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**CHET TILI O`QITISHNING INTEGRALLASHGAN
KURSI**

TIL O`RGANISH JARAYONLARI (Language Learning)

MODULI BO`YICHA O`QUV QO`LLANMA



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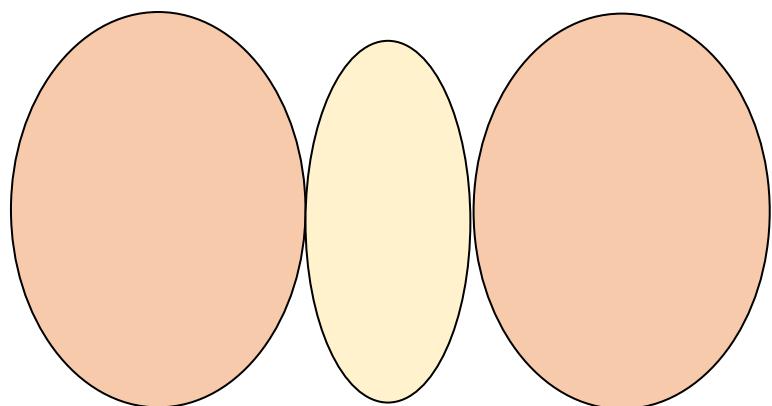
LESSON I

LANGUAGE, LEARNING AND TEACHING

Warm-up

- - Where did language come from?
- - What's the oldest language?
- - How many languages exist?
- - Which is the most spoken language in the world?
- - Can people “switch” between personalities while speaking another language?

Lead-in



Activity 1. Listening

Exercise 1. Listen to the tape and fill in the blanks with the appropriate words.



<https://listenaminute.com/l/language.mp3>

LISTENING GAP FILL

Where _____ without language? We'd all be in our own worlds and we'd never _____. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't _____ body language or sign language. The _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language _____. I think language is amazing. It means we can tell anyone anything. I often think _____ there are so many languages in the world. If there was only one language, we could all communicate better. _____, we'd all understand one another better. What _____ language be? At the moment, English.

Activity 2. Writing

Exercise 2. Write five GOOD questions about language in the table. Do this in pairs. (*Each student must write the questions on his/her own paper*)

	STUDENT 1	STUDENT 2	STUDENT 3
Q 1			
Q 2			
Q 3			
Q 4			
Q 5			

Activity 3. Reading

Exercise 2. Read the text and decide which sentence is true or false

The relationship between language and learning has been a topic of interest for many years. How does the process of language acquisition affect our ability to learn new things? And how does learning a new language improve our cognitive abilities? In this article, we'll explore these questions and more. One theory is that

language and learning are closely connected because they both involve the processing of information. When we learn a new language, we have to process new words, grammar rules, and pronunciation patterns. This mental exercise strengthens our brain's ability to process information in general, which can help us learn other things more easily. Another way that language and learning are connected is through the concept of metacognition, or the ability to think about our own thinking. Research has shown that people who are bilingual or multilingual often have a greater awareness of their own thought processes. This metacognitive skill can be a big advantage when it comes to problem-solving and critical thinking. Learning a new language can also improve our memory and attention span. Studies have found that bilingual individuals are better able to remember lists of words, names, and directions. They also tend to be more focused and less easily distracted. These cognitive benefits may be due to the fact that learning a new language requires us to pay close attention to details and make connections between different pieces of information. So, how can we use this knowledge to become better learners? One way is to incorporate language learning into our daily lives. Even if we're not planning to become fluent in another language, simply studying vocabulary or practicing basic phrases can provide some of the same cognitive benefits. We can also try using metacognitive strategies, such as talking out loud to ourselves or keeping a journal, to reflect on our learning process. In conclusion, language and learning are deeply intertwined. The process of acquiring a new language can strengthen our cognitive abilities and improve our memory, attention, and metacognitive skills. By understanding this connection, we can find new ways to enhance our own learning and thinking abilities.

1. Learning a new language has no impact on our cognitive abilities.

A) True B) False

2. Bilingual individuals tend to have a better memory and attention span.

A) True B) False

3. Language and learning are connected because they both involve the processing of information.

A) True B) False

4. Metacognition refers to the ability to think about our own thinking.

A) True B) False

5. Learning a new language can improve problem-solving and critical thinking skills.

A) True B) False

6. Incorporating language learning into our daily lives can provide cognitive benefits.

A) True B) False

7. Studying vocabulary or practicing basic phrases in another language has no cognitive benefits.

A) True B) False

8. Learning a new language requires us to pay close attention to details.

A) True B) False

9. Bilingual individuals are easily distracted and have difficulty focusing.

A) True B) False

10. Acquiring a new language has no impact on our memory.

A) True B) False

Exercise 3. Choose the best answer

1. How does learning a new language improve our cognitive abilities?

- a) It helps us process information more effectively.
- b) It enhances our physical coordination.
- c) It increases our creativity.
- d) It improves our mathematical skills.

2. According to the text, what is metacognition?

- a) The ability to think about our own thinking.
- b) The ability to learn multiple languages simultaneously.
- c) The process of acquiring new vocabulary.
- d) The process of memorizing grammar rules.

3. What advantage do bilingual or multilingual individuals have in problem-solving and critical thinking?

- a) They have a greater awareness of their own thought processes.

- b) They have faster reaction times.
- c) They have access to more resources.
- d) They have improved motor skills.

4. How does learning a new language affect memory and attention span?

- a) It improves memory but has no effect on attention span.
- b) It improves attention span but has no effect on memory.
- c) It improves both memory and attention span.
- d) It has no effect on either memory or attention span.

5. How can incorporating language learning into our daily lives be beneficial, even if we don't plan to become fluent?

- a) It improves physical fitness.
- b) It enhances musical abilities.
- c) It provides cognitive benefits similar to becoming fluent.
- d) It helps with time management skills.

6. What can we do to reflect on our learning process and enhance our metacognitive skills?

- a) Talk out loud to ourselves or keep a journal.
- b) Seek feedback from others.
- c) Take breaks during the learning process.
- d) Use mnemonic techniques to memorize information.

CONCLUSION

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LESSON II. AN EFFECTIVE LANGUAGE LEARNER

Activity 1. Lead-in (Speaking)

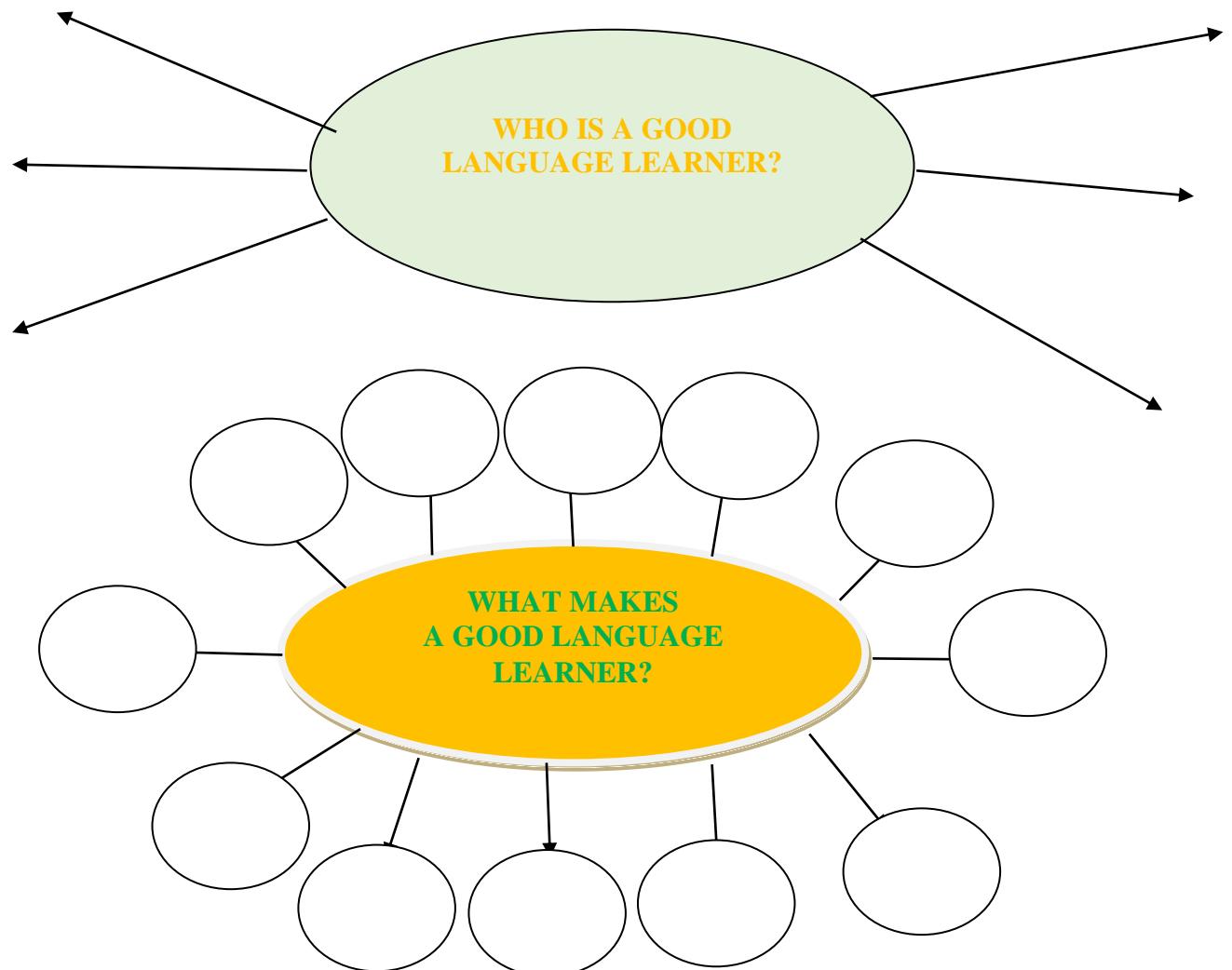
Why is it important to teach language skills?

What are the effectiveness of language skills?

What is the most effective way to teach a language?

What are language learning skills?

How to improve language skills?



Activity 2. Listening

Exercise 1. Watch and listen the video. Fill in the gaps.



https://youtu.be/d_NfBfw5Esc?t=439

The most important qualities of a successful language learner are _____(1).

Objective factors such as _____(2) and _____(3) play a role in language learning. Subjective factors, such as _____(4), are also important.

_____ (5) is crucial, as improvement may not be dramatic but occurs with consistent effort. _____(6) and recognizing the value of language learning activities contribute to progress. Taking initiative, such as _____(7) and using _____(8), helps improve language skills. Learners should not _____(9), but actively seek out opportunities to acquire language knowledge.

Exercise 2. Choose the right summary to the video

1

In the video, it is suggested that reading is not essential for language learning or improving literacy. The speaker states that comprehension is not important when reading, even if understanding only 60-70%. They claim that being asked questions about what we read disrupts the pleasure of reading. The video also implies that listening is not necessary for language learning and reading, as they are separate processes in the brain. The speaker does not recommend using audio with text for better understanding.

2

In the video, the speaker discusses the importance of reading and its benefits for language learning and overall literacy. The speaker emphasizes the need to read extensively in order to become proficient readers and improve language skills.

