

The background of the slide is a photograph of a vast wheat field. The wheat stalks are a rich golden-yellow color, indicating they are ripe. The perspective is from within the field, looking slightly upwards. The background is softly blurred, showing more of the field stretching to the horizon under a pale, overcast sky. The overall lighting is warm and natural, typical of late afternoon or early morning.

# Factors affecting input processing

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

# Strategies

- ...language learning strategies -- specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills.
- These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

(Oxford 2002: 124)

- Metacognitive – Reflecting upon your own thinking and learning
- Task-based - use your own resources to learn most effectively
- Social - interpersonal strategies related to learners' psychological and emotional conditions and experiences

## Metacognitive:

- Organize/Plan Your Own Learning
- Manage Your Own Learning
- Monitor Your Own Learning
- Evaluate Your Own Learning

## Task-based

- Use What You Know (e.g. background knowledge)
- Use Your Imagination (e.g. imagery)
- Use Your Organizational Skills (e.g. summarising, grouping)
- Use a Variety of Resources

## Social/affective

- Cooperate
- Personalize
- Negotiate

Read each of the situations carefully  
and make most appropriate  
judgments.



1. The accused found her husband in bed with another woman. She took the bread knife and killed him.
2. The accused is a prisoner of war. Your country has just defeated his. He was a pilot. He dropped an atom bomb on a big city killing thousands of people and injuring many more.
3. The accused is a doctor. He gave an overdose of a painkilling drug to an 85-year old woman because she was dying painfully of cancer. The doctor says the woman had asked for it. The woman's family accuse the doctor of murder.

Oh, I forgot to include the following details for each of those cases.

1. It was discovered that for many years the husband had had a lot of girlfriends, and that his wife knew about these girlfriends. This was not the first time for her to discover him in bed with one of them.
2. First of all, the pilot refused to drop the bomb. Then the general who gave the order threatened that the pilot would be shot if he disobeyed. Also, the general has not been punished yet.
3. Later it was discovered that seven others had died of overdose in the same hospital. The doctor refuses to say if he was involved.

# Communication strategies

- Many times learners are faced with a need to express a concept or an idea in the second language but find themselves without the linguistic resources to do so

- Avoidance – avoiding a topic, leaving a topic in between
- E.g. the water (mumble) [= The water spills]
- Paraphrase - Using a word that is not correct, but that refers to a similar object or event; making up a new word or phrase to describe an object or event; describing an object or event instead of using an appropriate vocabulary item

- E.g. pipe for water pipe
- Transfer from L1 or other languages; language switch
- e.g. He invite other person to drink ( = They toasted each other)
- Mime, gestures
- Appealing for help

(Tarone 1980, 233-241)