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☞ Nhấn vào tiêu đề WEEK ** để kéo xuống nội dung bạn cần.

1. What does Second Language Acquisition study?

Second Language Acquisition (SLA) as a field of study, it outlines its core subject matter: the process of acquiring a language that is not one's first (L2). SLA examines how development in L2 occurs, noting that it follows sequences that cannot be rushed by instruction. It contrasts with first language (L1) acquisition by differing in context, age, and exposure. Essentially, SLA focuses on understanding this gradual, implicit, and often unpredictable process of building an L2 linguistic system by making form–meaning connections from input.

2. What benefits does SLA provide?

▶ **SLA OFFER KEY BENEFITS TO TEACHERS AND LEARNERS:**

• Sets Realistic Expectations: It clarifies that acquisition is gradual and unpredictable and that developmental sequences cannot be rushed. This helps teachers and students set realistic goals rather than expecting a structure to be acquired immediately after being taught.

• Guides Instructional Focus: It establishes that input builds the linguistic system, making it more important than output for this process. This guides instruction to focus on providing meaningful input rather than relying on mechanical drills.

• Informs Pedagogical Adaptation: It encourages teachers to adapt expectations and prioritize meaningful communication over a sole focus on accuracy, especially given the differing contexts of L1 and L2 acquisition.

3. Why is input considered more important than output in building a linguistic system?

Input is considered more important because learners need to understand the language before they can use it correctly. Comprehensible input helps them notice patterns, vocabulary, and grammar naturally, which forms the foundation of a strong linguistic system. Output is useful for practice, but without enough input, learners cannot produce language accurately or fluently.

4. How does distinguishing between acquisition and skill development change your view of learning practice?

Distinguishing between acquisition and skill development changes the way we view learning. Acquisition focuses on natural understanding through exposure and communication, while skill development involves conscious practice and correction. Realizing this difference highlights the importance of balancing both - learning naturally from input while also practicing to improve accuracy and confidence.

5. What would you do to promote true communication rather than communicative practice in your classroom?

Here are some methods to improve real communication in English:

• Practice speaking English every day with friends or online partners through casual talks or voice chats.

• Watch English movies or YouTube videos and do shadowing to improve pronunciation and listening skills.

- Learn new vocabulary from real-life situations, songs, or short stories instead of memorizing word lists.
- Join English clubs or group discussions to share ideas, experiences, and opinions.
- Focus on expressing thoughts clearly and naturally rather than worrying too much about grammar accuracy.

WEEK 2

1. What are the three modes of communication?
   Three modes of communication:
- **Interpersonal:** Involves two-way interaction and negotiation of meaning, such as in conversations, text messaging, or exchanging letters. It focuses on active participation and mutual understanding.
- **Interpretive:** Understanding and interpreting what is heard, read, or viewed without the opportunity for active negotiation of meaning (one-way), such as listening to a speech, reading a book, or watching a video.
- **Presentational:** Creating and delivering one-way messages to inform, explain, persuade, or narrate to an audience of listeners, readers, or viewers, such as giving a speech, writing a report, or presenting a video.

2. Why is it important to integrate all three modes rather than isolating them in language learning?

   It's important to integrate all three modes of communication (interpretive, interpersonal, and presentational) rather than treating them separately because real communication always involves a combination of these model

   - They build on each other.

   For example, learners need interpretive input (reading/listening) before they can produce language in interpersonal or presentational tasks.

   -They reflect real-world communication.

   In real life, we constantly interpret information, interact with others, and present our own ideas — often within the same situation.

   -They reinforce learning.

   Using all three modes together helps students develop both comprehension and production skills, making their learning more meaningful and authentic.

   -They create a deeper understanding of language and culture.

   Integrating modes encourages learners to use language purposefully — to understand, exchange, and express meaning, not just memorize forms.

    -Integrating the three modes mirrors how communication naturally works, provides richer learning experiences, and strengthens students' ability to use the language effectively in different contex

3. Which of the three modes do you think students find most challenging, and why?

      Students often find the presentational mode the most challenging because it requires them to organize ideas clearly and communicate accurately to an audience

without immediate feedback. Unlike interpersonal communication, where listeners can ask questions or clarify meaning, presentational tasks demand careful preparation, correct grammar, and appropriate vocabulary. In addition, students need to be confident and brave when presenting their ideas in front of others, since nervousness can affect their performance. They also have to consider the audience's expectations and make their message clear, engaging, and coherent. Therefore, this mode requires both accuracy and confidence in using the language effectively.

4. How are the processes of acquiring a first and second language similar and different?

The process of acquiring a first language (L1) and a second language (L2) share some similarities but also have clear differences. Both involve learning vocabulary, pronunciation, and grammar through exposure and practice. In both cases, interaction with other people is important. For example, children learn their first language naturally by listening and speaking with family members, while second language learners also need to practice with teachers, classmates, or native speakers. Motivation and repetition play a big role in both processes.

However, there are also several differences. A first language is usually acquired unconsciously during early childhood, while a second language is often learned later in life through formal education. The first language develops easily because children's brains are highly flexible, but learning a second language may be more difficult due to age or interference from the native language. In addition, the environment is different: L1 is learned in a natural setting where the language is used all the time, while L2 is often practiced only in class or specific contexts. Therefore, to learn a second language well, learners must actively create opportunities to use it daily.

5. What would you do to engage meaningfully with English?

To engage meaningfully with English, I would make it part of my everyday life. First, I would surround myself with English through reading, watching movies, and listening to music or podcasts. This helps me improve listening and vocabulary naturally. Second, I would practice speaking and writing regularly by joining English clubs, talking with friends online, or keeping a short diary in English. Real communication makes learning more enjoyable and effective.

Next, I would set small and clear goals, such as learning ten new words each day or finishing one English book per month. These goals keep me motivated and help me see progress. I would also connect English learning with my interests. For example, if I like fashion or travel, I can read English articles or videos about those topics. Finally, I would try to think in English as much as possible. By doing these things, I can build confidence and use English not just for study, but as a real part of my life.