Additionally, the video highlights the connection between reading and the brain's processing areas for sound and meaning. The speaker also mentions the significance of listening as part of the reading process and suggests incorporating audio with text for better comprehension.

3

In the video, the focus is on the benefits of reading and its impact on language learning. It explores how reading extensively can enhance vocabulary, comprehension, and writing skills. The video also emphasizes the role of listening in improving reading abilities and suggests using audio in conjunction with text for a more immersive learning experience. Furthermore, it highlights the advancements in technology, such as text-to-speech and artificial intelligence, that facilitate language learning through reading and listening.

Activity 3. Reading

1	GOOD LANGUAGE LEARNERS AREN'T AFRAID TO TAKE RISKS.	A	Good language learners work through their feelings of frustration and their lack of confidence. They are able to cope with the challenges of language learning; they can live with having good language days and bad language days. They don't let themselves give up, instead reminding themselves how important it is to keep going – even when they don't feel like it.
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2	<p>GOOD LANGUAGE LEARNERS FIND A STYLE OF LEARNING THAT SUITS THEM</p>	B	<p>Good language learners have a good attitude toward the culture where the language is spoken. They know that learning a language means learning the culture as well. They learn the customs of nonverbal behavior and the important values of the culture. They learn how to behave in stores and restaurants, how to behave with strangers, and how to behave in society. They learn courtesy conventions; for example, they learn that “How are you?” is a greeting formula in English, not a real question. A good language learner knows that language and culture are two sides of the same coin.</p>
3	<p>GOOD LANGUAGE LEARNERS ARE ACTIVELY INVOLVED IN THEIR LEARNING PROCESS</p>	C	<p>Good language learners know that it takes time and effort to become proficient, and that there will be periods where progress seems very slow. They are realistic in setting learning goals. They are able to assess their own strengths and weaknesses, and to evaluate their own approach to learning. If their learning method isn’t working, then they find a better method.</p>
4	<p>GOOD LANGUAGE LEARNERS TRY TO FIGURE OUT HOW THE LANGUAGE WORKS</p>	D	<p>It may not be easy at first, but thinking in English is worth cultivating as a vital skill that will improve all areas of your language learning. To help you think in English, carry on a dialogue with yourself in English when walking along, sitting on a bus, or taking a break from other studies. Use English whenever and wherever you can.</p>

5	GOOD LANGUAGE LEARNERS KNOW THAT LANGUAGE IS USED TO COMMUNICATE	E	<p>Good language learners are always looking for clues to help them understand how the language works. They make guesses and ask people to correct them if they are wrong. They compare what they say with what others say. They keep a record of what they have learned and think about it while they monitor themselves.</p>
6	GOOD LANGUAGE LEARNERS ARE LIKE GOOD DETECTIVES	F	<p>Good language learners pay attention to meaning. They have good techniques to practice listening, speaking, reading, and writing. They push themselves to speak and try to become fluent. They look for opportunities to talk with native speakers.</p>
7	GOOD LANGUAGE LEARNERS TRY TO THINK IN THE LANGUAGE	G	<p>They pay attention to form and look for patterns. They develop good techniques for improving their pronunciation, learning grammar and vocabulary. They welcome mistakes as a way of learning more about the language.</p>
8	GOOD LANGUAGE LEARNERS REALIZE THAT LANGUAGE LEARNING IS NOT EASY	H	<p>Good language learners take responsibility for their own learning. Besides regular language classes, they create opportunities to use the language. They know practice is very important. And they are willing to take risks and to appear foolish if necessary. Good language learners are independent. They do not expect to learn English just by sitting in the classroom, and they do not rely on their teacher for all their language learning. They are organized and active. They look for creative ways both inside and outside the classroom to test</p>

			out what they have learned.
9	GOOD LANGUAGE LEARNERS ARE ALSO GOOD CULTURE LEARNERS	I	You may already have heard or read about learning styles. The idea is that everyone has their own style of learning that suits them best. You want to figure out how you learn best and apply your preferred learning styles to your language learning. When you learn something new, do you like to talk about it or think about it? Do you prefer to get new information in pictures or words? Do you find it easier to learn facts or to learn concepts? These are just a few of the questions that help you discover how you best learn.
10	GOOD LANGUAGE LEARNERS HAVE A LONG TERM COMMITMENT TO LANGUAGE LEARNING	J	There's no such thing as being born good at languages. However, there are people who learn languages well. But that has nothing to do with them being naturally good at it. It has to do with their attitude and the way they approach their learning. A Dutch friend of mine speaks English, Spanish, German, French, and, of course, Dutch. I asked her once what she thought was most important in learning a language. She answered immediately: courage. Good language learners are willing to face the fear of making mistakes. They experiment and take risks. For example, they try out different ways of learning vocabulary until finding the way that suits them best. They are not afraid of making mistakes because they know that with every mistake, they gain a small victory toward improving their language.

Activity 4. Writing

Students are divided into 5 groups. They write their opinion about the given topics below. After finishing the task one volunteer from each group comes to the blackboard and represent his/her writings.

1

Some people believe that the best way to learn a language is through immersion, while others think classroom instruction is more effective. To what extent do you agree or disagree with this opinion?

2

In today's globalized world, being proficient in multiple languages is becoming increasingly important. Is this a positive or negative development?

3

Many people believe that learning a second language is only beneficial for career opportunities. To what extent do you agree or disagree with this view?

4

The rise of online language learning platforms has made it easier for people to learn a new language. Is this a positive or negative development?

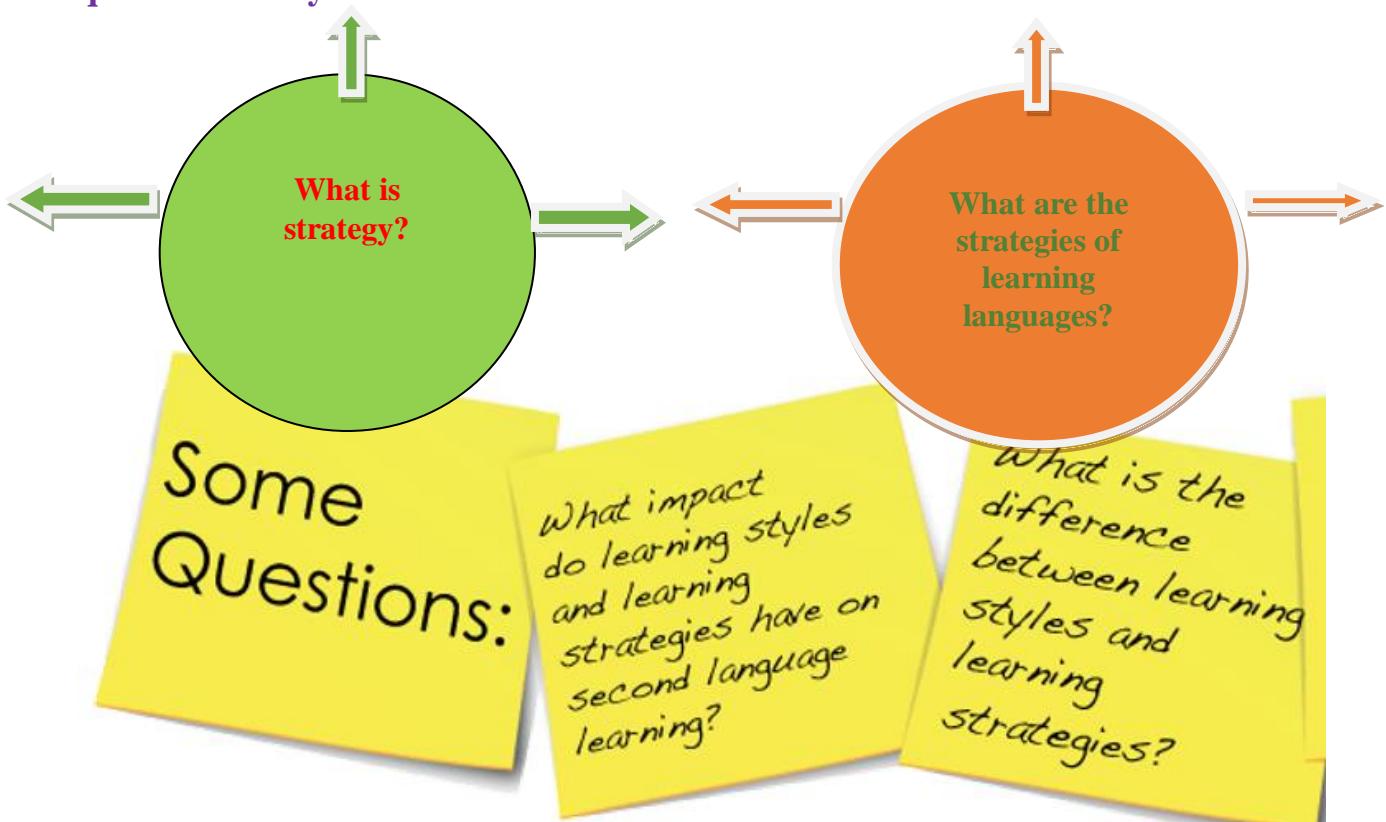
5

Fluency in a second language is often seen as a sign of intelligence and success. Is this a fair assessment?

LESSON III. LANGUAGE LEARNING STRATEGIES

Activity 1. Lead-in (Speaking)

Teacher divides the students into two groups and give them cards with questions. They write their answers on the card in form of cluster.



Activity 2. Listening

Exercise1. Pre-listening task.

Teacher asks some questions about language learning strategies.

1. How do language learning strategies relate to decision-making in other areas of life?
2. What are some effective strategies you have used to regulate your emotions and maintain motivation while learning a new language?
3. How do metacognitive strategies help you plan and monitor your language learning progress?

4. Can you think of any situations where effective strategies could be applied to improve decision-making skills?
5. How do language learning strategies differ from decision-making strategies in terms of their application and effectiveness?

Exercise 2 . While-listening task. Listen to the tape and fill in the gaps.



<https://www.youtube.com/watch?v=OlynVJrx0G8>

Visual learners benefit from having _____(1), to help them remember information. Drawing pictures or creating _____(2) can also aid in memorizing vocabulary or concepts. Learning styles can be categorized into different types, such as _____(3).

_____(4), while introverted learners prefer independent study. Americans are generally perceived as more extroverted, but this may not always be true.

_____(5). Some cultures view Americans as being friendly on the surface but _____(6). The text discusses different _____(7) and their impact on language learning. It mentions _____(8), highlighting that introverts may struggle but can benefit from recognizing their learning style. _____(9) are organized and detail-oriented, while open learners prefer discovery learning and struggle with deadlines. _____(10) focus on the main idea and don't require every detail, whereas particular learners prefer knowing all the details.

_____(11) focus on differences to learn new material, while levelers associate new material to remember it. _____(12) start with the general rule and look for examples, while inductive learners start with examples and derive the rule. The text suggests that understanding one's learning style and implementing strategies can help with language learning and overall success in _____(13).

Activity 3. Reading (pair- work)

Before reading passages teacher explains language learning strategies.

WHAT IS LEARNING STRATEGY?

