



Factors affecting input processing

Educational context

- Individual factors: age, anxiety, aptitude, attitude, motivation
- Negotiation factors: interaction, output, feedback;
- Tactical factors: learning strategies and communication strategies;
- **Environmental factors: social context and educational context.**

Educational context

- Language policy
- Teaching methodology

Language policy

Introduction of English in schools

Class	States/ UTs
I	Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Andaman & Nicobar, Arunachal Pradesh, Chandigarh, Chhattisgarh, Lakshadweep, Maharashtra, Manipur, Meghalaya, Mizoram, Madhya Pradesh, Nagaland, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Assam and Bihar.
III	Andhra Pradesh, Odisha. In West Bengal Uttarakhand, Chhattisgarh, Kerala and Uttar Pradesh (Class I & II oral, Class – III written).
V	Gujarat, Dadra & Nagar Haveli, Daman & Diu.

https://ncert.nic.in/del/pdf/English_Primary_level.pdf

Medium of instruction

- English as a medium of instruction in private schools
- In government schools in rural areas

- At level 1 (classes I and II) children knew only a few English words and phrases.
- They were not able to speak complete sentences in English.
- Children could not read and write simple and short sentences in English.
- Children were able to recite and sing poems, songs, rhymes and enact small plays.
- They enjoyed stories and poems. But they were not able to narrate experiences, exchange ideas and carry out brief conversation in English.
- NCERT report on teaching English at primary level

No detention policy

- The Right to Education Act, 2009 that came into existence after a decade-long struggle by civil society organisations, mandates that no children shall be detained till they complete their elementary education, that is, Class 8. However, an amendment to the Act, The Second Amendment Bill, 2017, on the Right of Children to Free and Compulsory Education, 2009, amends this provision by stating that regular examinations should be held in Class 5 and Class 8. If the child fails in the examination, s/he will be given additional instructions to take a re-examination within two months and if the child again fails, then the state government will have the discretion to detain the child in the same class.

- There are differing views on whether children should be detained for failing examinations in elementary school. Some argue that an automatic promotion reduces incentives for children to learn and for teachers to teach. Others point out that detention demotivates children and results in increased dropouts and shifts the focus away from the systemic factors that affect learning such as the availability of trained qualified teachers, adequate infrastructure, textbooks, safety and security in schools.

- Rai & Majumdar 2019

- <https://doi.org/10.1177/0049085719844671>

Teaching and SLA

- Does teaching help?
- Do students learn everything that is taught?
- Do students learn only because of teaching?

Teachability/ Learnability

- Pienemann (1984, 1989) - teachability hypothesis
- Stages in acquisition cannot be skipped
- If instruction matches the current level, then only beneficial

- Jangid (2000)
- Teaching for a year

July 2001

1. One girl going home.
2. seeing fox
3. fox sleeping in bed
4. man fell down
5. drinking tea

April 2002

1. She is taking flowers to her grandma's house. And suddenly one fox came. Then the fox tell to take some flowers so she is taken some flowers.
2. The fox gone back to the girl when she is taking flower. Then gone running to grandma's house and the fox ate the grandma and the fox sat, slept on the bed.
3. Afterwards little Red-Riding Hood came and said grandma your eyes are big and your nose are sharp.
4. When the other watchman came open the door see that wolf ate up the grandma and Red Riding Hood. And he cut the wolf's stomach. And afterwards when he gets up he falls in the well.
5. Here they are happy and laughing. They are eating cookies. Watchman is also drinking tea. This is going back to the house. The girl keeps walking on the leaves.

Structural approach

- Typical teaching techniques

Grammatical explanation, translation, etc

- Goals

Individual learning of the L2 as an academic subject; indirectly, ability to use it

- What is learning?

Conscious learning of grammatical rules and its conversion to use

- Classroom style

Formal, teacher-controlled, language-centric

- Drawbacks

Inefficient to learn language use; uninteresting and less motivating

- Advantages

May be useful at higher levels to know 'about' language

Task-based language teaching

- Typical teaching techniques

Meaning-based tasks with definite outcomes

- Goals

Fluency, accuracy and complexity (in the same order)

- What is learning?

Learning through meaning-based tasks with a specific short-term goal

- Classroom style

Less formal, learner-centered

- Drawbacks

Less focus on grammar; little/ no use of L1

- Advantages

May be useful to keep learners motivated; closer to real-life language use

Using L1 in L2 classroom

- Do you think it is a good idea to use L1 in the L2 classroom or is it a bad idea?

Arguments against using L1 in L2 classroom

- The exposure to L2 gets reduced
- The two languages should be kept separate in mind
- Learners resort to translation
- There is a need to force learners to think in L2

Qualities of good teacher

- The superior teacher, intelligent, flexible, well educated in the subject he is to teach, eager to learn and eager to teach, and in tune with his community, should have in addition the advantages of knowing all that is known about teaching. This will spare him (and his students) the trial-and-error ordeal of learning what teachers have always found to be true.

• (Robinson 1961,
<https://www.jstor.org/stable/30193938>)

- Have you had any such inspiring teacher?
What qualities did you like in him/her?
- Did you have any 'bad' language teacher?
What did you not like in him/her?