WEEK 3

ANALYSIS AND DISCUSSION OF LANGUAGE PROFICIENCY SURVEY DATA

Introduction

This report presents a quantitative analysis of data collected from a 12-question survey with 20 participants (N=20) regarding their language proficiency and learning strategies.

The analysis focuses on frequency, percentage, and mean scores to define a learner profile, identify strengths and weaknesses, and understand preferred learning strategies. The objective is to provide a data-driven overview of this learner group's self-perceived abilities.

Data Analysis

The analysis is structured into three key areas: (1) Confidence Levels and Receptive Skills, (2) Productive Skills and Contextual Awareness, and (3) Metacognitive Strategies and Learning Plans.

1. Confidence Levels and Receptive Skills

The data reveals a complex picture of confidence. While a majority of respondents (65%) feel "Somewhat confident" using the language in daily conversations, only 20% feel "Very confident." This modest confidence appears to be rooted in their strength in receptive skills.

When asked about their strongest mode of communication, "Interpretive (listening/reading comprehension)" was the top choice, selected by 40% of respondents. This is further supported by data from Question 2, where half of the participants (50%) indicated they can "understand main ideas and some details in familiar topics." However, a significant portion (40%) remains at a basic level, understanding "only familiar words and simple phrases," and a mere 10% can process complex texts.

2. Productive Skills and Contextual Awareness

A critical finding from this survey is the significant gap between receptive and productive skills. In contrast to their intermediate-level comprehension, a vast majority of participants rate their productive abilities at a basic level.

- Regarding Accuracy (Grammar & Vocabulary) (Question 4), 70% of respondents reported they can only "use memorized structures and basic words."
- Regarding Production (Speaking/Writing) (Question 8), 50% assessed themselves at the most fundamental level, able to "use words and short phrases."

Data on performing language functions (Question 6) and using contextual vocabulary (Question 10) provides further nuance. On a 5-point scale, the ability to perform functions (e.g., asking questions, describing) was heavily concentrated in the middle, with 50% choosing a '3' and a mean score of 3.1. They were slightly more confident in their ability to use context-appropriate vocabulary (e.g., formal vs. informal), with a mean score of 3.3 and 70% of respondents choosing '3' or '4'.

3. Metacognitive Strategies and Learning Plans

This learner group demonstrates a good level of metacognitive awareness. In terms of Cultural Awareness (Question 11), a majority (60%) reported they "sometimes adjust [their] language or behavior based on culture," and another 25% "usually adapt." Similarly, 50% "Sometimes" check their grammar/pronunciation, and 35% do it "Always."

When planning for future learning (Question 12), the most preferred strategies include:
- Watching/listening to authentic media (70%)
- Using apps or online resources (60%)
- Speaking with peers or native speakers (60%)

Discussion and Conclusion

The survey data (N=20) outlines a profile of a group of beginner to low-intermediate learners whose receptive skills (listening/reading) are considerably more developed than their productive skills (speaking/writing). While they can comprehend the main ideas of familiar topics, the majority struggle to produce language beyond basic, memorized phrases and structures.

The key finding is the deficit in productive ability and accuracy (Questions 4 & 8). This points to a common learner challenge of converting receptive (passive) knowledge into productive (active) skill. Despite their awareness of culture and self-correction, their practical ability to execute language functions and use grammar accurately remains average.

The learning strategies they plan to use (Question 12) reflect both this strength and weakness. The most popular strategy ("watching/listening to media") continues to reinforce receptive skills. However, the strong interest in "using apps" and "speaking with peers/native speakers" (both 60%) indicates a clear desire to improve interactive and productive skills.

In conclusion, this learner group would benefit most from pedagogical approaches that focus on bridging the gap between receptive and productive skills. Activities should emphasize activating passive vocabulary and grammatical structures for use in meaningful, communicative contexts, thereby building confidence and improving accuracy in language production.

SURVEY DATA

[Tại đây!](#)

WEEK 4

1. What is the difference between Proficiency and Performance?

- The main difference between language proficiency and performance lies in how language ability is demonstrated. Proficiency describes what a person can do with the language in real-world, natural situations without prior preparation, showing their overall and natural ability to communicate meaningfully. In contrast, performance refers to what learners can do after practicing similar tasks in the classroom. It focuses on communication supported by classroom learning, not just memorized or patterned responses. Performance shows how learners can apply what they have practiced to new but related situations. While proficiency is the ultimate goal, performance helps teachers and students monitor progress and develop the necessary skills to reach higher levels of proficiency.

2. What are the seven domains to distinguish the performance of Novice, Intermediate, and Advanced language learners.

The seven domains to distinguish the performance of Novice, Intermediate, and **Advanced language learners:**

1. Functions: The global tasks the learner can perform.

2. Contexts and Content: The situations and topics the learner can understand and discuss.

3. Text Type: The length and complexity of the language produced or understood like words, sentences, paragraphs.

4. Language Control: The accuracy of the language used like grammar, structures.

5. Vocabulary: The range and applicability of vocabulary.

6. Communication Strategies: The methods used to maintain communication and negotiate meaning.

7. Cultural Awareness: The cultural knowledge reflected in language use.

3. How to plan for proficiency through performance

Planning for Proficiency Through Performance (Backward Design Approach)

- Define Clear Proficiency Targets (The End Goal):
  o Specify Standards: Clearly define the essential competencies (knowledge and skills) students must master and be able to do.
  o Create Transparency: Develop detailed Performance Indicators and transparent Rubrics to clearly communicate what "proficiency" looks like at different levels.
- Design Authentic Performance Assessments (The Evidence):
  o Build Tasks: Create complex, real-world Performance Tasks (e.g., projects, presentations, simulations) that require students to apply their learning to produce a product or demonstrate a skill.
  o Ensure Alignment: The assessment must directly measure the proficiency defined in the indicators using the established rubrics.
- Plan Instruction and Learning Experiences (The Learning Path):
  o Backward Map: Design all lessons and activities to build the knowledge and skills needed for students to succeed on the performance assessment.
  o Focus on Feedback & Revision: Provide timely, specific feedback tied to the proficiency criteria and give students multiple opportunities to practice, revise, and reassess until they demonstrate mastery.

