ENG505

CUP, BICS, and CALP

1. **Common Underlying Proficiency (CUP)**: This is the idea that skills learned in one language (like reading or writing) can help in learning a second language. It suggests that both languages share a common foundation.
2. **Basic Interpersonal Communicative Skills (BICS)**: These are the everyday communication skills used in social situations, like asking for directions or chatting with friends. They are typically easier to learn and take less time to develop.
3. **Cognitive Academic Language Proficiency (CALP)**: These are the more complex language skills needed for academic work, such as understanding textbooks or writing essays. They take longer to develop because they require a deeper understanding of language.
4. **Comparison of BICS and CALP**: BICS are basic social language skills used in casual conversations, while CALP are more advanced skills needed for academic and professional settings. CALP takes longer to develop than BICS.

Second Language Learning Research and Language Education

5. **Goal of Language Learning Research**: The main goal is to understand how people learn a second language and how to make that process more effective and efficient.
6. **Bridging Language Learning Research and Language Education**: This is about using research findings to improve how languages are taught in schools and other learning environments.
7. **SLA (Second Language Acquisition) Research and Working Beyond Teaching Methods**: Research in second language acquisition explores how languages are learned, going beyond just teaching methods to include cognitive processes, social factors, and other elements.

Directions for Research in Language Learning

8. **Research Within Applied Linguistics**: Applied linguistics focuses on real-world language learning problems, such as teaching methods, language policies, and how language interacts with culture.
9. **Explicit and Implicit Learning and Awareness**:
    - **Explicit learning** is when we consciously study and understand language rules.
    - **Implicit learning** is when we learn language naturally through exposure, without being aware of the rules.
    - **Awareness** is being conscious of language rules and structures while learning.
10. **Input, Output, and Frequency**:

    - **Input** refers to the language you hear or read (like a teacher speaking or reading a book).
    - **Output** is the language you produce (speaking or writing).
    - **Frequency** refers to how often you hear or use a language, which affects how well you learn it.
11. **Current Trends and Research in the Pakistani Context**: This involves studying the current state of language learning and teaching in Pakistan, looking at issues specific to the country.

Automaticity, Restructuring, and Noticing

12. **McLaughlin's Automaticity and Restructuring**: This theory says that as we practice a language, our ability to use it becomes more automatic (without thinking) and the way we understand it can change or "restructure."
13. **Schmidt's Noticing Hypothesis**: This theory suggests that for learning to happen, learners must "notice" language features, such as new words or grammar rules, while interacting with the language.

Interaction Hypothesis, Processability Theory, and Towell & Hawkins Model of SLA

14. **Long's Interaction Hypothesis**: This theory emphasizes that interacting with others in the target language is crucial for learning, as it provides opportunities to practice and improve.
15. **Processability Theory**: This theory suggests that learners can only understand and produce certain language structures at different stages, based on their ability to process those structures.
16. **Towell and Hawkins' Model of SLA**: This model focuses on how learners process and acquire a second language in stages, integrating both theoretical and practical aspects of language learning.

Comparing Six Theories

17. **Theories Perspectives**: Comparing different theories about second language acquisition, including how each explains the process and how language is learned.
18. **Role of Memory and Transfer Occurrence**: Memory plays a key role in learning, and **transfer** occurs when learners apply knowledge from their first language to the second language (sometimes correctly, sometimes incorrectly).
19. **Types of Learning**: Different ways people learn a language, such as by immersion, formal instruction, or through social interaction.
20. **Classroom Application**: How the different theories can be applied in a real classroom setting to help students learn a second language more effectively.

Learning Factors

21. **Language Learning Factors**: The different aspects that influence language learning, such as age, motivation, and cognitive abilities.
22. **Age**: Age can impact language learning, with younger learners often picking up languages more easily, though older learners may have better cognitive abilities to understand complex grammar.
23. **Motivation**: Motivation is a key factor in language learning, as learners who are motivated are more likely to put in effort and practice consistently.
24. **Relevant Learning Factors (Anthropological Evidence)**: How cultural and social factors impact language learning, such as the learner's environment and community.
25. **Relevant Learning Factors (Linguistics Considerations and Cognitive Ability)**: Linguistic factors include understanding language rules, while cognitive ability refers to the mental skills needed to learn a language.
26. **Relevant Learning Factors (Cognitive and Affective Considerations)**: Cognitive factors are related to mental skills, while **affective factors** deal with emotions and feelings, like anxiety or self-esteem, which can affect learning.