○ **Learning strategy**- specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. (by Oxford)

2 CLASSES OF STRATEGIES

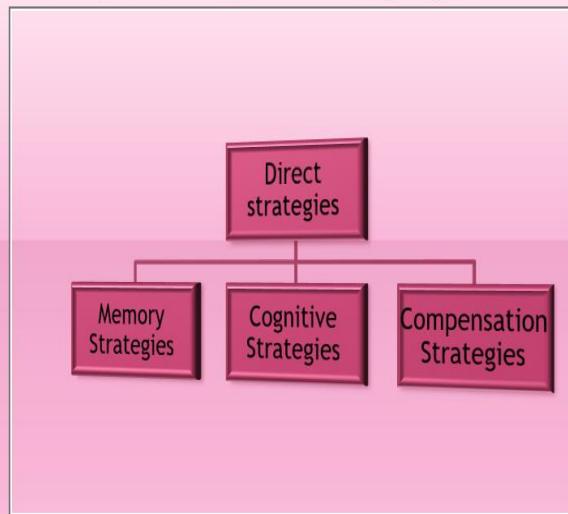
strategies

Direct

Indirect

DIRECT STRATEGIES

○ Mental processing of the language:



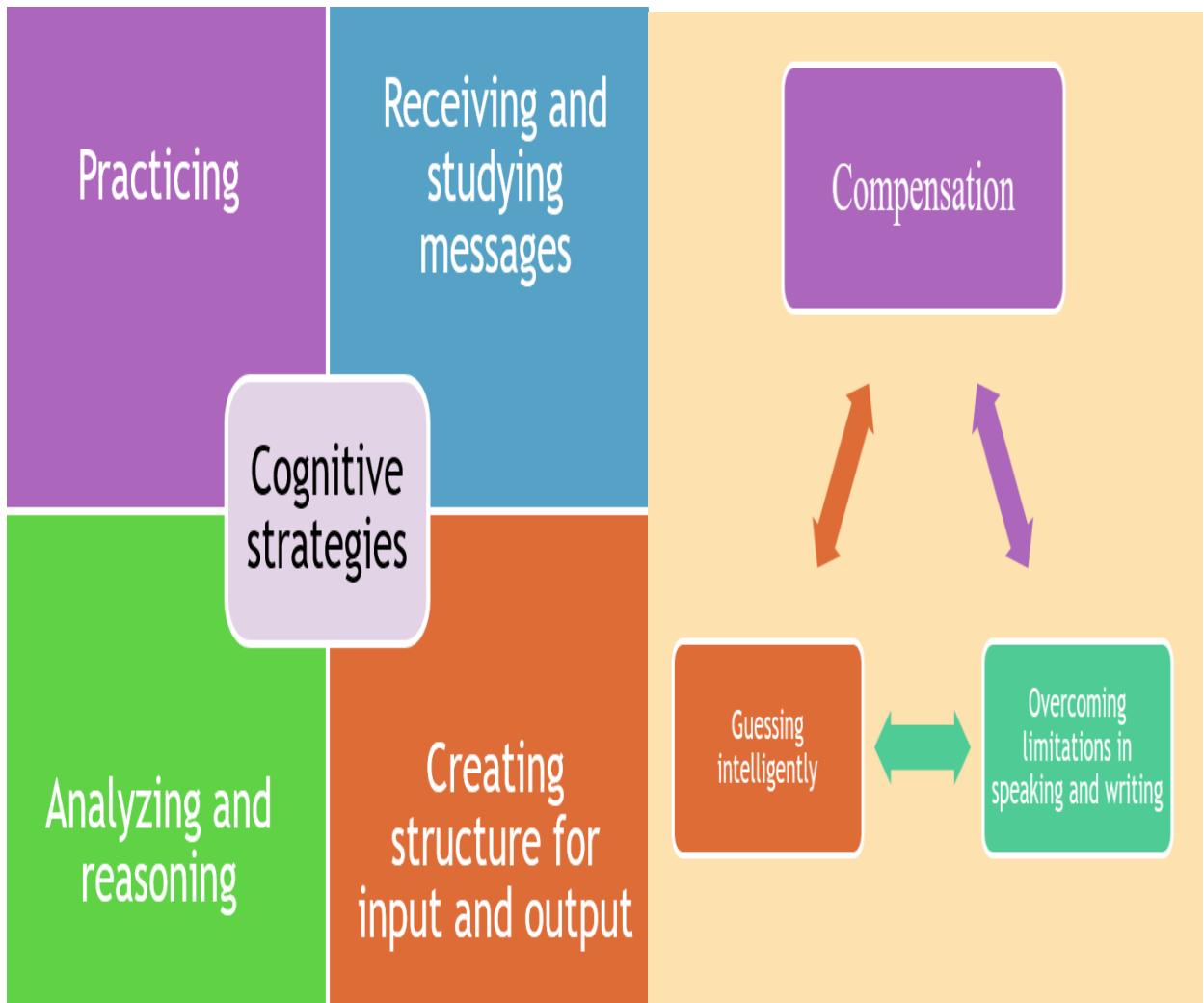
Creating
mental
linkages

Applying
images and
sounds

Memory
strategies

Reviewing
well

Employing
action



INDIRECT STRATEGIES

Indirect strategies

Meta cognitive

Affective

Social

Centering your learning

Metacognitive

Arranging and planning your learning

Evaluating your learning

Lowering your anxiety

Affective

Encouraging yourself

Taking your emotional temperature

Asking question

Social

Cooperating with others

Emphathizing with others

Exercise 3. Teacher divides students into sub-groups and ask them to read the passage in the group and show them in a role-playing.

GROUP № 1

Memory strategy. Integrate this text with creating mental linkage and semantic mapping.

Eye contact. An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness. Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world.

GROUP № 2

Cognitive strategy: Integrate this text with summarizing and getting the idea.

Addressing someone. When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'. This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and

their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

GROUP № 3

Metacognitive strategy: make up your plan for language learning (set your goal, planning for language task, self-monitoring)

GROUP № 4

Compensation strategy: Integrate this text with using linguistic clues and using synonyms

Smiling. A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice. In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

GROUP № 5

Social strategy: Read the text and ask your group member to clarify the idea of the texts and develop cultural understanding.

In the last two centuries, improvements in technology and health meant fewer children died young, fuelling rapid population growth. These large families produced even more children who survived into adulthood and had their own children. But with the wider availability of contraception in the 1960s, the global average number of babies per woman has declined from six babies per woman to as low as two. The biggest factor in child mortality is poverty. And while it's still true that only 20 per cent of the world takes about 74 per cent of the world's

income, 60 per cent of the world now falls into a middle-income group, with 11.6 per cent – the smallest amount of people in history – still living in conditions of extreme poverty. If the majority of the world's people have money, international aid could realistically achieve the UN target of eradicating poverty by 2030. As poverty goes down, life expectancy goes up, birth rates go down because parents can expect their existing children to survive, and the global population stabilizes.

GROUP №6

Affective Strategy: Tomorrow your friend is going to take an IELTS exam. He is frustrated and anxious. Together with your group members think about how to encourage him and make positive statements. Include lowering anxiety techniques.

Activity 4. Writing

Exercise 4. Tick the strategy in appropriate column

TECHNIQUES	STRATEGIES					
	cognitive	memory	compensation	Meta-cognitive	social	Affective
Grouping						
Using images						
Using linguistic clues						
Analyzing contrastively						
Centering your learning						
Asking questions						
Using progressive relaxation						
Setting goals and objectives						
Using music						
Using mime or gesture						
Developing cultural understanding						
Semantic mapping						
Rewarding						

yourself						
Getting the idea quickly						
Using checklist						
Using synonyms						
summarize						
Self monitoring						
Repeating						
Discussing your feeling with someone else						

Exercise 5. Write the right form of the words given in the brackets.

1. _____(Learn) can help you become a better learner.
2. _____(Vision) aids are useful for understanding complex concepts.
3. _____(Hear) learners prefer to listen to information rather than read it.
4. _____(Write) activities can enhance your comprehension skills.
5. _____And kinaesthetic learners learn best through hands-on experiences.
6. _____(Set) is an important step towards achieving success.
7. _____(Guide) in the subject to deepen your understanding.
8. _____(Regularly) to improve your listening skills.
9. _____(Vocabulary) by learning new words every day.
10. _____(Repeat) is an effective way to remember information for a long time.
11. An _____(Effectively) to learn a new language is to practice speaking with native speakers.
12. _____(Mistake) as they are opportunities for learning and growth.
13. Learning a _____(Language) opens up new opportunities for personal and professional development.
14. Following an _____(Strategy) can yield positive results.
15. _____(Motivate) for learning English to stay motivated throughout your language journey.

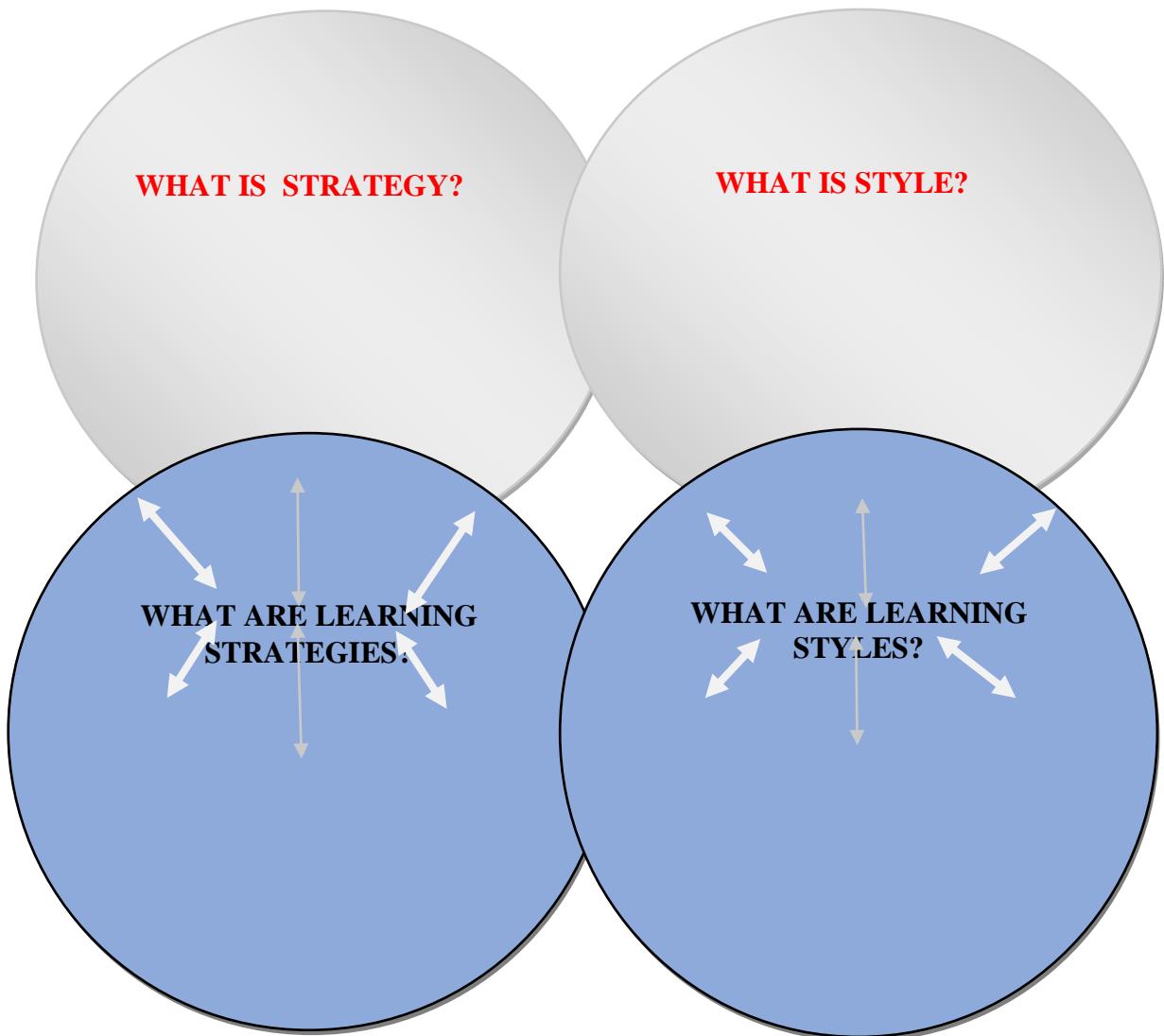
CONCLUSION

Put plus (+) where there are advantages and minus (-) where are shown disadvantages of learning foreign language.

