

10. Constructivism-I

- ❖ **Constructivism Theory** is based on observation (**learning philosophy**) and scientific study about how people learn (**teaching philosophy**).
- ❖ The assertion is that the experiences enable people to construct the knowledge of the world around them.
- ❖ Key Features of Constructivism • **Learner-centeredness**
- ❖ **Environment awareness** According to Jonassen and Land (2002), context, construction and collaboration are the basis of the constructivist learning.
- ❖ **Constructivism has two branches, Cognitive Constructivism and Social Constructivism**, and emphasizes learner differences, integration of linguistic, psychological, and sociological paradigms.
- ❖ It is not without **criticism** as critics believe that it advocates tyranny of majority and lacks evaluation process.
- ❖ Key Principles • **Learning must be started with the issues around which learners are actively trying to construct meaning.** • **The learning process focuses on primary concepts, not isolated facts.** • **Construction of the knowledge, and not the memorization, is encouraged.** • **Learners must be provided with information on the quality of their learning.**
- ❖ **Vygotsky** has been the key figure who supported Constructivism and introduced his famous theory of **Zone of Proximal Development (ZPD)** which explained the distance between learners' existing developmental state and their potential development.
- ❖ **John Dewey**, father of experiential education (**1930**) has been generally recognized as the most renowned and influential **American philosopher** of education.
- ❖ He **propagated** that students' actual life **experiences** play important role in developing the overall understanding of the world, and **traditional educational approach** is primarily concerned with only imparting knowledge.
- ❖ **John Dewey's** notion of experiential education proposed: • **Acknowledging individual differences** • **Serves a social purpose** • **Supports progressive education** • **Theory of Experience**
- ❖ In addition to the notion's main features, **continuity** and interaction are two cornerstones of the experiential education as claimed by **John Dewey**.
- ❖ **Experience and reflective** thinking also contributes in the experiential education with emphasis on '**continual reorganization, reconstruction and transformation of experience**' determining effective experience, reflective thinking, learner as explorer, and the perception of relationships in problematical situations, democracy, and education.
- ❖ **Sir Frederick Bartlett** proposed the theory of '**Reconstructive Memory and Schema.**'
- ❖ He started off with publishing **Remembering** in **1932**, in which he gave an account of his experiments he conducted by following **casual data collection** methods and recording their **anecdotes**.
- ❖ Bartlett believed that **cognition-perceiving, remembering, and thinking-involves schema**.
- ❖ **Assimilation** and accommodation also contribute in the thinking processes.
- ❖ **Repeated reproduction** and serial reproduction are the two methods suggested by Bartlett with regard to remembering.

- ❖ His idea of schemas was revisited by Elizabeth Loftus (psychologist), and she claimed when we reconstruct memories, we change them by incorporating new information which we learn after the incident.
- ❖ Later on, the original part of the memory can neither be determined nor retrieved. She also asserted that eyewitnesses are unreliable.

11. Constructivism-II

- ❖ Researchers have been trying to analyze the theory of constructivism in the light of Jean Piaget's contributions, and believe that Piaget's concept of cognitive constructivism refers to a cognitive stage where one's understanding of any new experience is influenced by his/her existing knowledge of a particular experience.
- ❖ The theory relies greatly on schemes, processes of assimilation, and accommodation. It asserts that knowledge is constructed through learner's participation and not just transmitted.
- ❖ According to Piaget, "What remains is construction as such, and one sees no ground why it should be unreasonable to think it is ultimate nature of reality to be in continual construction instead of consisting of an accumulation of ready-made structures" (Piaget, 1970, pp. 57-58).
- ❖ Piaget emphasized the stages of intellectual development as foundation of acquisition of cognitive content.
- ❖ According to Piaget, reasoning and logic are the essence of intelligence.
- ❖ He proposed the concept of equilibrium based on adaptation which can be achieved by maintaining a balance between assimilation and accommodation.
- ❖ The following four key elements that lead to disequilibrium were proposed by Piaget: • Emotions which create feelings that excite and motivate learning
- ❖ Experience which exposes children to a variety of stimuli
- ❖ Natural maturation that enables learning through physical growth of mental structures
- ❖ Social interaction with parents, other children, and eventually teachers which enables both stimulation and feedback
- ❖ Influenced by Vygotsky's theory of social constructivism, Jerome S. Bruner, psychologist of the twentieth century, proposed Theory of Scaffolding in 1976.
- ❖ The theory is considered to be an influential contribution in the field of education because it proposed scaffolding as vital for all types of learning.
- ❖ It enables a learner to overcome fears and focus on acquiring knowledge.
- ❖ According to Bruner, the goal of education should be directed to learning to learn; therefore, teachers should design curriculum which facilitate rote learning, problem-solving, and learning through discovery.
- ❖ He introduced Discovery Learning Theory (1961) with the following three stages known as stages of 'Representation':
- ❖ Enactive: representation of knowledge through actions
- ❖ Iconic: the visual summarization of images
- ❖ Symbolic representation: the use of words and other symbols to describe experiences
- ❖ Jerome Bruner made major contributions in the field of education.
- ❖ He emphasized the concepts of involving learners in the cognitive as well as the constructive processes for meaningful learning.
- ❖ Moreover, learners should be provided with the appropriate assistance where needed.