4. How do you use ACTFL Performance Descriptors for Language Learners to develop modes of communication (interpersonal, interpretive, and presentational)

Using ACTFL Performance Descriptors for Modes of Communication

The ACTFL Performance Descriptors are essential for developing the three modes of communication:

• **Interpersonal (Two-way, spontaneous):** The descriptors help teachers design tasks where students must negotiate meaning in real-time. For example, a Novice will exchange short, rehearsed phrases, while an Intermediate will handle a simple conversation about familiar topics, and an Advanced learner will support opinions and handle unexpected complications. The focus is on Comprehensibility and effective use of Communication Strategies.

• **Interpretive (One-way reception):** The descriptors define what types of spoken or written Text Type a student can comprehend. A Novice interprets simple signs and lists; an Intermediate understands the main idea of a short story or news item on a familiar topic; an Advanced learner understands the subtleties of an editorial or technical report. Planning involves selecting authentic materials appropriate to the target Context and Text Type.

• **Presentational (One-way production):** Descriptors outline the expectations for planned, rehearsed output. A Novice can present information using simple lists and

memorized phrases; an Intermediate can create a paragraph-length description or narration; an Advanced learner can organize and deliver extended, well-supported arguments. Planning focuses on developing complexity in Function, Text Type, and range of Vocabulary.

By using the descriptors, teachers ensure that performance tasks are aligned with realistic expectations for each level, effectively building a bridge from the classroom to true, durable proficiency.

WEEK 5

1. Why doesn't all exposure to language count as input for acquisition?

Not all language exposure counts as input for acquisition because only language that is comprehensible and meaningful to the learner helps them acquire it naturally. If learners cannot understand what they hear or read, their brains cannot make connections between form and meaning, so no real learning occurs. For example, when input is too complex, lacks context, or moves too fast, learners only hear sounds, not language. Therefore, comprehension—not mere exposure—is the key factor that turns language input into language acquisition.

2. What challenges arise in providing input that is "a bit beyond" students' current level?

Providing input that is slightly beyond learners' current level (Krashen's $i + 1$) is difficult because teachers must find the perfect balance between challenge and comprehension. If the material is too simple, students don't progress; if it's too advanced, they feel lost and frustrated. Teachers also need to design activities and contexts that help learners guess meanings through visuals, examples, or gestures. Additionally, since each learner's ability is different, individualizing input becomes another challenge, especially in large or mixed-ability classrooms.

3. What are some criticisms of the Comprehensible Input Hypothesis?

The Comprehensible Input Hypothesis, proposed by Stephen Krashen, has received several criticisms. Critics argue that it overlooks the importance of output—speaking and writing—in language development. It also fails to explain how input becomes internalized knowledge, offering no clear process for grammar learning. Moreover, the concept of $i + 1$ is vague and difficult to measure in practice. Other researchers claim that interaction, feedback, and negotiation of meaning are just as important as input. Therefore, while valuable, the hypothesis cannot fully explain all aspects of second language acquisition.

4. What are some main sources of input in the classroom and outside the classroom?

The main sources of input for learning, both inside and outside the classroom, include:
· In the Classroom: The teacher (lectures, discussions, feedback, comprehensible language input), curriculum materials (textbooks, worksheets, visuals), peers (group discussions, collaboration), and educational technology (interactive whiteboards, learning software).

· Outside the Classroom: Media/Technology (internet, educational videos, social media, music, movies), authentic resources (newspapers, real-world signs), experiences (travel, hobbies, outdoor learning, family discussions), and interaction with others (native speakers, community members).

WEEK 6

1. What types of activities best compel students to process meaning?
Tasks that require understanding rather than memorizing are most effective. These include information-gap activities, role-plays, problem-solving tasks, sequencing events, and listening/reading tasks with a clear goal (e.g., finding specific information). Such activities make students focus on the message, not the form, and encourage real communication.

2. Why comprehension checks should push students to demonstrate meaning through actions or responses?
Because students can say "yes" without actually understanding. Asking them to act, choose, point, draw, or answer specific questions forces them to demonstrate real comprehension. This helps teachers confirm understanding, identify misunderstandings, and ensure learning is meaningful and active rather than passive.

3. Why is input necessary but not always sufficient for acquisition?
Input is necessary because learners need to be exposed to the target language to understand how it works and to acquire vocabulary, grammar, and meaning. However, it is not always sufficient because learners must also notice and process the language forms in the input. Without attention, interaction, or opportunities to use the language, input alone may not lead to acquisition.

4. What are some differences between "focus-on-forms" and "focus-on-form"?
· **Focus-on-forms:** Emphasizes teaching grammar and vocabulary explicitly and separately from communication (grammar drills, rules).
· **Focus-on-form:** Occurs when attention is drawn to language forms within meaningful communication - learners notice grammar as they use language for real purposes.

5. What strategies can teachers use to highlight forms naturally during input?
Teachers can:
· Use input enhancement (bolding, underlining, or repeating key forms in texts).
· Provide recasts or clarification requests during conversation.
· Use tasks that naturally require a specific grammar structure.
· Ask focused questions that make learners notice the form.
· Give brief explanations right after the form appears in context.

WEEK 7

1. Why is interpretive proficiency considered the foundation of language learning?
Interpretive proficiency is viewed as the cornerstone of language acquisition because it represents

the learner's ability to successfully receive and process input. This capability—whether through

reading or listening—is essential for building the language system. Before a learner can engage in

spontaneous conversation or produce coherent writing (output), they must internalize vocabulary,

understand grammatical patterns, and recognize cultural nuances presented in the input. Without

a solid interpretive foundation, the learner lacks the necessary linguistic database to construct

meaningful and accurate language, making it the primary mechanism for language growth.

2. How is "interpretation" different from "comprehension"?

The distinction between comprehension and interpretation lies in the depth of cognitive processing required.