- . Improves cognition and brain function by stimulating the growth of new neurons.
- . Can increase job opportunities, especially in a globalized world.
- . Requires time, effort, and dedication to see significant improvement.
- . Can be frustrating and challenging when dealing with difficult grammar rules or unfamiliar words.
- . May feel overwhelming when learning multiple languages at once.
- . Can be costly if investing in language courses or tutors.
- . Allows for more effective communication and understanding with people from different backgrounds.
- . Fluency and proficiency may not always be achieved, leading to potential miscommunication or misunderstanding.
- . Enhances problem-solving and critical thinking skills.
- . Provides an opportunity to learn about different cultures and perspectives.

LESSON IV. COMMUNICATION STRATEGIES; LEARNING STYLES

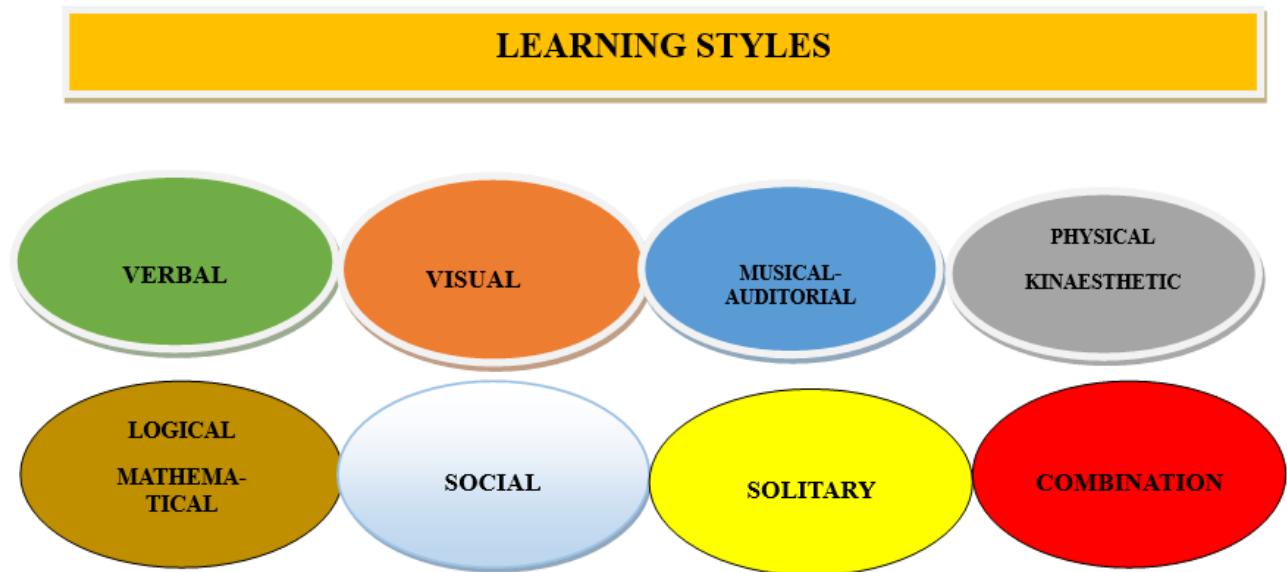
Activity 1. Lead-in (Speaking)



After explanation about learning strategies and styles teacher shows cards with the name of learning styles and ask students about the meaning of them. Then clarify what kind of learning style they belong to.

1. Which of the communication strategies did you use in your learning experience? Did they work effectively?

2. What do you know about Learning Styles? Do you know about your learning style?



Activity 2. Listening

Exercise 1. (Pre-listening task). Answer the following questions before listening the tape.

1.	How can understanding your learning style help you in making decisions about your study methods?
Possible answer	
2.	Have you ever tried combining different learning styles in your study approach? If so, how did it affect your learning experience?
Possible answer	

3.	How do you personally overcome distractions and stay focused while studying?
Possible answer	
4.	What study strategies have you found most effective for internalizing and understanding complex information?
Possible answer	
5.	Reflecting on your past learning experiences, can you identify any specific study methods or techniques that have consistently worked well for you?
Possible answer	

Exercise 2. Pre-listening task. Listen to the tape and fill in the gaps.



https://www.youtube.com/watch?v=_IopcOwfsoU

Jonathan studied extensively for a test but still received an _____(1).

There is no one right way to study, as different methods work for _____(2).

The four most popular learning styles are _____(3).

Online assessments or self-observation can help determine one's _____(4).

Jonathan is a _____(5) who benefits from _____(6).

Ruby is an _____(7) who studies in _____(8).

Tyrell is a _____ (9) who takes _____ (10).

Raya is a _____ (11) who learns through _____ (12).

All four students are studying the same material but using _____ (13).

Determining one's learning style and using _____ (14) can lead to _____ (15).

Exercise 3. Rephrase the given sentences below.

1	Each student possesses a distinctive way of learning that is most suitable for them.
Possible answer	
2	Individuals who prefer listening to information rather than reading it are known as auditory learners.
Possible answer	
3	Visual aids such as diagrams and charts are advantageous for individuals who are visual learners.
Possible answer	
4	Kinesthetic learners acquire knowledge most effectively through hands-on activities and movement.
Possible answer	
5	Those who enjoy studying in groups and engaging in discussions with others are considered social learners.
Possible answer	
6	Solitary learners favour studying alone in a peaceful setting.
Possible answer	
7	Logical learners derive pleasure from analyzing information and identifying patterns in their studies.
Possible answer	

Exercise 4. Read the text and fulfill the tasks given below.

What is a learning style?

Learning styles refer to a person's preferred way to take in, process, understand and remember information. Psychologists developed this learning style model in the 1920s. The VAK learning style uses the three main sensory receivers: visual, auditory and kinesthetic (movement) to determine the dominant learning style. Everyone uses all three styles as they process and learn. However, according to the theory, a person will have a strong preference toward one or two dominant styles.

Auditory Learners: Tend to:

- Enjoy listening but can't wait to talk. Talk to themselves a lot. Move their lips while reading as well as read out loud.
- Learn best when they hear their own voice. This is why they vocalize in the middle of a class, meeting or movie.
- Struggle with reading and writing tasks.
- Remember names, but not the face or appearance of someone they just met.
- Talk 'a mile a minute' and expect others to drop everything to make eye contact to listen to them.
- Sounds distract them.
- Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. A raised voice might be an argument to them, but just 'a discussion' to those with a different style.
- Sometimes remember things by setting information to a tune or rhyme.
- You'll catch them saying, "I hear what you're saying, please describe it in more detail".

Visual Learners: There are two kinds of visual learners.

- **Visual – linguistic** learners tend to:
 - Learn through written language such as reading and writing.

- More likely to remember tasks if they write them down, even if they don't go back to read them again.
- **Visual -Spatial** learners tend to:
 - Have difficulty with written language and do better with diagrams, demonstrations, videos, maps, colorful charts and visual aids.
 - A VS tends to gaze into 'space' in the middle of a conversation (much to a spouse's or a teacher's dismay) to 'picture' what is being said (this can appear disrespectful to other learning styles).
 - Find it easy to visualize faces and places.
 - Recall conversations based on where it happened.
 - Easily distracted.
 - Often choose to sit in the front of the class room
 - They will comment, "I see what you're saying", "it's clear cut", "in light of".

Kinesthetic Learners: Tend to:

- Learn by being involved, touching and/or moving.
- Remember what was done rather than what was said or seen.
- Have to move in order to concentrate.
- Easily distracted during a visual or auditory presentation. Will take notes so they can move their hands.
- Need to know the big picture first before getting the details.
- Having the space to draw pictures, doodle, shake their leg, chew gum and fidget while you communicate helps them hear and learn more effectively.
- Use gestures when speaking and stand close when speaking or listening.
- Often they are poor spellers and will write words to determine if they "feel" right.
- Tend to drive visual learners crazy with their constant movement.
- Attack problems and express frustration physically – they're your door slammers and fist pounders.
- This group will say, "I've got a feeling about what you're saying", "come to grips with".

You may see yourself and others you know exhibiting all three styles. This isn't unusual. However, we all have a strong preference for one or two. The best way to discover your learning style is to take a [test](#). (Your

highest score is your dominant style. Your second score supports your dominant style). Once you became a student of the order of your style preferences, you'll view people and communication differently. I found I was able to understand my responses, improve my ability to learn as well as my kids', offer more grace, save time and be more effective at leading teams.

HANDOUT 1

Find and tick social strategies

Creating mental linkages

Applying images and sounds

Reviewing well

Employing action

Practising

Receiving and sending messages
strategies

Analysing and reasoning

Creating structure for input and output

A. Centering your learning

Arranging and planning your learning

Evaluating your learning

Lowering your anxiety

Encouraging yourself

Taking your emotional temperature

Asking questions

Cooperating with others

Emphathising with others

Asking questions

Cooperating with others

Emphathising with others

HANDOUT 2

LEARNING STYLES AND METHODS OF TEACHING

Do you remember things better if you read them or if someone tells you? Do you like to repeat new vocabulary, study it while you are walking or make flashcards? Different people like to learn in different ways. These different ways are called *learning styles*. A *learning style* is the way a person learns best, understands best and remembers best. There are four basic learning styles:

1. visual (seeing)
2. auditory (hearing)
3. kinaesthetic (moving, doing)
4. tactile (touching or holding)

1. *Visual* learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practise and remember new ideas and information.
2. *Auditory* learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things.
3. *Kinaesthetic* learners prefer to learn new things by moving or doing. You can help your kinaesthetic students by asking them to act (talking with a friend in the bazaar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.
4. *Tactile* learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving them objects (a blue paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

Learning Styles Quiz

Mark each sentence with ‘0’, ‘1’ or ‘2’. Write ‘0’ if the sentence is not true for you. Write ‘1’ if it is sometimes true for you. Write ‘2’ if it is completely true for you.

Box A

- 1. I like to play games.
- 2. When I studied science in school, I liked to do the experiments.
- 3. When I have free time I try to go outside to walk or participate in some kind of sport .
- 4. It is hard for me to sit quietly.
- 5. It is fun to act in role plays.
- 6. If I want to do something well, I practise doing it many times.
- 7. When I teach I move around the room.

Total

Box B

- 1. I like to use typewriters or computers.
- 2. When I have free time I like to knit, sew, make things from wood or repair something.
- 3. It is enjoyable for me to write, draw or paint.
- 4. I use my fingers to point at words when I read.
- 5. I like to touch and feel things before I buy them.
- 6. When I learn new vocabulary I like to use flash cards.
- 7. I hold my pencil or notebook even when I am not using them.