- ❖ In his interview, Bruner explains that a learner must be encouraged to 'learn to make a leap,' and explore 'possibility.'
- ❖ Instead of being a passive receiver, a learner must learn to question, as intelligence exists in the world of possibilities. Some of his contributions include: • The modes of representation • The importance of teaching and learning 'optimal structure,' • The spiral curriculum, • Learning through the acts of discovery

12. Constructivism-III

- ❖ Albert Bandura introduced Social Cognitive Theory which proposed the integration of behaviors, cognitions, and the environment for interaction.
- ❖ The theory advocates that people are not merely concerned with responding or behaving in a specific manner but also seek explanation for information around them.
- ❖ This is what he called a process of self-organizing, self-regulating and self-reflecting.
- ❖ Bandura (1995) proposed the concept of self-efficacy which according to him 'refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations.'
- ❖ He suggested three scales to measure self-efficacy: • Self-efficacy magnitude • Self-efficacy strength • Generality of self-efficacy
- ❖ Bandura's Self-efficacy theory enables learners to develop the understanding of one's capabilities and the factors responsible for it. It explains that high self-efficacy motivates learners to undertake a specific task whereas low efficacy demotivates learners.
- ❖ Parents, peers, and in fact the overall supportive environment can play a positive role in enhancing high self-efficacy.
- ❖ David Ausubel (an American Psychologist) proposed Subsumption Theory for the understanding of learning's subsumption process.
- ❖ In this process, new information is related to the existing one in the cognition. It consists of meaningful reception of information, four processes for meaningful learning, and advance organizers.
- ❖ The Four Key Principles of Subsumption Theory

Learners should be presented with the most general concepts first, and then their analysis. 2. The instructional materials should include new, as well as previously acquired information. Comparisons between new and old concepts are crucial. 3. Existing cognitive structures should not be developed, but merely reorganized within the learners' memory. 4. The role of the instructor is to bridge the gap between what's already known and what is about to be learned.

- ❖ According to John Flavell, an American developmental psychologist (1979, 1987), metacognition consists of metacognitive knowledge and metacognitive experiences or regulation. Metacognition takes into account; thinking of higher order by involving processes of learning task, monitoring comprehension, and evaluating progress of task completion.
- ❖ Roger Schank and Robert P.
- ❖ Abelson introduced The Script Theory, according to which events are understood in terms of scripts, plans and other knowledge structures as well as relevant previous experiences.

- ❖ He proposed the idea of **Conceptual Dependency (CD)** which is the collection of symbols that are used to represent knowledge.
- ❖ **CD** model has been widely used for natural language input for computers and different computer programs.