• Comprehension is the initial, literal-level understanding. It allows the learner to grasp the explicit

facts—the who, what, and where—that are directly stated in the text or speech. It's a focus on

accurately decoding the words and sentences.

• Interpretation, conversely, is a higher-level skill that involves deep inferencing and analysis. It

requires the learner to look beyond the surface words to deduce the implied meaning, the author's

intent, tone, or underlying context (the why and how). Interpretation often requires connecting the

text to prior knowledge and making reasoned judgments about the message's significance,

making it a much more complex skill than basic comprehension.

3. What long-term benefits does extensive reading or listening bring to learners?

Engaging in extensive reading and listening—consuming large quantities of understandable

material—yields several powerful long-term benefits for language learners:

• **Promotes Fluency and Automaticity:** Consistent exposure to language input trains the brain to

process language faster, reducing the need for conscious translation and leading to significant

improvements in reading speed and listening ease.

• **Facilitates Implicit Acquisition:** Learners naturally and effortlessly absorb a vast range of

vocabulary, idiomatic expressions, and complex grammatical structures simply by encountering

them repeatedly in varied contexts. This method leads to a more intuitive and natural use of the

language compared to direct memorization.

- **Expands World Knowledge:** Reading and listening across many subjects naturally increases the
learner's background knowledge (schema). This broadened knowledge base, in turn, makes future complex texts easier to understand and interpret.

4. What are the main challenges learners face when processing oral vs. written texts?

Challenges in Processing Oral vs. Written Texts

Learners face different challenges when processing oral vs. written texts due to their distinct characteristics:

- **Oral Texts (Listening/Viewing):** The main challenge is the **fleeting nature** of the input, requiring rapid processing. Comprehension can be hindered by speed, unclear word/sentence boundaries, pronunciation variants, background noise, or overlapping speech.
- **Written Texts (Reading):** Learners have **more time** to process and reread. Challenges often relate to unfamiliar **spelling conventions** and a tendency for novice learners to focus on understanding *every single word* (bottom-up processing), which can slow down overall comprehension.

5. Why do learners need to understand and apply both micro and macro strategies in reading, listening and viewing?

Importance of Micro and Macro Strategies

Learners need to apply both **local/micro-strategies** and **global/macro-strategies** because comprehension involves both bottom-up and top-down processes:

- **Local/Micro-strategies** (e.g., identifying cognates, using context to deduce words) focus on extracting meaning from the actual language elements (bottom-up).
- **Global/Macro-strategies** (e.g., using background knowledge, making predictions) apply existing knowledge to anticipate and interpret main ideas (top-down).

WEEK 8

1. Present 10 pre-reading strategies, and identify whether each of them is a micro or macro strategy?

1.Previewing the title and headings – Macro
2.Predicting content from visuals – Macro
3.Activating prior knowledge (brainstorming) – Macro
4.Discussing guiding questions – Macro
5.Pre-teaching key vocabulary – Micro
6.Identifying text type and purpose – Macro
7.Scanning the text layout – Macro
8.Building a semantic map – Macro
9.Reviewing grammar structures likely to appear in the text – Micro
10.Setting a personal reading goal – Macro

2. Present 20 while-reading strategies, and identify whether each of them is a micro or macro strategy?

1. Skimming for the main idea – Macro
2. Scanning for specific information – Macro
3. Identifying topic sentences – Macro
4. Recognizing discourse markers – Micro
5. Guessing word meaning from context – Micro
6. Noting pronoun reference – Micro
7. Making inferences – Macro
8. Highlighting key information – Micro
9. Checking predictions – Macro
10. Monitoring comprehension – Macro
11. Identifying the writer's tone or attitude – Macro
12. Analyzing paragraph structure – Micro Recognizing cause–effect relationships – Macro
13. Recognizing compare–contrast relationships – Macro
14. Using graphic organizers while reading – Macro
15. Rereading difficult sections – Micro
16. Taking margin notes or jotting questions – Micro
17. Identifying key arguments or supporting details – Macro
18 Summarizing each section mentally – Macro
19. Mapping the text's logic (e.g., sequence, problem–solution) – Macr0
20. Recognizing cause–effect relationships – Macro

3. Present 10 post-reading strategies, and identify whether each of them is a micro or macro strategy?
1. Summarizing the whole text – Macro
2. Answering comprehension questions – Micro
3. Retelling the text orally – Macro
4. Creating a mind map of major ideas – Macro
5. Analyzing the author's purpose and message – Macro
6. Discussing opinions in pairs/groups – Macro
7. Doing vocabulary review or extension tasks – Micro
8. Writing a personal response paragraph – Macro
9. Comparing the text with other texts or personal experience – Macro
10. Creating follow-up projects (poster, video, role-play) – Macro

4. How can post-reading tasks promote productive skills and creativity?
Post-reading tasks play a crucial role in transforming receptive understanding into active language use. When students engage in summarizing, retelling, or responding to what they have read, they must reorganize information, select relevant ideas, and produce clear oral or written output. This process naturally strengthens productive skills. For example, an oral retelling task helps learners practice sequencing, linking words, correct pronunciation, and fluency. Similarly,writing a reflection or a short essay allows them to apply vocabulary and grammar from the text in a meaningful way.

Additionally, post-reading tasks create opportunities for creativity. Activities such as designing posters, rewriting the ending of a story, creating role-plays, or producing short videos encourage students to go beyond the text and use their imagination. They are not just recalling information but transforming it into new forms. Creative tasks also support

critical thinking, as students evaluate the author's ideas, compare perspectives, or connect the text to real-life issues. Collaborative post-reading activities, like discussions and group projects, encourage negotiation of meaning and co-construction of ideas, which further promotes communicative competence.

Overall, effective post-reading tasks bridge comprehension and production, enabling learners to internalize language, express their own ideas, and develop both linguistic and creative capacities.

