

Descriptive describes and analyzes language according to how people verbally use it. This focuses on mental grammar and how it affects the structure of words in a sentence

Prescriptive lays down the correct way of the structural arrangement of words in the sentence.

Language Approaches

Synchronic v.s Diachronic

Synchronic – when language is studied at a particular time or a certain time in history

Diachronic – focuses on language development through time.

Language Approaches

Langue vs. Parole

Langue – refers to the set of rules and patterns which people need to follow.

Parole – the concretization of language through actual use

Language Approaches

Language Competence vs. Language Performance

Language Competence – the speaker's knowledge of the grammatical rules of language

Language Performance – the actual use of language and application of grammatical rules

Language Approaches

Paradigmatic vs. Syntagmatic

Paradigmatic – describes the relationship of the linguistic elements of the language. It involves semantics and pragmatics

Syntagmatic – describes the dimensions of language in a horizontal mode. It involves phonetics, morphology, and syntax

According to Stephen Krashen's Natural Order Hypothesis, which are the first grammatical morphemes that are acquired by an average second language learner of English?

- A. Irregular past tense form of verb**
- B. Auxiliary form of verb and articles (a and the)**
- C. Regular past tense, possessive and singular form of verb**
- D. Progressive form of verb, plural form of noun, and copula**

Language Acquisition / Theories of Language Learning

Krashen's Monitor Model (1981). This is the most comprehensive theory in second language acquisition. It consists of five central hypotheses.

- The **acquisition / learning hypothesis** – claims that there are two ways of developing competence in L2:

- ✓ **Acquisition** – the subconscious process that results from informal, natural communication between people where language is a means, not a focus nor an end in itself.

- ✓ **Learning** – the conscious process of knowing about language and being able to talk about it, that occurs in a more formal situation where the properties of a language are taught

The **natural order hypothesis** suggests that grammatical structures are acquired in a predictable order for both children and adults _ certain grammatical structures are acquired before others, irrespective of the language being learned.

The **monitor hypothesis** claims that conscious learning of grammatical rules has an extremely limited function in language performance: as a **monitor** or **editor** that checks output.

The **natural order hypothesis** suggests that grammatical structures are acquired in a predictable order for both children and adults _ certain grammatical structures are acquired before others, irrespective of the language being learned.

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The **input hypothesis**. Krashen proposes that when learners are exposed to grammatical features a little beyond their current level those features are acquired.

The **affective filter hypothesis**. Filter consists of attitude to language, motivation, self-confidence and anxiety. Learners with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they are exposed to.

- ✓ Teachers must continuously deliver at a level understandable by learners
- ✓ Teaching must prepare the learners for real life communication situations
- ✓ Teachers must ensure that learners do not become anxious or defensive in language learning.
- ✓ Formal grammar teaching is of limited value because it contributes to learning rather than acquisition

Behaviorist learning theory – the language behavior of an individual is conditioned by sequences of differential rewards in his/her environment.

According to Littlewood (1984), the process of habit formation includes the following :

- ✓Children imitate the sounds and patterns which they hear around them.
- ✓People recognize the child's attempts as being similar to the adult models and reinforce (reward) the sounds by approval or some other desirable reaction.
- ✓In order to obtain more of these rewards, the child repeats the sounds and patterns so that these become habits.
- ✓In this way the child's verbal behavior is conditioned ('shaped') until the habits coincide with adult models.
- ✓Behavioralists see three crucial elements of learning: (1) a stimulus, which serves to elicit behavior, (2) a response triggered by the stimulus, and (3) reinforcement which serves to mark the response as being appropriate and encourages the repetition of the response.

Cognitive learning theory. Noam Chomsky believes that all normal human beings have an inborn biological internal mechanism that makes language learning possible.

Cognitivists / innatists ' mentalists account of second language acquisition include hypothesis testing, a process of formulating rules and testing the same with competent speakers of the target language.

All of the following are language views accepted by Structuralist. Which is the EXCEPTION?

- A. Language is arbitrary**
- B. Language is universal**
- C. Language is primarily vocal**
- D. Language is a system of systems**

Language Views / Theories of Language

The **Structuralists** support the idea that language can be described in terms of observable and verifiable data as it is being used.

- ☐ Language is a means of communication.
- ☐ Language is primarily vocal
- ☐ Language is a system of systems.
- ☐ Language is arbitrary.

The **Transformationalists** believe that language is a system of knowledge made manifest in linguistic forms but innate and, in its most abstract form universal.

- ❑ Language is a mental phenomenon. It is not mechanical.
- ❑ Language is innate. Children acquire their first language because they have a language acquisition device (LAD) in their brain.
- ❑ Language is universal: all normal children learn a mother tongue, all languages share must share key features like sounds and rules.
- ❑ Language is creative and enables speakers to produce and understand sentences they have not heard nor used before.

The **Functionalists** advocates that language is a dynamic system through which members of a community exchange information. It is a vehicle for the expression of functional meaning such as expressing one's emotions, persuading people, asking and giving information, etc. They emphasize the meaning and functions rather than the grammatical characteristics of language.

The **Interactionists** believe that language is a vehicle for establishing interpersonal relations and for performing social transactions between individuals.

Language teaching content may be specified and organized by patterns of exchange and interaction.

Which of the following sentences follows Parataxis?

- A. I came, I saw, I conquered**
- B. I came, then I saw, I conquered**
- C. I came, I saw and I conquered**
- D. I came and I saw, then conquered**

Basic Sentence Patterns (based on syntax)

Parataxis – Phrases or clauses arranged independently, in a coordinate construction, and often without connectives, e.g., “I came, I saw, I conquered.”

Hypotaxis – Phrases or clauses arranged in a dependent, subordinate relationship, e.g., “I came, and after I came and looked around a bit, I decided, well, why not, and so conquered.”

Asyndeton – Connectives are committed between words, phrases, or clauses, e.g., “I’ve been stressed, distressed, beat down, beat up, held down, held up, conditioned, reconditioned.”

Polysyndeton – Connectives are always supplied between words, phrases, or clauses, as when Milton talks about Satan pursuing his way, “And swims, or sinks, or wades, or creeps, or flies.”

Periodic Sentence – is a long sentence with a number of elements, usually balanced or antithetical, standing in a clear syntactical relationship to each other. Usually it suspends the conclusion of the sense until the end of the sentence, and so is sometimes called a **suspended syntax**.

Loose Sentence - a sentence whose elements are loosely related to one another, follow in no particularly antithetical climactic order, and do not suspend its grammatical completion until the close. A sentence so loose as to verge on incoherence is often called a **run-on sentence**.

Isocolon – the Greek word means, literally, syntactic units of equal length, and it is used in English to describe the repetition of phrases of equal length and corresponding structure, e.g., “Harry, now I do not speak to thee in drink but in tears, not in pleasure but in passion, not in words only, but in woes also.”

Chiasmus – is the basic pattern of antithetical inversion, the AB:BA pattern. The best example is probably from John F. Kennedy's first inaugural address: "Ask not what your country can do for you, but what you can do for your country."

Anaphora – begins a series of phrases, clauses, or sentences with the same word. Churchill's exhortation in 1940: "**We** have become the sole champion now in arms to defend the world cause. **We** shall do our best to be worthy of this high honor. **We** shall defend our island home, and with the British Empire **we** shall fight on unconquerable until the curse of Hitler is lifted from the brows of mankind. **We** are sure that in the end all will come right."