13.Krashen's Input Hypothesis (Monitor Model)-I

- ❖ **Stephen Krashen**, a linguist and professor emeritus at **University of Southern California**, is known for his theories of **language acquisition** and development.
- ❖ He introduced his famous second **language acquisition** theory which has been considered as one of the most influential theories in the fields of second language research and teaching since the **1980s**.
- ❖ '**Acquisition** requires meaningful interaction in the **target language, natural communication**, in which speakers are concerned not with the form of their utterances but with the messages, they are conveying and understanding.'
- ❖ '**Language acquisition** does not require extensive use of conscious grammatical rules, and does not require **tedious** drill.'
- ❖ '... '**Comprehensible input**' is the crucial and necessary ingredient for the acquisition of language. The best methods are therefore those that supply '**comprehensible input**' in low **anxiety** situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are '**ready**,' recognizing that improvement comes from supplying **communicative and comprehensible** input, and not from forcing, and correcting production.'
- ❖ **Krashen** proposed the idea of **comprehensible input**, that learners acquire a knowledge which is easy to comprehend and is slightly advanced than the existing level of **understanding**. The focus of the **hypothesis** is on the acquisition and not the learning.
- ❖ The internal factors of the hypothesis are: Age, **Personality, Motivation (intrinsic), Experience, Cognition, and Native Language**. The external factors include: Culture and status, Motivation (extrinsic), Access to native Speaker, Curriculum and Instructions.
- ❖ The concept of **Natural Approach** was developed by one of **Krashen's associates**, Tracy Terrell (**Krashen & Terrell, 1983**).
- ❖ **Ironically** the term 'natural' here implies that there can be unnatural methods of learning a language which according to **Krashen and Terrell** are grammar and **audio-lingual (listen-and-drill activities in classroom)** methods.
- ❖ Since it is a **natural process**, it is considered to be effortless where learning takes place with ease.
- ❖ The **teachers** are expected to provide learners with comprehensible input and stimulating activities for the meaningful learning.
- ❖ The environment should also be **facilitating** by not forcing a learner to act during the silent period.

14.Krashen's Input Hypothesis (Monitor Model)-II

- ❖ **Krashen** was the first one to establish the distinction between acquisition and learning.
- ❖ According to the distinction, the '**acquired system**,' or '**acquisition**' is the product of a subconscious process and the '**learned system**,' or '**learning**' is the product of **formal** instruction.

- ❖ **Language acquisition** refers to subconscious learning and involves intuition.
- ❖ **Language learning** focuses on the language in its **written form, and its objective** is to understand the structure and rules of the language.
- ❖ The form is of greater importance than **communication**.
- ❖ The distinction attracted criticism by different researchers.
- ❖ Among them, **McLaughlin** (1987, p. 56) argued that **Krashen's** term lacked precision and is not clear.
- ❖ However, **Gregg (1984)** believed that some rules can be acquired through learning.
- ❖ The natural order hypothesis refers to the notion that there is a natural order of acquisition process.
- ❖ The **grammatical** structure follows a set sequence which is predictable.
- ❖ The order of **acquisition** in the first language is often different from the **second** languages.
- ❖ It argues that **explicit** instructions for learning and the learning process itself cannot change the natural order.
- ❖ **Krashen's theory of Input Hypothesis** advocates that the acquisition of second language is highly dependent on the learner's comprehension of the input.
- ❖ He suggested the following techniques for comprehensible input: **• Use expression and body language • Provide thinking time • Pauses between phrases • Shorter sentences • Stress high frequency words • Repeat/review vocabulary • Repeat/restate for understanding • Be supportive**

15. Krashen's Input Hypothesis (Monitor Model)-III

- ❖ **Krashen's Monitor Hypothesis** claims that the conscious language-learning monitors the output. According to the hypothesis, learning acts as an editor or monitor in the process of language production by applying the rules consciously and **minimizing** the errors.
- ❖ **Monitor hypothesis** is also divided into **three** types of ways to use it. **• Monitor over-users • Monitor under-users • The optimal monitor users**
- ❖ Conditions to apply to the monitor hypothesis: **• Time • Focus on form • Knowledge of rule**
- ❖ According to **affective filter hypothesis**, a 'filter' can affect how well we acquire comprehensible input. 'Filter' can be: **• Motivation • Attitude • Self-confidence • Anxiety**
- ❖ **Krashen and Terrell's** Natural Approach paved the way for the emergence of **Communicative Language Teaching (CLT)** approach. **CLT** was formed on the basis of the Input hypothesis and the communicative competence; and has been widely used in the language classroom since **1980s**. It focuses on the **functional** aspect of the language which is communication. **Dell Hymes** supported **CLT** by proposing that for effective development of communicative competence, learners should be exposed to **real-life situations**.
- ❖ **Communicative Competence** is defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language (**Canale and Swain 1980; Celce-Murcia et al. 1995; Hymes 1972**).
- ❖ According to **Stern (1992)**, **CLT** has become more successful in ESL (English as a second language) settings, but failed to show successful results in EFL (English as a foreign language) contexts.
- ❖ Some **CLT** proponents, e.g. Littlewood even proposed to treat it as an umbrella term which the opponents of **CLT** considered the renaming of the existing old approaches and nothing new or revolutionary.