WEEK 9

1. Present 10 pre-listening strategies, and identify whether each of them is a micro or macro strategy?

1. Preview key vocabulary – Micro
2. Look at pictures or titles to predict the topic – Macro
3. Discuss background knowledge about the topic – Macro
4. Set a purpose for listening – Macro
5. Guess the possible content from context clues – Macro
6. Identify important words you expect to hear – Micro
7. Review grammar structures related to the topic – Micro
8. Brainstorm ideas related to the listening theme – Macro
9. Think about who is speaking and why – Macro
10. Make a list of questions you want to answer while listening – Macro

2. Present 20 while-listening strategies, and identify whether each of them is a micro or macro strategy?

1. Listen for the main idea – Macro
2. Listen for specific details – Micro
3. Identify key words – Micro
4. Recognize stressed or emphasized words – Micro
5. Take brief notes – Macro
6. Predict what comes next – Macro
7. Check your predictions – Macro
8. Focus on tone and attitude of speakers – Macro
9. Identify the relationship between speakers – Macro
10. Catch signal words (first, then, however) – Micro
11. Listen for numbers, dates, names – Micro
12. Pay attention to repeated information – Micro
13. Recognize the topic shift – Macro
14. Use context to guess unknown words – Macro
15. Identify cause and effect connections – Macro
16. Identify sequence (order of events) – Macro
17. Match information with a chart or table – Micro
18. Ignore irrelevant information – Macro
19. Monitor your understanding while listening – Macro
20. Re-listen to confirm answers (if allowed) – Macro

3. Present 10 post-listening strategies, and identify whether each of them is a micro or macro strategy?

1. Check answers with a partner – Macro
2. Summarize the listening text – Macro
3. Retell the story in your own words – Macro
4. Discuss the speaker's opinions – Macro
5. Write a short paragraph about the listening – Macro
6. Identify new vocabulary from the audio – Micro
7. Review pronunciation of difficult words – Micro
8. Create a mind map of the main ideas – Macro
9. Compare your predictions with the real content – Macro
10. Answer follow-up comprehension questions – Macro

4. How can post-listening tasks promote productive skills and creativity?

Post-listening tasks help students improve their speaking and writing because they use the information from the listening to talk or write about it. These tasks also promote creativity because students can give their own ideas, make comments, or create new endings or stories based on what they heard.

WEEK 10

1. Why doesn't all production counts as output?

In economics, the terms **"production"** and **"output"** are often used interchangeably, but a key distinction exists, especially when calculating measures like **Gross Domestic Product (GDP)**.

Production is the creation of a good or service. **Output**, for national accounting purposes, specifically refers to the **final goods and services** produced within a time period.

 The Key Exclusions: Production of **intermediate goods** is generally not counted as final output to avoid **double-counting**.

Example: When calculating a country's final output (GDP), the value of the **flour** produced is *not* counted separately if it is used entirely to make **bread** (the final good). Only the value of the bread is counted. If the flour were counted as well, the flour's value would be counted twice (once as flour, once as part of the bread).

Essentially, only production that is sold to the final user or added to inventory counts as economic **output**.

2. What makes an activity truly "communicative" in terms of output?

In a language learning context, an activity's output is truly **"communicative"** when it involves the **meaningful exchange of information** where the participants' **primary focus is on the message**, not just the form.

This contrasts with **mechanical practice** (like repeating a sentence or filling in a grammar blank). Communicative output involves:

Information Gap: The speaker has information the listener genuinely needs (or vice-versa).

Negotiation of Meaning: The speaker must modify their language (clarify, simplify, elaborate) to ensure the message is understood by the listener.

Real-World Purpose: The task simulates real-life use (e.g., asking for directions, debating a topic, summarizing a news article).

This type of output forces the learner to **select, structure, and deploy** their linguistic knowledge under **real-time constraints**.

3. How can output help learners notice gaps, test hypotheses, and develop fluency and accuracy?

When learners try to say something and realize they can't express it well, they **notice gaps** in what they know. When they try out a structure they're not sure about, they are **testing a hypothesis** about how the language works. Feedback from listeners or breakdowns in communication help them see if their guess was correct. Over time, producing language in real situations helps them become more **fluent** (faster, more automatic) and more **accurate** (fewer mistakes).

4. What are some criticisms of the Output Hypothesis?

While influential, the Output Hypothesis has faced several key criticisms:

Overemphasis on Form: Critics argue that the "noticing" function often focuses too much on *grammatical* gaps, potentially drawing attention away from the primary goal of communication, which is *meaning*.

Difficulty in Measuring: It is challenging to definitively prove that a learner **notices a gap** or **tests a hypothesis** while speaking, as these are internal, cognitive processes. The link between negotiated output and actual long-term acquisition is difficult to isolate from the effects of subsequent input.

Not a Prerequisite for Acquisition: The most common criticism, stemming from Stephen Krashen's Input Hypothesis, is that output is **not essential** for acquisition, serving only to facilitate the use of existing knowledge (*Monitor Hypothesis*), not to create new knowledge.

High Anxiety/Pressure: For shy or less proficient learners, forced output can lead to **high affective filters** (anxiety) which can hinder, rather than help, the learning process.

Despite these criticisms, the Output Hypothesis remains valuable for highlighting the crucial role of **productive skill** in pushing learners toward greater proficiency and complex language use.

WEEK 11

1. Input Builds the Linguistic System; Output Helps Access and Refine It

The distinction between the roles of input and output is central to language acquisition theory.

Input, which is the language learners hear and read, serves as the primary data source for constructing the learner's linguistic system (or interlanguage). According to theories like Krashen's

Input Hypothesis, comprehensible input is the necessary ingredient for acquisition, providing the building blocks—the vocabulary, grammar patterns, and discourse features—that the brain unconsciously processes and stores. Conversely, output (speaking and writing) helps learners access and refine this stored system. Output serves three key functions: the "noticing" function (learners notice gaps between what they want to say and

what they can say); the "hypothesis-testing" function (learners test their assumptions about the language); and the "meta-linguistic" function (learners consciously reflect on the language rules). By producing language, learners push themselves to move from semantic processing to more syntactic processing, ultimately improving fluency and accuracy.