Total

Box C

- 1. It is easy to remember things I read about in a book or magazine.
- 2. I prefer to have written instructions.
- 3. I always read instructions before I do something.
- 4. I am more comfortable when I can study information in a textbook instead of listening to a lecture.
- 5. I always write notes about what my teachers or colleagues say in class.
- 6. It is interesting to look at photographs of different places .
- 7. I always use a lot of visual aids when I teach.

_____ **Total**

Box D

- _____ 1. I like it when someone reads to me.
- _____ 2. I can remember things I hear on the radio.
- _____ 3. If someone tells me something I usually remember it.
- _____ 4. When I am alone I usually play music or sing.
- _____ 5. When I have free time I like to listen to music.
- _____ 6. It is easy for me to memorize a poem or a song that I hear.
- _____ 7. I enjoy attending lectures.

_____ **Total**

HANDOUT 3

1.	I have strong beliefs about what is right and wrong, good and	
2.	I often act without considering the possible consequences,	
3.	I tend to solve problems using a step-by-step approach	
4.	I believe that formal procedures and policies restrict people.	
5.	I have a reputation for saying what I think, simply and directly.	
6.	I often find that actions based on feelings are as sound as	
7.	I like the sort of work where I have time for thorough	
8.	I regularly question people about their basic assumptions.	
9.	What matters most is whether something works in practice.	
10.	I actively seek out new experiences.	
11.	When I hear about a new idea or approach I immediately	
12.	I am keen on self-discipline such as watching my diet, taking	
13.	I take pride in doing a thorough job.	
14.	I get on best with logical, analytical people and less well	
15.	I take care over the interpretation of data available to me and	
16.	I like to reach a decision carefully after weighing up	
17.	I'm attracted more to novel, unusual ideas than to practical ones.	
18.	I don't like disorganised things and prefer to fit things into a	
19.	I accept and stick to laid down procedures and policies so long	
20.	I like to relate my actions to a general principle.	
21.	In discussions, I like to get straight to the point.	
22.	I tend to have distant, rather formal relationships with people at	

23.	I thrive on the challenge of tackling something new and
24..	I enjoy fun-loving, spontaneous people
25.	I pay meticulous attention to detail before coming to a
26.	I find it difficult to produce ideas on impulse.
27.	I believe in coming to the point immediately.
28.	I am careful not to jump to conclusions too quickly.
29.	I prefer to have as many sources of information as possible —
30.	Flippant people who don't take things seriously enough
31.	I listen to other people's points of view before putting my
32.	I tend to be open about how I'm feeling.
33.	In discussions I enjoy watching the manoeuvrings of the
34.	I prefer to respond to events on a spontaneous, flexible
35.	I tend to be attracted to techniques such as network
37.	I tend to judge people's ideas on their practical merits.
38.	Quiet, thoughtful people tend to make me feel uneasy.
39.	I often get irritated by people who want to rush things.
40.	It is more important to enjoy the present moment than to
41.	I think that decisions based on a thorough analysis of all
42.	I tend to be a perfectionist.
43.	In discussions I usually produce lots of spontaneous
44.	In meetings I put forward practical, realistic ideas.
45.	More often than not, rules are there to be broken.
46.	I prefer to stand back from a situation and consider all the
47.	I can often see inconsistencies and weaknesses in other
48.	On balance I talk more than I listen.
49.	I can often see better, more practical ways to get things
50.	I think written reports should be short and to the point.
51.	I believe that rational, logical thinking should win the

52.	I tend to discuss specific things with people rather than	
53.	I like people who approach things realistically rather than	
54.	In discussions I get impatient with irrelevancies and	
55.	If I have a report to write I tend to produce lots of drafts	
56.	I am keen to try things out to see if they work in practice.	
58.	I enjoy being the one that talks a lot.	
59.	In discussions I often find I am the realist, keeping	
60.	I like to ponder many alternatives before making up my	
61.	In discussion with people I often find I am the most	
62.	In discussions I'm more likely to adopt a "low profile'	
63.	I like to be able to relate current actions to a longer term	
	picture.	
64.	When things go wrong I am happy to shrug it off and 'put	
65.	I tend to reject wild, spontaneous ideas as being	
66.	It's best to think carefully before taking action.	
67.	On balance I do the listening rather than the talking.	
68.	I tend to be tough on people who find it difficult to adopt	
69.	Most times I believe the end justifies the means.	
70.	I don't mind hurting people's feelings so long as the job	
71.	I find the formality of having specific objectives and	
72.	I'm usually one of the people who puts life into a party	
73.	I do whatever is expedient to get the job done	
74.	I quickly get bored with methodical, detailed work.	
75.	I am keen on exploring the basic assumptions, principles	
76.	I'm always interested to find out what people think.	

77.	I like meetings to be run on methodical lines, sticking to	
78.	I steer clear of subjective or ambiguous topics.	
79.	I enjoy the drama and excitement of a crisis situation.	
80.	People often find me insensitive to their feelings.	

SCORING			
You score one point for each item		There are no points for items	
Simply indicate on the lists below			
1 1 1 1 1 1 1 1 1 1			
<i>Activist</i>	<i>Reflector</i>	<i>Theorist</i>	<i>Pragmatist</i>
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals			

Learning Styles — General Descriptions	
Activists	

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically

sound theories. They think problems through in a vertical, step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be

perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open- ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: There is always a better way' and 'If it works it's good'.

Activity 4. Writing

Write down the things you have discovered about yourself and how you will make use of your learning styles in learning English.

LESSON V. COGNITIVE FACTORS IN LANGUAGE LEARNING (TRANSFER, INTERFERENCE AND GENERALIZATION EVENTS; INDUCTIVE AND DEDUCTIVE LANGUAGE LEARNING

Activity 1. Lead-in. Writing

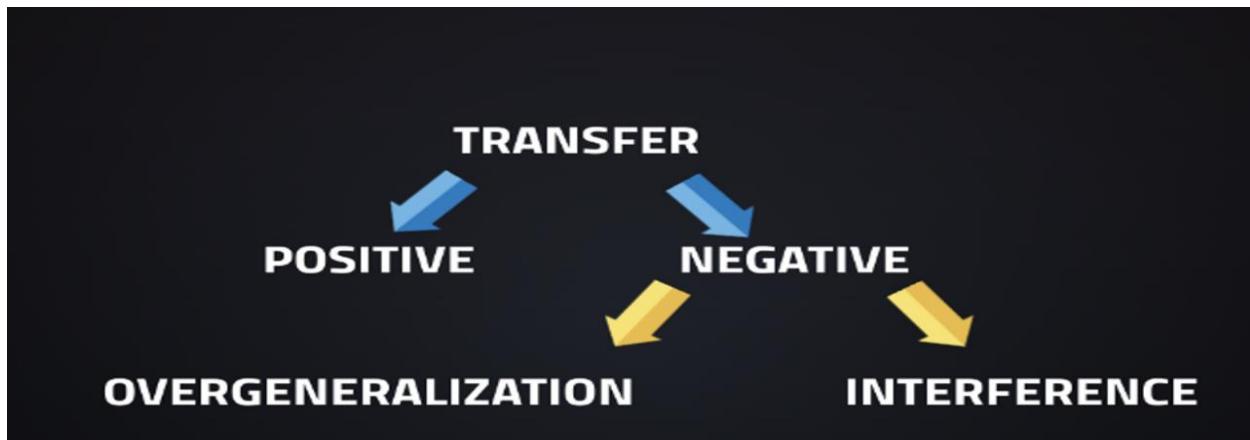
Exercise 1. Teacher draws two circles on the blackboard and divides the students into two groups and ask them two write factors in language learning and cognitive factors in language.



Exercise 2. Match the words with the suitable definition in the column.

1	COGNITION	A	the avoidance of an individual's speech in the other language as a result of the influence of the mother tongue on the language spoken at all levels.
2	TRANSFER	B	characterized by the inference of general laws from particular instances.
3	INTERFERENCE	C	the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.
4	GENERALIZATION	D	reaching an answer or a decision by thinking carefully about the known facts:
5	INDUCTIVE	E	to convey from one person, place, or situation to another: move, shift; to cause to pass from one to another : transmit.

6	DEDUCTIVE	F	taking one or a few facts and making a broader, more universal statement.



Exercise 3. (Pre-listening task). Answer the following questions before listening the tape.

1. How do you feel about the concept of learning?
2. Have you ever experienced interference when learning a new language?
3. Can you think of a time when you had to solve a complex problem?
4. Do you believe that learning concepts is important in language teaching?
5. Have you ever had to make a decision based on intuition rather than rational thinking?

Exercise 4. (While-listening task). Fill in the gap while listening the tape.



<https://www.youtube.com/watch?v=4uSe9UP-nd0&t=3s>

Learning is a process in which learners _____ (1).

Concept learning involves learners _____ (2).

Rule learning is about _____ (3).

Problem-solving requires learners to _____ (4).

Transfer can be positive or negative, depending on _____ (5).

Interference occurs when _____ (6).

Generalization happens when learners _____ (7).

Inductive reasoning involves _____ (8),
while deductive reasoning starts with _____ (9).

Exercise 5. Post listening task. Choose the best answer

Questions:

1. What is over generalization in language learning?

- A. Making a generalization and applying it more broadly
- B. A practice of speaking too much
- C. A mistake that can be observed in the early stage of language learning
- D. A nightmare for language learners

2. Who is most likely to experience over generalization in language learning?

- A. Native speakers
- B. Children learning their first language
- C. Adults learning a foreign language
- D. Linguists studying language acquisition

3. What is an example of over generalization in language learning?

- A. Adding -s to make a noun plural
- B. Using the correct past tense form of a verb
- C. Pronouncing a word correctly
- D. Understanding the meaning of a word in context

4. Why do language learners sometimes over generalize rules?

- A. Because they are trying to show off their language skills
- B. Because they are not paying attention
- C. Because they have not yet learned all the exceptions to the rules
- D. Because they are intentionally trying to confuse others

5. What is the author's attitude towards over generalization in language learning?

- A. Negative
- B. Positive
- C. Indifferent

D. Confused

6. What is the main point of the video?

- A. To explain what over generalization is in language learning
- B. To provide examples of over generalization in language learning
- C. To give advice on how to avoid over generalization in language learning
- D. To discuss the benefits of over generalization in language learning

7. What is the best way to avoid over generalization in language learning?

- A. By memorizing all the rules and exceptions
- B. By practicing speaking with native speakers
- C. By only learning from textbooks
- D. By not making any mistakes.

Activity 3. Reading

Exercise 6. Match the title with passages.

1	COGNITION	is the transmission of previous performance or knowledge to subsequent learning. It can be positive and <u>negative</u> .
2	TRANSFER	is the process of knowing, understanding and learning something. Simply, it is closely related to mind and perception. Therefore, cognitive factors in learning languages are divided into the following subtopics: transfer, interference and overgeneralization.
3	POSITIVE TRANSFER	befalls when previous performance interrupts the performance in a target language. In other words, first language causes as sources of errors when learners inadequately apply certain language items or structures that are not identical in both languages. It falls into two

		big types as interference and overgeneralization.
4	NEGATIVE TRANSFER	is based on identical points between source and target language which benefits easier acquisition of second language owing to its similar characteristics with mother tongue.