- ❖ CLT focuses more on developing fluency while accuracy is neglected.
- ❖ It does overburden teachers as it demands developing of functional syllabus for effective classroom activities.

16.Socio-Cultural Theory

- ❖ The Socio-cultural theory is a psychological and sociological theory developed by Lev Vygotsky, a Russian psychologist, in 1934.
- ❖ The theory claims that society and culture play an important role in developing one's personality.
- ❖ It asserts that society supports and acts as a device for intellectual adaptation of innateness, a child is born with.
- ❖ Vygotsky believed that learning takes place at two levels: • through interaction with others • integrated into the individual's mental structure
- ❖ The famous concept of Zone of Proximal Development (ZPD) introduced by Vygotsky forms the basis of socio-cultural theory according to which a learner is provided with the social interaction as assistance in the zone to support learning.
- ❖ M.A.K. Halliday, a British linguist, developed the concept of Systemic Functional linguistics in 1960. It claims that language is a resource for making meaning.
- ❖ The systemic functional linguistics is based on three levels; namely, meaning (semantics), sound (phonology), and wording or lexico-grammar (syntax, morphology, and lexis).
- ❖ Halliday (1978) also introduced the ideational, interpersonal, and textual as basis for language metafunctions.
 - Language use is functional. • Its function is to make meanings. • These meanings are influenced by the social and cultural context in which they are exchanged. • The process of using language is a semiotic in nature, i.e., a process of making meaning by choosing.
- ❖ Acculturation Model was introduced by John Schumann, an American linguist (1986), who claimed that the extent of contact between L2 and L2 speaker affects the success of SLA.
- ❖ Social and psychological factors are key components of acculturation process.
- ❖ According to Brown (1980), the stages of acculturation in the target language are Euphoria, Culture-shock, Cultural stress, Gradual recovery, and Full-recovery.
- ❖ Language shock, culture shock, culture stress, motivation, and ego permeability are the factors that are responsible for creating psychological distance as claimed by Ushioda (1993).
- ❖ Domination of high culture causing low self-esteem among L2 learners and lack of explanation about the internal processes of SLA are the major points of the criticism of Acculturation Model.
- ❖ Inspired by the works of Vygotsky and Dewey, Jean Lave and Etienne Wenger introduced the theory of Situated Learning as an instructional approach in the early 1990s.
- ❖ The theory laid down great emphasis on the learning as a social process and encouraged to maximize social interaction for the purpose of meaningful learning.
- ❖ They proposed Legitimate Peripheral Participation, Peripherality, Full Participation, and Community of Practice as key factors of Situated Learning theory.
- ❖ Elinor Ochs and Bambi Schieffelin proposed that language acquisition and culture acquisition were interdependent and that the interaction of the two processes needed to be studied toward the better understanding of both.
- ❖ This makes socialization a process 'into and through' language and discourse.

- ❖ Practices and communicative competence in addition to face-to-face and cultural historical approach are considered the theoretical foundations of language socialization.