2. Distinguishing Between "Process" and "Product" in Presentational Communication

In the context of presentational communication (speaking or writing for a non-interactive audience), the process refers to the steps and cognitive activities the learner engages in to create the communication. For speaking, the process includes conceptualizing the message, planning the structure, monitoring speech, and retrieving necessary vocabulary and grammar. For writing, the process typically involves pre-writing, drafting, revising, and editing. The product, on the other hand, is the final, tangible outcome of this process. In speaking, the product is the delivered speech, presentation, or monologue; in writing, it is the finished essay, report, or article. While the product is the assessment target in many contexts, focusing on the process allows teachers to diagnose difficulties, teach strategic skills, and provide scaffolding at various stages, ultimately leading to a better final product.

3. How Teachers Can Provide Scaffolding During the Output Process

Scaffolding is the temporary support provided by the teacher to help learners achieve a task they could not complete independently, and it is vital during the output process (speaking or writing).

Teachers can provide scaffolding in several ways. Before or during the task, they can offer strategic support by providing graphic organizers (mind maps, outlines) to structure ideas, supplying a model or example text, or offering a pre-task planning phase to activate relevant language.

During the output itself, scaffolding can be provided through minimal, guided feedback (e.g., repeating an error with rising intonation, offering a missing word prompt, or providing a formulaic expression). For complex speaking tasks, teachers can also use pair work or small groups to allow peers to assist each other, thus distributing the cognitive load and fostering collaborative learning.

4. Why Error Correction Should Be Selective, Prioritized, and Clear

Error correction must be selective, prioritized, and clear to be effective and avoid overwhelming the learner. Selectivity means focusing only on a limited number of errors rather than correcting every mistake. Correcting all errors can be demotivating and can interrupt the flow of communication. Prioritization means focusing on errors that impede comprehension (global errors) or errors related to the current learning objective. For example, if the lesson focuses on the past tense, the teacher should prioritize errors in verb conjugation over minor prepositional errors.

Finally, correction must be clear and comprehensible. Instead of vague feedback like "That's wrong," teachers should use specific, targeted correction techniques, such as explicit correction, repetition of the error, or meta-linguistic clues, ensuring the learner understands what the error is and how to fix it, thus making the feedback useful for refining their internal linguistic system.

1. What are the characteristics of interpersonal communication?

Interpersonal communication is distinguished from general oral production by two fundamental components that must be present:

- Information Gap: This is the defining characteristic. For genuine interaction to occur, there must be a gap in knowledge between interlocutors; one person must possess information that the other does not know. Without this gap, the exchange is merely a display of knowledge rather than authentic communication.
- Purposeful Exchange: Participants must be actively invested in expressing and interpreting meaning to accomplish a concrete, non-linguistic goal (e.g., solving a problem, planning an itinerary, or making a decision). Furthermore, interpersonal communication involves the negotiation of meaning, where participants actively monitor each other to ensure messages are understood. While often associated with spontaneity, it does not require complete improvisation; it can involve preparation, provided the interaction allows for a dynamic, back-and-forth exchange of meaning.

2. Present your understanding about the Interaction Hypothesis.

The Interaction Hypothesis, closely associated with Michael Long (1996), posits that interaction facilitates language development because it connects input, internal learner capacities (specifically selective attention), and output in productive ways. While input is necessary for acquisition, this hypothesis suggests it is insufficient on its own. The core mechanism driving acquisition here is the negotiation of meaning. When communication breaks down, interlocutors work to resolve the impasse by modifying their speech—slowing down, rephrasing, or asking for clarification. These modifications make the input comprehensible (i+1) and, crucially, draw the learner's attention to specific linguistic forms they need to convey their message accurately.

3. How does interaction help learners "notice gaps" in their knowledge?

Interaction serves as a catalyst for cognitive processing. When a learner attempts to communicate and encounters a hurdle, or receives interactional feedback (such as a clarification request or a recast), two specific "noticing" processes occur:

- Realization of Ignorance: In the struggle to produce output, the learner becomes acutely aware that they lack the specific vocabulary item or grammatical structure needed to express their intended meaning.
- Mismatch Awareness: Through feedback, the learner notices the discrepancy between their own non-target-like utterance and the target-like form provided by their interlocutor. This process of "noticing the gap" sensitizes the learner. It primes their selective attention, making them more likely to notice that specific form in future input, thereby facilitating the formation of form-meaning connections.

4. What are some criticisms of the Interaction Hypothesis?

Despite its prominence in SLA, the Interaction Hypothesis is subject to several criticisms and limitations:

- No Immediate Guarantee: Interaction and corrective feedback do not guarantee immediate acquisition. A learner may notice a correction and even repeat it, yet continue to make the same error later, as acquisition is a slow, internal process.

- Affective Factors: High-pressure interaction or frequent corrective feedback can raise a learner's anxiety (the affective filter), potentially inhibiting confidence and willingness to communicate.
- Peer Interaction Limitations: In learner-learner interaction, there is a risk that peers may provide inconsistent or inaccurate feedback, or they may lack the linguistic resources to resolve a partner's query without teacher intervention.
- The Interface Debate: There is ongoing debate regarding whether the conscious attention to form triggered by interaction truly builds the implicit linguistic system (acquisition), or if it merely builds explicit, metalinguistic knowledge (learning).

WEEK 13

1. What are the similarities and differences between the Output Hypothesis and the Interaction Hypothesis?
The Output Hypothesis and the Interaction Hypothesis both emphasise the active role of learners in second language acquisition, but they focus on different aspects of the learning process. The Output Hypothesis argues that producing language helps learners notice gaps in their knowledge and refine their interlanguage through hypothesis testing and self-correction. In contrast, the Interaction Hypothesis highlights the importance of conversational interaction, claiming that communication breakdowns create opportunities for clarification, feedback, and modified input. While both recognise the value of feedback and learner engagement, the Output Hypothesis sees output as the main mechanism for development, whereas the Interaction Hypothesis views output as only one part of a broader cycle of negotiation, comprehension, and adjustment within meaningful interaction.