CONCLUSION

Discuss the questions in the group

Card 1

1. What are the cognitive factors in language learning?
2. What are the cognitive factors affecting students progress in English language learning?
3. What are examples of cognitive factors?

Card 2

1. What is cognitive language examples?
2. How does language affect cognitive?
3. How does cognition affect language learning?

Card 3

1. What are the factors affecting language learning?
2. How do we apply cognitive factors in teaching?
3. How many factors of cognitive learning are there?

Card 4

1. Which factor is the most important to learn a language?
2. What is an example of language interference?
3. What is interference in language learning?

Card 5

1. What are examples of transfer in language learning?
2. What are the three types of language interference?
3. What is positive interference in language?

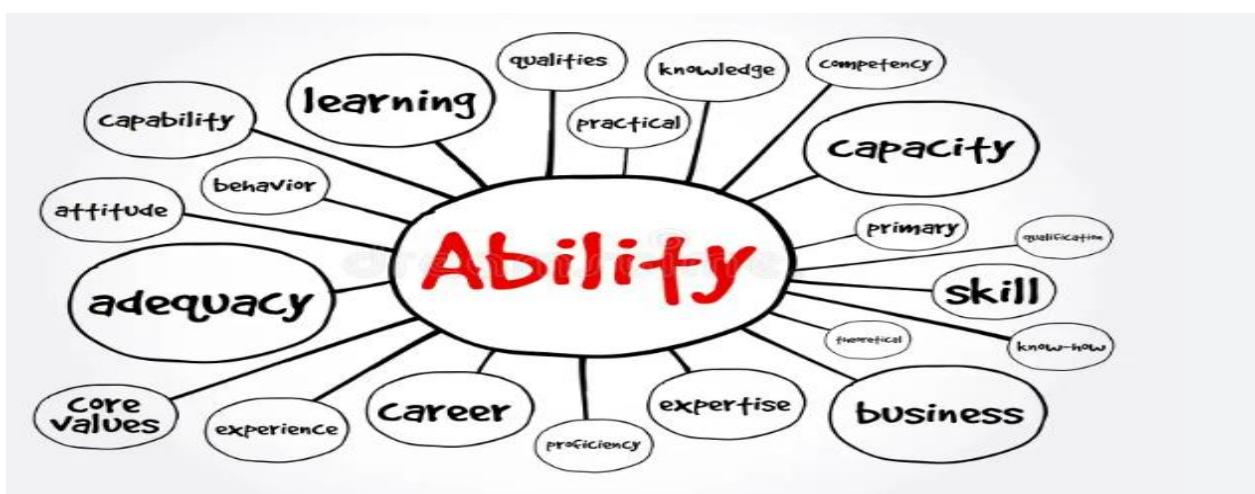
LESSON VI. COGNITIVE FACTORS IN LANGUAGE LEARNING - ABILITY AND INTELLIGENCE

A PHENOMENON OF SYSTEMATIC FORGETTING

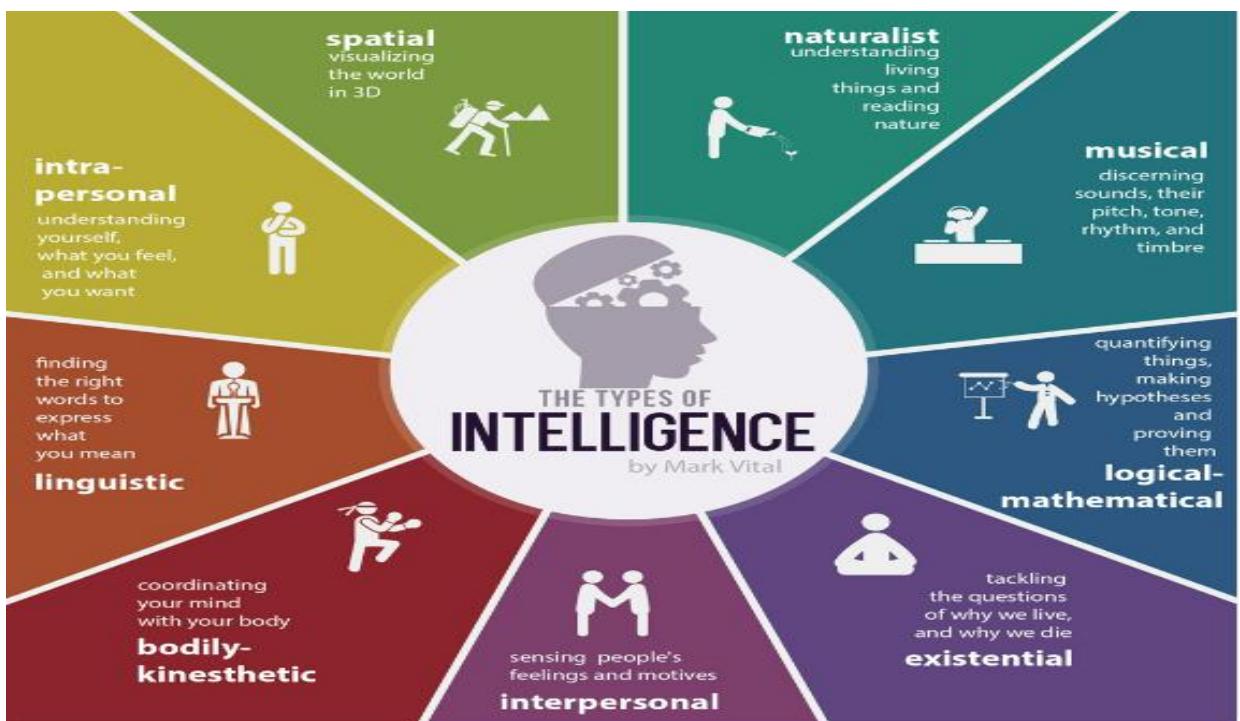
Lead-in. Activity 1. Speaking

Look at the pictures below. Discuss them in the whole group.

PICTURE A

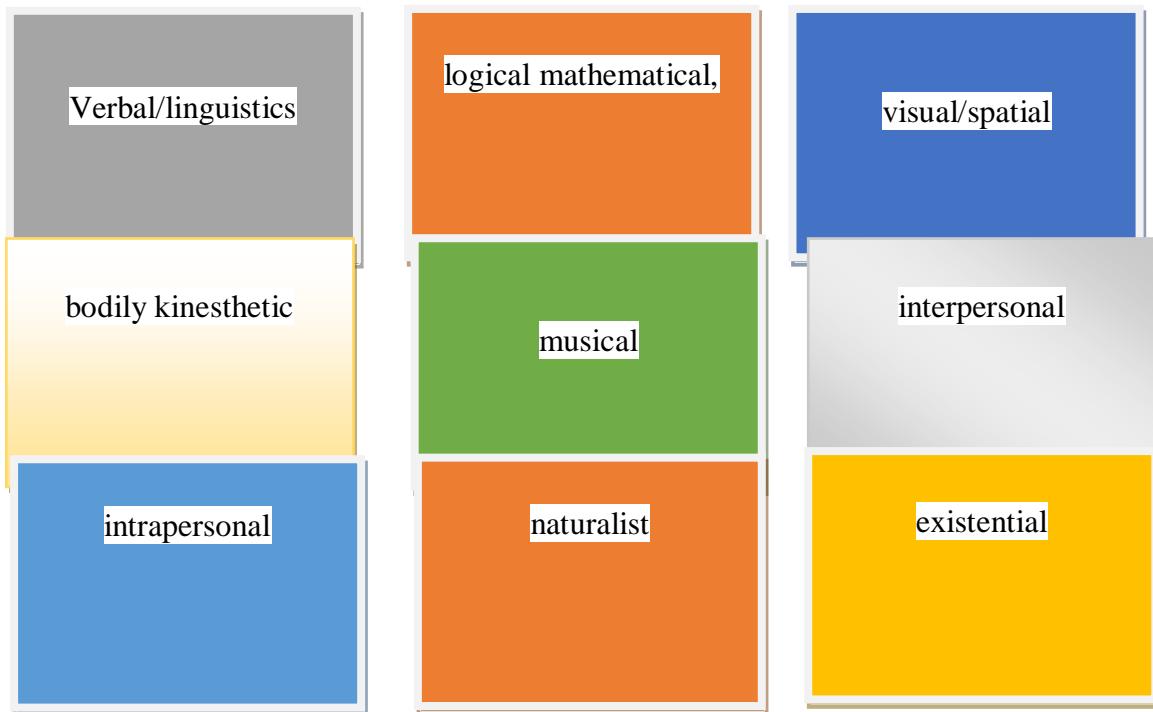


PICTURE B



Activity 2. Reading

Exercise 1. (Pre-reading). Teacher gives students a list of the nine intelligences described by Gardner and ask them to rank these intelligences from strongest to weakest in themselves, and then discuss in pairs or small groups why they think they have strengths in certain intelligences and weaknesses in others.



Exercise 2. (While-reading activity) Read the article and decide which Sentences are True and which are False?

Foreign and/or second language teachers have always experienced a wide range of performance in their language classrooms; some language learners attain high levels of proficiency, while others fail to attain perfectly or underachieve. This issue has raised the attention of scholars to shed more light on the factors that may affect foreign/second language attainment. In recent decades, the relationship between language learning and cognitive abilities has been controversial in a sense that there are two opposing views on the above relationship. First view posits that there is a special talent for language learning (i.e. learning a language is different from other skills) (Skehan, 1998; Sparks and Artzer, 2000). Second view argues that language learning ability is the same as other skills such as learning how to drive or solve a problem (Sparks et al., 2011). Support for the first perspective

arises from students who favor a high IQ, but are very weak in learning a language (Ganschow and Sparks, 2001) or students who have a low IQ, but are good language learners (Sparks and Artzer, 2000).

Proponents of the first idea maintained that this special ability for language learning may be called „language aptitude“ which is different from general cognitive ability. Language aptitude refers to a special talent for language learning which includes a number of other factors consisting of auditory ability, linguistic ability, and memory ability((Skehan (1989), cited in Ellis (2008)).

Several factors have been identified to affect foreign/second language attainment among them are cognitive, affective, and personality variables (e.g. Onwuegbuzie et al. (2000)). However, one factor, namely intelligence has received less attention in the area of L2 (foreign/second language) learning (e.g. Pishghadam (2009)). The theory of multiple intelligences posited by Gardner (1983) is a model of intelligence that categorizes human“s intelligences into different modalities; the different intelligences are conceptualized as personal tools and a person may be more talented in some intelligences than in others (Mirzazadeh, 2012). Accordingly, through the MI theory, Gardner (1983) postulates that every human has some levels of intelligence and therefore has an exclusive, unique cognitive profile; Gardner (1983) theory defines intelligence as “the capacity to solve problems or to fashion products that are valued in one or more cultural setting” (Gardner and Hatch, 1989). More, Gardner (1983) argues that the intelligence groups— firstly seven, later eight, and then nine intelligences with the addition of naturalistic intelligence— are rather independent of each other.