17. Basic Language Cognition (BLC) Vs Higher Language Cognition (HLC)

- ❖ **BLC Theory** was proposed by Hulstijn in 2015.
- ❖ The bases of the theory are the understanding of individual differences in **monolingual** and bilingual people and the matters of **L2 proficiency** assessment.
- ❖ **Hulstijn** believes that cognition is a term that refers to neural network which consists of the representation and use of information for both knowledge and skills; whereas, 'Basic' is concerned with what native speakers have common related to language cognition.
- ❖ The term 'Higher' is used here as an extended language cognition.
- ❖ The core linguistic cognition includes: **phonetic-phonological, morphonological, morpho-syntactic, and lexical domains** of linguistic knowledge.
- ❖ It also looks into how to use language forms as appropriate to the **communicative situation**. **BLC** focuses more on reading and writing rather speech reception and speech production.
- ❖ In the words of Hulstijn (2015): 'BLC pertains to: 1) the largely implicit, unconscious knowledge in the domains of phonetics, prosody, phonology, morphology, and syntax, 2) the largely explicit, conscious knowledge in the lexical domain (form-meaning mappings), in combination with, 3) the automaticity with which these types of knowledges can be processed.'
- ❖ According to the definition, Native Speaker is the one who acquires the language as a young child and maintains it into adulthood.
- ❖ In **linguistic** terms, a native speaker is someone who has acquired BLC and who may have acquired some or many features of **HLC**.
- ❖ The term **native speaker** differs in the contexts of **HLC and BLC**. In HLC, factors such as **age, intelligence, knowledge, education, professional career, and leisure time** activities determine the variance in individual attributes.
- ❖ The development of language proficiency, for L1 and L2 learner is a gradual process in both the acquisition of **BLC** and the acquisition of **HLC** except for the issues of L2 acquisition and bilingualism which are concerned with age factor.
- ❖ The **empirical** aspect of proficiency varies from society to society and individual to individual.
- ❖ **Hulstijn proposed the following corollaries:**
- ❖ **C1.** All adult L1 learners (not suffering from cognitive impairments), regardless of differences in age and intellectual functioning, are able to comprehend and produce, both correctly and quickly, isolated utterances consisting of **high-frequency** lexical phrases and **high-frequency morphosyntactic structures**.
- ❖ **C2.** Individual differences among adult L1 learners will be relatively large in tasks involving HLC discourse, in all four modes of language use (**reading, writing, listening and speaking**), but all adult L1 learners will perform excellent in BLC tasks, i.e., conceptually simple oral tasks (listening and speaking), involving highly frequent linguistic units.
- ❖ **C3.** Continued language use modulates the decline in processing speed in **old age**, while the continued use of written language is modulated by level of education, type of occupation, and interests.
- ❖ **C4.** Early bilinguals can attain **native-speaker proficiency** in more than one language as long as they minimally acquire **BLC** in each language.

- ❖ C5. BLC, while being attainable by late L2 learners in the domains of **vocabulary** and many or even most grammatical structures, will generally not be attainable in the domains of pronunciation.
- ❖ **Hulstijn** explained that cognitive abilities and environmental factors can be viewed as distinguishing elements of language learners in **HLC**.
- ❖ **Wells (1986)** claimed the following factors producing variability in L1 development: 1) **social background**, 2) **personal attributes such as gender, intelligence, personality, and learning style**, 3) **situation (setting, activity, number and status of participants)**, and 4) **style of interaction (interpersonal relations, child-rearing methods)**.
- ❖ **Berman (2007) and Nippold (2006)** found 'large increases in vocabulary (including metaphors, idioms and proverbs) and development at a more modest pace in **syntax, pragmatics, and narrative skills** during the years of primary and secondary education.'
- ❖ While looking at the outcome of **SLA**, it has been observed by the researchers that not all **L2** learners acquire the language successfully.
- ❖ Some of the **minor** differences may be due to the motivation and **exposure** to the **target** language and the major differences may be due to the quality and the **quantity of the input**.

18. Generative Vs Usage Based School

- ❖ The **Generative School** of thought derived its concepts from the Generative Grammar theory of **Chomsky**. It focuses on the study of syntax, but does include **semantics, phonology, and morphology**.
- ❖ **Generative Grammar** theory provides the set of rules that can accurately predict which combinations of words make grammatically correct sentences.
- ❖ **Transformational-Generative Grammar** was driven from **Generative Grammar** as a process of language creativity, whereby, a learner can transform rules from one structure.
- ❖ In **TG theory**, phrase structure **rules** explain, **mathematically**, our knowledge to assemble the basic units of a sentence.
➤ **S --> NP + VP**
- ❖ In the above formula, 'a sentence consists of a noun phrase followed by a **verb phrase**'.
- ❖ TG has set forth, two levels of syntactic structure: deep structure (an **abstract** underlying structure of a sentence) and surface structure (**outward form of a sentence**).
- ❖ The **usage-based theory** of language acquisition claims that language structure emerges from its use.
- ❖ **Tomasello (2003)** proposed the theory with emphasis on the usage of the language based on the cognitive skills.
- ❖ **Lieven and Tomasello**, (2008, p. 168) believe that 'the child learns language from actual 'usage events', i.e., from **particular utterances** in particular contexts, and builds up increasingly complex and abstract representations from these.'
- ❖ **Two key components** of usage based approach are: meaning in use which refers to the semantic aspect of linguistic communication and structure emerges from use which considers the grammatical aspect of linguistic communication.
- ❖ **Intention-reading** and **pattern-finding** are two sets of cognitive skills proposed by Tomasello that reinforce **usage-based** theory.