2. What is negotiation of form and meaning?
Negotiation of meaning and negotiation of form are two important interactional processes that support language development. Negotiation of meaning occurs when speakers work together to repair communication problems through clarification requests, confirmation checks, or paraphrasing, with the primary goal of ensuring mutual understanding. It helps learners receive comprehensible input and produce more understandable output. In contrast, negotiation of form focuses explicitly on linguistic accuracy. It takes place when an interlocutor draws attention to grammatical, lexical, or phonological errors, prompting the learner to modify their language. While negotiation of meaning prioritises message clarity, negotiation of form targets correctness. Together, they encourage learners to notice gaps, adjust their language, and improve both fluency and accuracy.

3. Present 5 strategies in form negotiation.
1. Ask for correct grammar
2. Ask for correct pronunciation
3. Ask for repetition to check accuracy
4. Self-correct your own errors
5. Ask for a model sentence

4. Present 5 strategies in meaning negotiation.
1. Ask for clarification

2. Ask for repetition
3. Confirm your understanding
4. Use simpler words to explain your idea
5. Ask for examples to understand better

WEEK 14

1. What are the benefits of peer interaction compared to teacher interaction?
Peer interaction gives learners more opportunities to speak, negotiate meaning, and practice language in a less stressful environment. When talking with classmates, learners usually feel more comfortable and are willing to take risks, make mistakes, and try new language forms. Peer talk also encourages equal participation, while teacher–student interaction can often be dominated by the teacher. In addition, working with peers exposes learners to different perspectives, communication styles, and strategies. These interactions help build confidence, fluency, and autonomy, making peer interaction a valuable complement to traditional teacher-led exchanges.

2. What is Task-Based Language Teaching?
Task-Based Language Teaching (TBLT) is an approach that focuses on using real-life tasks as the central unit of teaching and learning. Instead of practicing isolated grammar structures, students complete meaningful tasks such as solving problems, planning trips, or sharing opinions. During these tasks, learners use language to achieve a goal, which promotes authentic communication. TBLT typically includes a pre-task phase, the task itself, and a post-task stage for reflection or focus on form. This approach helps learners develop fluency, accuracy, and confidence by using language in purposeful, communicative situations that mirror real-world use.

3. What are the Minimum Criteria to Create Tasks?
To be considered a true "task" within the TBLT framework, an activity must generally meet four key criteria, which distinguish it from a simple exercise. First, the primary focus must be on meaning; learners' attention should be on exchanging a message or achieving the communicative goal, not on using a prescribed grammar structure. Second, the task must have a clear, non-linguistic outcome or goal, such as a decision, a completed map, or a prioritized list. The success of the activity is judged by the completion of this outcome, not the grammatical accuracy of the language used. Third, the task must involve a gap (information, reasoning, or opinion) that requires genuine communication to resolve. Finally, the activity should require the use of the learner's own linguistic and non-linguistic resources to complete the goal, encouraging improvisation and strategic language use.

4. Types of Tasks and Examples
Tasks are commonly classified based on the type of gap they address, primarily focusing on three types: Information Gap, Reasoning Gap, and Opinion Gap tasks.

• **Information-Gap Tasks:** These tasks require participants to exchange specific, hidden information to complete a whole picture or solve a problem.
◦ Example 1: "Spot the Difference," where two students have similar but not identical pictures and must describe them to find all the missing details.
◦ Example 2: "Jigsaw Reading," where each group member reads a different

paragraph of a story and must orally recount their section to reconstruct the entire narrative.

◦ <u>Example 3:</u> "Drawing a Map," where one student has the complete map and gives directions to a partner who must draw the route on a blank grid.

• **Reasoning-Gap Tasks:** These tasks require learners to process given information through inference, deduction, or logic to arrive at new information or a conclusion.

◦ <u>Example 1:</u> "Solving a Mystery," where students are given a set of clues (facts) and must use logic to deduce who committed a fictional crime.

◦ <u>Example 2:</u> "Prioritizing Survival Items," where groups are given a scenario (e.g., a plane crash) and must rank a list of 10 items based on their logical importance for survival.

◦ <u>Example 3:</u> "Predicting an Outcome," where students analyze a set of market trends or financial data and deduce which business will be the most profitable next year.

• **Opinion-Gap Tasks:** These tasks involve identifying, articulating, and justifying personal preferences, beliefs, or feelings, often leading to discussion, debate, or consensus.

◦ <u>Example 1:</u> "The Desert Island Dilemma," where a group must discuss and agree on the one person (from a list of diverse candidates) they would save, justifying their decision.

◦ <u>Example 2:</u> "Class Debate," where students are assigned opposing sides of a controversial local issue (e.g., public transport costs) and must argue and defend their stance.

◦ <u>Example 3:</u> "Designing a New Policy," where students discuss and propose a list of rules for a new school or office, ultimately reaching consensus on the top five.

WEEK 15

In language acquisition, developing a balanced proficiency across all skills is essential for building a robust linguistic system. According to SLA theory, learners need a mix of comprehensible input and opportunities for meaningful output. Two highly effective resources for each skill are detailed below.

1. LISTENING SKILLS

Listening provides the necessary input to build a linguistic system. Without understanding the message (input), acquisition cannot happen.

1. British Council LearnEnglish

This platform offers leveled audio recordings (A1–C1) simulating real-world situations like meetings or shopping.

- Benefits: It provides "comprehensible input" tailored to the learner's level, which is critical because if input is too difficult, it becomes noise rather than learning.
- Key Advantage: The tasks focus on meaning first, helping learners process "content words" rather than getting stuck on grammar, aligning with how the brain naturally prioritizes meaning.
- Limitations: The audio is scripted for learners, meaning it lacks the messy, overlapping speech found in authentic, spontaneous conversation.

2. Trinity College London

This resource focuses on "authentic communication" using news clips and podcasts rather than purely scripted audio.

- Benefits: It exposes learners to natural speech rates, hesitation markers, and prosody, which are vital for "ear training" and phonological perception.
- Key Advantage: It prepares learners for real-world proficiency by using non-rehearsed contexts, moving them from classroom performance to true proficiency.
- Limitations: Authentic texts can be overwhelming for Novice learners if not properly scaffolded with pre-listening activities.