Language Learning Strategies

27. **Indirect Strategies**: These are strategies that help learners focus on learning without directly dealing with the language itself, like practicing by thinking in the target language or observing native speakers.

Individual Learning Differences

28. **Intelligence and Multiple Intelligence**: Intelligence is the ability to learn, but **Multiple Intelligence** theory suggests there are different types of intelligence, like logical, linguistic, or musical intelligence, which affect how a person learns.
29. **Language Aptitude and Language Learning**: Language aptitude is the natural ability to learn languages, and it can influence how easily someone picks up a new language.
30. **Affective Factors: Self-Esteem, Attribution Theory, and Self-Efficacy**: Affective factors are emotions and feelings. **Self-esteem** is how we value ourselves, **attribution theory** is how we explain success or failure, and **self-efficacy** is our belief in our ability to succeed.
31. **Language Attitude and Motivation**: How our feelings toward a language or culture (positive or negative) affect how motivated we are to learn it.
32. **Language Anxiety**: The fear or stress that learners feel when speaking or using a second language, which can hinder their progress.
33. **Willingness to Communicate, Inhibition, and Risk-Taking**: Learners who are willing to take risks and speak up in the language are often more successful, while inhibition (shyness) can slow down learning.
34. **Learner as a Social Being, Stereotyping, and Generalization**: Learners are influenced by their social environment, and stereotyping or generalizing can impact their learning experience and interactions.
35. **Second Culture Acquisition and Social Distance**: Learning about and adjusting to a new culture while learning the language. **Social distance** refers to how different or similar the learner feels to the culture of the language they are learning.

36. **Language, Culture, and Thought**: Language and culture are closely connected, as language reflects and shapes how we think and view the world.

Language Learning Pedagogy

37. **Nature of Language Learning Theories Pedagogy and Developing Relevant Theories**: Pedagogy refers to teaching methods. This involves developing theories about the best ways to teach language and making them practical for classrooms.
38. **Conducting Classroom Research**: Research done in real classrooms to understand how language is learned and how teaching methods can be improved.
39. **Making Research Accessible to Teachers and Facilitating Action Research**: Making research findings available to teachers and encouraging them to apply these findings in their own classrooms to improve teaching.

Interview with an Expert

40. **Individual Differences and Language Learning Strategies in Pakistani Context**: Examining how individual learner differences affect language learning in Pakistan, and how strategies can be tailored to this context.

Dynamics of Learning Styles

41. **Types of Styles**: Different ways people learn, such as visual, auditory, or kinesthetic learning styles.
42. **Types of Learners**: Learners can be categorized into different types, such as independent learners, social learners, or active learners, depending on how they prefer to learn.
43. **Models of Learning Styles**: Various models describe the different learning preferences, helping educators choose the best methods to teach each student.

Social Contexts in SLA

44. **Language Community and Communicative Competence**: A language community refers to people who share a common language, and **communicative competence** is the ability to use language appropriately in different situations.
45. **Societal and Environmental Factors in Learning Setting**: The social environment (like family, friends) and societal factors (like cultural attitudes) influence how a person learns a language.
46. **Microsocial Factors**: Smaller, personal influences on language learning, like interactions with friends or teachers.
47. **Macrosocial Factors**: Larger societal factors, such as government policies or social norms, that influence language learning.

Acquiring Knowledge for L2 Use

48. **Academic Competence**: The ability to use a second language in academic contexts, like understanding textbooks or writing essays.

49. **Interpersonal Competence**: The ability to use a second language in everyday, social situations.
50. **Receptive Strategies**: Strategies for understanding language, like listening or reading.
51. **Productive Strategies**: Strategies for producing language, like speaking or writing.

Research Trends in ESP Classroom

52. **Trends and Issues**: Current trends and challenges in English for Specific Purposes (ESP) teaching, such as needs analysis and specialized language courses.
53. **Needs Analysis to Curriculum Development**: Identifying what students need to learn and developing a curriculum that meets those needs.
54. **Assessment Issues in ESP Teaching**: The challenges of assessing students' abilities in specific, specialized language areas.
55. **Teachers Training Issues**: Challenges related to training teachers who specialize in ESP, ensuring they have the right skills and knowledge.

MAHA MALIK'S Compilation