- ❖ Tomasello (2003) explains: 'Intention-reading' is what children must do to determine the goals or intentions of mature speakers when they use linguistic conventions to achieve social ends, and thereby to learn these conventions from them culturally in accordance with the functional approach mentioned above.
- ❖ 'Patternfinding' is what children must do in order to extract abstract linguistic schemas or constructions from the individual utterances in accordance with the grammatical approach mentioned above.
- ❖ Therefore, this theory has two main dimensions: functional and grammatical.
- ❖ Key features of Usage-Based theory include: • Pre-linguistic communication • Utterances and words • Schemas and constructions • Schematization • Analogy
- ❖ For a better understanding of differentiation between generative and usage-based schools of thoughts, it is important to analyze their specific characteristics.
- ❖ Generativists derive their concepts from the assumption that it was impossible for a child to acquire the rules of their grammar through Behaviorism.
- ❖ The usage-based stance is closer to that of Cognitive Linguistics and Construction Grammar where the fundamental linguistic unit is the construction.
- ❖ The differences between innate UG and usage-based accounts of L1 and L2 acquisition can be summarized as follows (James H-Y. Tai, 2014):

At the level of brain, UG approach assumes that linguistic representation is localized in a language-specific module with its own rules of processing.	In contrast, usage-based approach assumes 'plasticity' to a great extent. Linguistic representation in brain can change in the course of L1 as well as L2 acquisition and development.
Children are creative and productive to start with innate UG.	However, in usage-based approach, children are conservative and unproductive to start with and only gradually become productive by induction through experience.
In UG approach, the role of input is underdetermined because of 'poverty of the stimulus' with lack of negative evidence (ungrammatical sentences).	In usage-based approach, all linguistic structures emerge from generalization of the input through induction.
In UG approach, innate core grammar needs mechanism such as maturation, triggering, and linking rules to activate it.	In contrast, the usage-based approach requires children to figure out linguistic system by adaptive social-communicative behaviors.

19.Communicative Competence

- ❖ Proficiency has been defined by a number of researchers as Higgs (1984, p. 12, as cited by Kramsch, 1987, p. 356) defined proficiency as 'the ability to function effectively in the language in real life contexts.'
- ❖ Thomas (1994, p. 330, note 1) considered proficiency to correspond to 'a person's overall competence and ability to perform in L2.'
- ❖ '... language proficiency is the extent to which an individual possesses the linguistic cognition necessary to function in a given communicative situation, in a given modality (listening, speaking, reading, or writing)' (Hulstijn, 2011, p. 242).

- ❖ **Communicative Competence** refers to having the mastery over language rules and the ability to use them appropriately in a specific context.
- ❖ Researchers have been viewing L2 Proficiency Models in multiple ways. **Lado's (1961, pp. 25 – 29) model** of language proficiency focuses on the intersections between four language 'elements' (pronunciation, grammatical structure, lexicon and cultural meaning) and four language 'skills' (listening, speaking reading and writing).
- ❖ **Carroll (1961)** argued that **L2** competence included both knowledge of the language system and facility in its use.
- ❖ **Hymes' (1972)** introduced model of communicative competence in response to **Chomsky's model** of linguistic competence and emphasized the pragmatic aspects of language use.
- ❖ **Canale and Swain (1980)** attempted a **typology; communicative L2** competence involves grammatical and sociolinguistic competence as well as strategic competence ('the compensatory communication strategies to be used when there is a breakdown in one of the other competencies' [1980, p. 27]).
- ❖ **Proficiency Assessment** is concerned with the general versus specific performances or knowledge. The types include: • **Discrete-point versus integrative assessment** • **Direct versus indirect assessment** • **Objective versus subjective assessment** • **Group testing versus individual assessment**
- ❖ **Dell Hymes (1972)** defined **communicative competence** as the ability to use grammatical competence in a variety of **communicative situations** based on **grammatical competence**.
- ❖ It is opposed to **Chomsky's** concept of competence which is linguistic specific and ignores communicative aspect.
- ❖ **Hymes'** communicative competence comes as a reaction to Chomsky's idea of competence.
- ❖ **Hymes** claims, "In speaking of competence, it is especially important not to separate cognitive from affective and **volitive** factors, so far as the impact of the theory on educational practice is concerned."
- ❖ **Lyle Bachman**, one of the leading theorists in the field of language testing, proposed **Communicative Language Ability (1990)** which attempted to distinguish between '**Knowledge**' and '**Skills**'.
- ❖ **CLA** is concerned with the knowledge and capacity to use it appropriately in a given context.
- ❖ Bachman classifies the component called '**Language Competence**' in **two** divisions:
- ❖ **Organizational Competence** • Grammatical Competence • Textual Competence
- ❖ **Pragmatic Competence** • Illocutionary Competence • Sociolinguistics Competence • Communicative Competence
- ❖ **Strategic Competence** is another aspect of Language Competence proposed by Bachman with the following **three** components: • **Assessment component** • **Planning component** • **Execution component** (Bachman, 1990, pp. 84-108)
- ❖ Developing communicative competencies require specific skills. These consist of the following: • **Linguistic Competence** • **Strategic Competence** • **Sociolinguistic Competence** • **Discourse Competence**
- ❖ **Five** characteristics of communicative competence proposed by Savignon (1983, pp. 8-9) are: • **Dynamic nature of communicative competence.** • **Communicative competence applies to both written and spoken language, as well as too many other symbolic systems.** • **Communicative**