2. SPEAKING SKILLS

Speaking (output) helps learners hone their ability to access their linguistic system with speed and accuracy.

1. Cambridge English "Activities for Learners"

A platform offering specific activities where learners simulate real-world communication scenarios.

- Benefits: It encourages learners to produce language to convey meaning rather than just repeating sounds, moving beyond mechanical drills.
- Key Advantage: It structures output in a way that helps learners notice gaps in their knowledge—a key function of the Output Hypothesis.
- Limitations: As a self-study tool, it lacks a live interlocutor, meaning there is no "negotiation of meaning" or immediate feedback from a partner.

2. Duolingo

A gamified app that uses translation and repetition drills to build habit and basic sentence structure.

- Benefits: It provides a low-anxiety environment for beginners to start producing output, which is helpful for "skill development".
- Key Advantage: High accessibility and gamification help maintain motivation, which is a crucial external factor in L2 learning.
- Limitations: It relies heavily on translation and lacks communicative purpose (context), meaning learners may practice sentences they will never actually use in real life.

3. READING SKILLS

Reading allows learners to engage with language at their own pace, re-reading to decode form and meaning.

1. Learning A-Z (Raz-Plus)

A library of thousands of leveled texts designed to match the learner's current proficiency.

- Benefits: It ensures the text is at the right level ($i + 1$), allowing learners to make form-meaning connections without being frustrated by unknown vocabulary.
- Key Advantage: The massive volume of texts supports "extensive reading," which is proven to expand vocabulary and increase lexical access speeds.
- Limitations: Access often requires a school subscription or payment, which limits availability for independent self-learners.

2. British Council Reading

This resource organizes texts by CEFR level, including practical texts like emails and notices.

- Benefits: It encourages both top-down processing (using background knowledge) and bottom-up processing (decoding words), both essential for interpretive proficiency.
- Key Advantage: The texts often include pre-reading tasks that help activate prior knowledge, a critical strategy for comprehension.
- Limitations: The selection is limited compared to a full library, making it less suitable for "narrow reading" (deep diving into one specific topic).

4. WRITING SKILLS

Writing allows for "monitored production," where learners have time to plan, draft, and revise, helping them focus on accuracy.

1. Write & Improve with Cambridge

A tool that uses AI to provide automated feedback on written submissions based on CEFR levels.

- Benefits: It provides immediate feedback, helping learners notice the gap between what they wanted to say and what they actually wrote.
- Key Advantage: It supports the "process" of writing by allowing multiple revisions, encouraging learners to polish their language.
- Limitations: Automated feedback focuses on form (grammar/spelling) and may miss nuances in "voice" or the logical organization of ideas.

2. LanguageTool

A writing assistant that detects errors and offers style suggestions in multiple languages.

- Benefits: It helps learners with "explicit knowledge" (rules) during the editing phase, allowing them to self-correct before submission.
- Key Advantage: It reduces the cognitive load of checking for surface errors, allowing the writer to focus on the content and message.
- Limitations: It does not help with the "planning" or "generating ideas" phases of writing, which are often the most difficult parts for students.

5. PRONUNCIATION

Pronunciation training ensures that the learner's output is comprehensible to others and that they can parse the input they hear.

1. British Council Pronunciation

Exercises focused on the phonemic chart, sounds, and stress patterns.

- Benefits: It provides specific "ear training," helping learners distinguish sounds (input) so they can eventually produce them.
- Key Advantage: It addresses prosody (intonation and stress), which is crucial for meaning but often overlooked in text-based learning.
- Limitations: The practice is often decontextualized (drills), whereas pronunciation is best acquired when communicating meaningful messages.

2. BBC Learning English (Authentic Audio)

Using authentic news and videos to map sounds to written words.

- Benefits: It helps learners connect the "grapheme" (written letter) to the "phoneme" (sound) in a real-world context.
- Key Advantage: Exposure to connected speech helps learners understand that words sound different in sentences than in isolation.
- Limitations: Without a specific tool to slow down or isolate sounds, the speed of authentic speech can be too fast for beginners to process.

6. VOCABULARY

Vocabulary should be acquired through meaningful context rather than isolated lists.

1. Vocabulary.com

An adaptive learning tool that teaches words through sentences and synonyms.

- Benefits: It moves away from memorizing definitions to understanding how words function in different contexts.
- Key Advantage: It helps build the "form-meaning connection" essential for building the linguistic system.
- Limitations: It can become repetitive (drill-like) if not paired with reading or listening activities that use those words in a story or article.

2. Edutopia's "Vocabulary Decks" strategy

A method where learners create their own flashcards based on texts they have read.

- Benefits: It ensures personal relevance, as learners only study words they have actually encountered in "input".
- Key Advantage: It reinforces the link between the word and the specific situation in which it was used, aiding long-term retention.
- Limitations: It is time-consuming for the learner to create materials compared to using pre-made lists.

7. GRAMMAR

While explicit grammar instruction is not necessary for acquisition, it can help monitor output.

1. Khan Academy

Structured lessons on syntax, conventions, and usage.

- Benefits: It provides "explicit knowledge" (rules) that can be useful for editing writing or monitoring speech.
- Key Advantage: Clear explanations help learners who feel more confident when they understand the "rules" of the language structure.
- Limitations: It focuses on "Focus on Forms" (studying language as an object) rather than "Focus on Form" (addressing grammar while communicating), which may not lead to acquisition.

2. Sanako

A language teaching platform that combines grammar exercises with listening and speaking tasks.

- Benefits: It attempts to contextualize grammar within the four skills rather than isolating it entirely.
- Key Advantage: It bridges the gap between mechanical practice and communicative application.
- Limitations: It is primarily a tool for institutions/classrooms, making it difficult for individual self-learners to access without a teacher.

Interrelated Impact

According to the Interaction Hypothesis, these skills do not exist in isolation.

- Input (Listening/Reading) builds the system.
- Output (Speaking/Writing) develops the skill of using the system.
- Interaction connects them all through negotiation of meaning.

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