In Gardner“s view, all humans have at least nine intelligences though not to the same degree and intelligences can develop and interacts with each other in all types of learning and life. Gardner (1993) maintains that intelligences can be educated and improved through schooling and they also are to be developed by encouragement, reinforcement, and instruction. Therefore, the nine intelligence groups include: Verbal/linguistic (sensitivity to the meaning and syntax), logical mathematical (ability to reason and recognize patterns and order), visual/spatial

(ability to perceive the world accurately), bodily kinesthetic (ability to use the body skillfully), musical (sensitivity to pitch, melody, rhythm, stress and tone), interpersonal (the ability to understand people and relationships), intrapersonal (having a skill of knowing self and developing it), naturalist (skill and International Journal of Asian Social Science, interest in the environment and nature), and existential (capacity to deal with deep questions, questions about the existence of human beings) which are described in detail below.

8. According to Gardner's theory, all humans possess the same level of intelligence in each modality.

9. Gardner's theory suggests that intelligences are independent of each other.

10. Intelligences can be developed and improved through schooling and instruction.

Exercise 3. Choose the best answer.

1. According to the text, what is the controversy surrounding the relationship between language learning and cognitive abilities?

a) Language learning is a special talent that is different from other skills.

b) Language learning ability is the same as other skills.

c) High IQ students are weak in learning a language.

d) Low IQ students are good language learners.

2. What does the term "language aptitude" mean?

text?

- a) General cognitive ability in language learning

1.2. Auditability, disclosure, and auditability

3. Intelligence, linguistic ability, and memory ability.

1) $\Sigma_{i=1}^n \frac{1}{i} = \ln n + \gamma + o(1)$

3. Factors that affect foreign second language attainment

3. Which factor has received less attention in the area of L2 (foreign/second language) learning?

a) Cognitive variables.

b) Affective variables.

c) Personality variables.

d) Intelligence.

4. According to Gardner's theory, how many intelligences do humans have?

- a) Seven.
- b) Eight.
- c) Nine.
- d) Ten.

5. What does Gardner's theory define as intelligence?

- a) The capacity to solve problems or fashion products valued in cultural settings.
- b) The ability to perceive the world accurately.
- c) Sensitivity to pitch, melody, rhythm, stress, and tone.
- d) The ability to understand people and relationships.

Activity 3. Listening

Before listening the tape teacher asks students what do they think of given pictures.



1. What comes to your mind looking at these pictures?

2. Are you constantly losing your cell phone?\
3. Have you ever driven back home to make sure you turned off the stove?
4. Have you ever walked into a room for something, but forgotten what it was?

Task 1. Teacher divides the students into pairs and gives each pair a list of words related to the text, such as **"memory,"** **"fading,"** **"recall,"** **"forget,"** etc. Then the teacher instructs the students to create a short dialogue or conversation using as many of the words as possible. He/she encourages them to be creative and incorporate the concept of transience into their dialogue. After a few minutes, they share their dialogues with the class.

Task 2. Teacher gives students a few minutes to think about a recent event or experience that they would like to remember for a long time. It can be something positive, like a celebration or achievement, or something challenging that they overcame. Then, asks them to write a short paragraph describing the event and why it is important to them. Afterward, teacher asks them share their paragraphs with a partner or the class and discuss strategies they can use to help preserve the memory and prevent it from fading over time.

Exercise 4. Working with vocabulary. Match the situation with the words or an idiom given below.

SITUATION 1. We all say it when that word or a name doesn't immediately come to mind. The tip-of-the-tongue phenomenon is a common example of "blocking," which is the temporary inability to retrieve a memory. In many cases, the barrier is another memory similar to the one you want, and oftentimes you retrieve the wrong one. This competing memory is so intrusive that it prevents you from thinking of the right memory. Scientists believe that memory blocks become more common and more frequent as we age, and that they account for older adults having difficulty remembering other people's names. Research has shown that people are able to retrieve about half of the blocked memories within a minute.

Blocking doesn't occur because of lack of attention or because the memory has faded; it happens because something is keeping you from retrieving it.

SITUATION 2. It happens when you confuse the source of your information. Let's say Alejandro was dating Lucia and they saw the first Hobbit movie together. Then they broke up and Alejandro saw the second Hobbit movie with someone else. Later that year, Alejandro and Lucia get back together. One day, they are discussing how the Hobbit books and movies are different and Alejandro says to Lucia, "I loved watching the second movie with you and seeing you jump out of your seat during that super scary part." When Lucia responded with a puzzled and then angry look, Alejandro realized he'd committed the error of misattribution.

SITUATION 3. It means that memories can fade over time. Here's an example of how this happens. Nathan's English teacher has assigned his students to read the novel *To Kill a Mockingbird*. Nathan comes home from school and tells his mom he has to read this book for class. "Oh, I loved that book!" she says. Nathan asks her what the book is about, and after some hesitation she says, "Well . . . I know I read the book in high school, and I remember that one of the main characters is named Scout, and her father is an attorney, but I honestly don't remember anything else." Nathan wonders if his mother actually read the book, and his mother is surprised she can't recall the plot. What is going on here is storage decay: unused information tends to fade with the passage of time.

1	TRANSIENCE
2	MISATTRIBUTION
3	IT'S ON THE TIP OF MY TONGUE

1. What is the concept of transience in relation to memory?
2. How does the example of Nathan and his mother illustrate the concept of storage decay?
3. Why does Nathan question whether his mother actually read the book *To Kill a Mockingbird*?

4. What does it mean for information to "fade with the passage of time"?
5. Can you think of any personal experiences where you have observed the phenomenon of transience or storage decay in your own memory?
6. How might the concept of transience impact students' ability to retain information learned in school?
7. Are there any strategies that can help mitigate the effects of storage decay and improve long-term retention of information?

Exercise 5. (While listening task) Fill in the gaps while listening to the tape.



<https://www.youtube.com/watch?v=-MeTQhYOsc8>

Renascence is a _____(1) that is present in certain countries. _____(2) refers to the modification or loss of information stored in our memory. Memory processes involve _____(3). _____(4) involves making unconscious mistakes in grammar or pronunciation, even for fluent English speakers. _____(5) is a type of systematic forgetting where irrelevant information is forgotten. _____(6) is caused by lack of concentration and attention. _____(7) is a common type of systematic forgetting where the answer is on the tip of your tongue but cannot be recalled. _____(8) refers to forgetting specific details, such as names or parts of a speech. Recommendations to overcome systematic forgetting include _____(9).

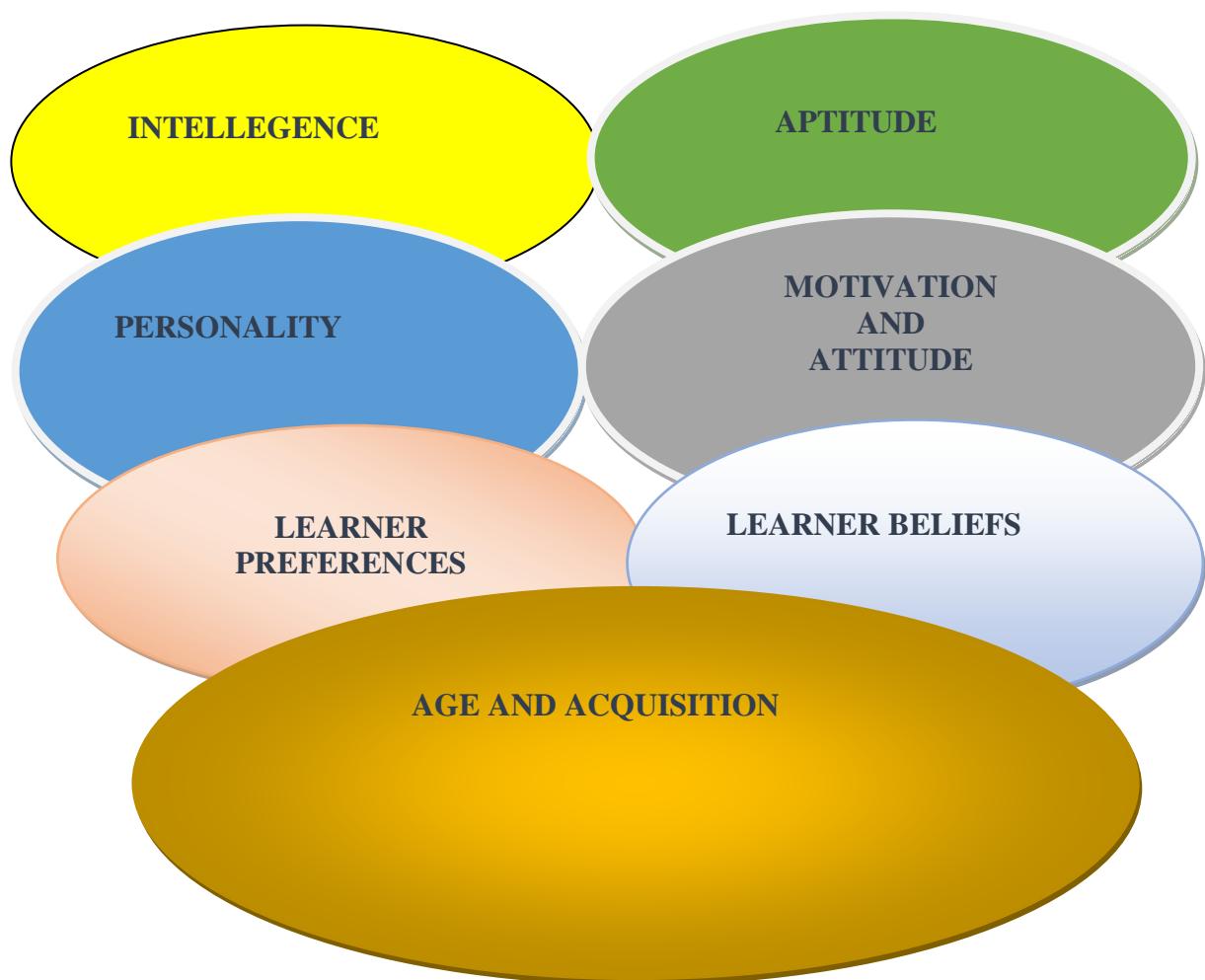
Exercise 6. Post-listening task. Answer the questions.

1. What is forgetting?
2. How many stages are involved in the memory process?
3. What happens during the encoding stage?
4. What is storage in relation to memory?
5. What is retrieval?
6. What is systematic forgetting?
7. What are some common types of systematic forgetting?
8. What is absent-mindedness?
9. What is blocking?
10. What is miss attribution?

LESSON VII. LEARNER VARIABLES: COGNITIVE VARIABLES

Lead-in. Activity 1. Speaking

Teacher writes several key words on the blackboard and asks students the relationship between them. The following words are going to be discussed:



1

What is the word for how smart someone is?

2

How do we describe a person's natural ability to learn something?

3

Can you tell me what makes each person unique?

4

How can our desire and feelings affect our learning?

5

What are some things that we like or dislike when it comes to learning?

6

Do you have any strong opinions about how people should learn?

7

Is there a difference in how children and adults learn new things?

8

How does age play a role in how we acquire knowledge?

9

Can you think of any other factors that may influence how we learn?

10

Which of these variables do you think is most important for successful learning?

Activity 2. Reading

Exercise 1. Teacher divides students into two groups and ask students to read articles, find which opinions are true or false and discuss it in the group. Article A will be read by the first and Article 2 will be read by the second group. Each group will share their opinions.