competence is context specific. • Competence is what one knows. Performance is what one does.
• Communicative competence is relative, not absolute.

- ❖ John Munby's (1978, pp. 22-27) approach to Communicative Competence has the following points: • Competence and Community • Contextual Appropriacy • Communication Needs

20. Models Of Communicative Competence

- ❖ The initial Canale and Swain's model of Communicative Competence was developed in 1980, following Hymes work, it proposed three components: • Grammatical Competence • Sociolinguistic Competence • Strategic Competence
- ❖ It was later on revised by Canale with division of sociolinguistic competence into two separate components:
 - ❖ Sociolinguistic Competence (appropriateness of register, vocabulary and politeness norms)
 - ❖ Discourse Competence (cohesion and coherence)
- ❖ Celce-Murcia, Dornyei, and Thurrell (1995) proposed the communicative competence model
- ❖ Lyle Bachman's (1990) Communicative Language Ability (CLA) is concerned with the understanding of the language and its appropriate use in a given situation based on Organizational Competence and Pragmatic Competence.
- ❖ In the revised model of Bachman and Palmer, nomenclature was changed from the term competence to knowledge and strategic competence being proposed as a set of metacognitive strategies.
- ❖ Celce-Murcia et al. (1995, p. 4) criticized Bachman's model of CLA and advocated that a model to deal with CLT was needed.
- ❖ Bachman's CLA model was primarily concerned with language testing and lacked content based syllabus.
- ❖ Bachman and Palmer focused on set of skills for overcoming communication problems or deficiencies.
- ❖ However, Celce-Murcia's revised model of communicative competence proposed six types of competencies: 1. Socio-culture competence 2. Discourse competence 3. Interactional competence 4. Linguistics competence 5. Formulaic competence 6. Strategic competence
- ❖ Kramsch and Whiteside (2008) defined Symbolic Competence as the ability to position oneself as a multilingual subject, to understand the cultural memories evoked by symbolic systems, to perform and create alternative realities, and to reframe and shape the multilingual game in which one invests.
- ❖ Kramsch believes that there are three dimensions of language as symbolic system, namely, symbolic representation, symbolic action, and symbolic power.
- ❖ Discourse plays important role in the interpretation of symbolic competence as it refers to language use beyond the sentence level.
- ❖ Relationship between language and contexts contribute in the understanding of symbolic competence.
- ❖ It is believed that 'Symbolic Competence is also engaged in the symbolic power game of challenging established meanings and redefining the real.'

From videos

Controlled Techniques	Free Techniques
Teacher Centered	Student Centered
Manipulative Structure	Communicated Open Ended
Predicted Response	Unpredicted Response
Pre-planned Objectives	Negotiated Objectives

- ❖ **Positive reinforcement** adding something to enforce the result(you do this, you get this). Usually **praise** and **rewards**.
- ❖ **Negative reinforcement**: taking something negative away in order to increase a response.
- ❖ **Formulaic competence** refers to formulaic expressions. They are fixed or **prefabricated chunks** which commonly used by native speakers in everyday life. **Native speakers** tend to use particular **formulaic expressions** frequently therefore to sound like native, nonnative speakers have to use those formulaic expressions.
- ❖ **Six stages of Second language acquisition**.
 - ☐ Pre- production. This is also called "the silent period," when the student takes in the new language but does not speak it.
 - ☐ Early. Production.
 - ☐ Speech. Emergent.
 - ☐ Beginning. Fluency.
 - ☐ Intermediate. Fluency.
 - ☐ Advanced. Fluency.