Article A

LEARNER VARIABLES

Cognitive Variables. The term 'learner variables' refers to the characteristics of learners which can be used to predict how they will learn or what they will learn. This article looks at some of the most important learner variables and how they affect learning.

Intelligence is often measured using intelligence tests, but there are many different theories about what intelligence actually is. Some researchers believe that intelligence is one single thing, while others think that it is made up of several different abilities. There is evidence that high intelligence is linked to success in language learning, but other factors such as motivation and attitude are also important.

Aptitude tests measure a person's ability to learn something new. Language aptitude tests look at abilities such as the ability to remember new words, the ability to hear differences between sounds, and the ability to work out grammatical rules. People with high language aptitude scores are likely to be better at learning languages than those with low scores.

Personality. Some personality traits are more common in successful language learners than in less successful ones. For example, extroverts (people who are outgoing and sociable) are often better at speaking than introverts (people who are shy and quiet). However, this does not mean that introverts cannot be successful language learners. In fact, they may be better at some aspects of language learning, such as listening and reading.

Motivation and Attitude. Motivation is one of the most important factors in successful language learning. Motivated learners work harder, pay more attention, and are more willing to take risks. They also have a more positive attitude, which helps them to overcome difficulties. Learners who are not motivated are unlikely to succeed, no matter how intelligent or talented they are.

Learner preferences refer to the ways in which individual learners like to learn. For example, some students prefer to learn by listening, while others prefer to learn by reading. Some students like to work alone, while others prefer to work in groups. Teachers can use this information to help students to learn more effectively.

Learner beliefs are the ideas that learners have about language learning and about themselves as language learners. For example, some students believe that it is not possible to learn a foreign language well, while others believe that anyone

can learn a foreign language if they work hard enough. Learner beliefs can have a powerful effect on motivation and learning.

Age and Acquisition. There is evidence that younger learners are better at learning languages than older learners, especially when it comes to pronunciation. However, older learners often have better metacognitive skills (the ability to think about their own learning), which can help them to learn more effectively. There are also differences between individuals of the same age, so it is important not to make assumptions based on age alone.

Learners are not all the same. They have different strengths and weaknesses, and they learn in different ways. By understanding these differences, teachers can help learners to become more effective and independent learners.

Now decide which sentences are true and which are false?

Answer the following questions:

1. How is intelligence often measured, and what are some different theories about intelligence?
2. What do aptitude tests measure in relation to language learning, and how do high language aptitude scores affect language learning?
3. Which personality traits are more common in successful language learners, and how does being an introvert or extrovert impact language learning?
4. Why is motivation considered one of the most important factors in successful language learning, and how does it affect learners' attitudes towards difficulties?
5. What are learner preferences, and how can teachers use this information to enhance students' learning experiences?
6. What are learner beliefs, and how can they influence learners' motivation and learning outcomes?

7. Is there a correlation between age and language acquisition? Explain the evidence supporting younger learners' advantage in pronunciation and older learners' advantage in metacognitive skills.

Article B

COGNITIVE VARIABLES

When it comes to learning a second language (L2), there are many factors that can influence a learner's success. These factors are often referred to as 'learner variables' and can include anything from the learner's age and motivation to their previous experience with language learning. One set of learner variables that has received a lot of attention from researchers is cognitive variables.

Cognitive variables are related to the way learners think and process information. They can have a significant impact on a learner's ability to acquire and use an L2. In this article, we will explore some of the most important cognitive variables and their implications for L2 teaching.

Working memory refers to the brain's capacity to hold and manipulate information over short periods of time. It plays a crucial role in various aspects of language processing, such as listening comprehension and sentence production. Research shows that learners with larger working memory capacities tend to perform better in these areas than those with smaller working memory capacities. This suggests that it might be beneficial for teachers to provide additional support and practice for learners with limited working memory capacities.

Metacognitive awareness. Metacognition refers to our ability to reflect on and regulate our own thinking processes. Metacognitive awareness, in particular, involves being aware of our own strengths and weaknesses as learners and using this knowledge to plan, monitor, and evaluate our learning. Studies have found a positive correlation between metacognitive awareness and L2 proficiency, suggesting that learners who are more metacognitively aware are more likely to succeed in the L2 classroom. To help foster metacognitive awareness, teachers can

encourage learners to set goals, keep learning journals, and regularly reflect on their progress.

Language aptitude refers to an individual's potential for learning languages. It is often measured through tests that assess learners' ability to notice and memorise new words, recognise grammatical patterns, and infer meaning from context. Research has consistently shown that language aptitude is a strong predictor of L2 achievement. However, it is important to note that aptitude is not fixed and can be developed through exposure and practice. Teachers can help learners with lower aptitude levels by providing additional support and opportunities for practice.

Learning strategies are the conscious steps we take to learn new information or solve problems. They can be broadly categorised into three types: cognitive strategies (e.g., summarising, visualising), metacognitive strategies (e.g., setting goals, self-evaluating), and social/affective strategies (e.g., asking for help, using positive self-talk). Numerous studies have shown that learners who use effective learning strategies tend to achieve higher levels of L2 proficiency. To promote the use of learning strategies, teachers can explicitly teach different strategies, provide opportunities for guided practice, and encourage learners to reflect on their strategy use. In conclusion, cognitive variables play a significant role in L2 learning. By understanding these variables and their implications, teachers can better meet the needs of their learners and help them succeed in their language learning journey.

Now decide which sentences are true and which are false?

Answer the following questions:

What are some factors that can affect how well you learn a new language?

2

How does your understanding of your own thought processes impact your learning?

3

Can you explain the difference between learner variables and cognitive variables?

4

Why is it important to be aware of your metacognitive abilities when learning a second language?

How do cognitive variables play a role in listening comprehension?

6

What are some examples of cognitive variables that may influence your language learning?

7

How can you make better use of your cognitive variables to improve your language skills?

Activity 3. Listening

Exercise 2. Pre-listening task.

Answer the following questions before listening the recording

1. How does the brain's plasticity affect language acquisition in children compared to adults?
2. What are the advantages of starting to learn a second language at an early age?
3. How do external factors, such as exposure to native speakers, influence language learning?
4. What role does motivation play in the process of learning a new language?
5. Can adults achieve native-like pronunciation when learning a new language, according to research?

Exercise 3. Listen to the recording and fill in the gaps.



<https://www.youtube.com/watch?v=qU6k-32kZzw>

"Kem cho!" means "how are you?" in _____ (1)

Learning a second language is called " _____ (2)"

Acquisition is _____ (3), learning is _____ (4)

Critical Period Hypothesis suggests best age range to acquire new language is
_____ (5)

Synapses in brain form rapidly in early childhood, peak between ages _____ (6)

Exposure to language at early age is crucial for language _____ (7)

Adults may be better at consciously learning a new language, but kids are better at _____ (8).

Activity 4. Writing

Exercise 4. Rephrase the following sentences using words and phrases given below:

working memory, language aptitude, motivation and attitude, personalit., learning strategies, metacognitive awareness, intelligence, learner preferences, cognitive variables, aptitude.

1.	The learning process is greatly influenced by cognitive factors.
Rephrase	
2.	Academic success is often linked to intelligence.
Rephrase	
3.	Assessments are used to evaluate a person's potential in a specific area.
Rephrase	
4.	How individuals approach learning can be greatly influenced by their personality traits.
Rephrase	
5.	Progress in learning can be significantly impacted by one's motivation and attitude.
Rephrase	
6	When designing instructional materials, it is important to consider the preferences of the learners.
Rephrase	
7.	Students' learning abilities can be enhanced by developing awareness of metacognition.
Rephrase	
8.	The amount of information learners can process at once is affected by their working memory capacity.
Rephrase	
9.	Acquiring a new language is greatly influenced by language aptitude.
Rephrase	
10.	Learning strategies can help students become more efficient and effective learners.
Rephrase	

Home tasks. Teacher divides the students into 3 groups and asks them to do the tasks given below.

GROUP 1.

Create an engaging Instagram post discussing the role of 'intelligence' in language learning. Share your views on how intelligence affects one's ability to acquire a new language and provide examples from your own experience.

GROUP 2.

Write a persuasive email to a friend, convincing them to join you in a language learning course. Highlight the importance of 'motivation and attitude' in successfully learning a new language and how your friend's positive attitude can help them excel in it.

GROUP 3.

Compose a series of tweets discussing the impact of 'learner preferences' on language learning. Use examples to illustrate how different learning styles can affect one's ability to acquire a new language and how being aware of these preferences can lead to better learning outcomes.

LESSON VIII. AFFECTIVE VARIABLES IN LANGUAGE LEARNING

Lead-in. Activity 1. Speaking

Teacher:

- has the students work individually and write down three emotions they associate with learning English. After a few minutes, asks them to share their emotions with a partner and discuss why they feel that way. Then encourage them to use English throughout the discussion.
- divides the students into small groups and give each group a set of emotion cards (happy, sad, excited, bored, etc.). Instructs the groups to create sentences or short dialogues using the emotion cards and vocabulary related to learning English. Each group should then present their sentences or dialogues to the class.
- asks the students to think about their motivations for learning English and write them down individually. Then, the teacher has them pair up with a classmate and share their motivation and encourages them to ask follow-up questions and engages in a conversation about their motivations using English.

- *What motivates you to learn the language?*
- *Is it always easy to answer such question? If no, maybe you lack motivation at some points?*
- *What is attitude? How it influences LL?*

Activity 2. Reading

Exercise 1. Answer the following questions before reading the article

- Do emotions play a role in foreign language learning?]
- How can negative emotions affect foreign language learning?]

- What is the neurological perspective on emotions and analytical thinking?
- Can positive emotions aid in acquiring a foreign language?

Exercise 2. Teacher divides students into two groups and ask students to read articles, find which opinions are true or false and discuss it in the group. Article A will be read by the first and Article 2 will be read by the second group. Each group will share their opinions.



<https://js.ugd.edu.mk/index.php/PAL/article/view/5816/4828>

Article A

AFFECTIVE VARIABLES IN THE FOREIGN LANGUAGE LEARNING PROCESS

Emotions appear in all phases of foreign language learning and although on the one hand, they help learning and acquiring a foreign language, on the other hand, if they are unpleasant, they can jeopardize the whole process since they reduce the brain's capacity to understand, perceive meaning and remember. From the neurological point of view, the fact that analytical thinking is almost always influenced by emotions is supported by Tyng et al. (2017). According to Tyng et al. (2017) emotion has a substantial influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem solving. Therefore, it seems difficult for students who are chronically sad, angry, worried or scared to concentrate and thus to learn. The affective domain is said to represent the "emotional side of human behavior" (Brown, 1994, p. 135). Therefore, the affective domain is essentially a general emotional state that affects

the perception and production of foreign language learners and such emotions can create a filter for learning a foreign language, which is called an affective filter. Affective filter is defined as “an imaginary barrier which prevents learners from acquiring language from the available input” (Lightbown & Spada, 1999, p. 39). It is basically a theoretical assumption about the acquisition of a foreign language in an attempt to explain the emotional variables that affect the success, i.e. failure to master it. Stephen Krashen employs these factors i.e. variables in the so-called Affective Filter and proposes an Affective Filter Hypothesis according to which affective variables such as motivation, self-confidence and low anxiety can play a facilitative role in successful second language acquisition. Low motivation, low self-esteem, and anxiety, on the other hand, can work together to ‘raise’ an affective filter and form a ‘mental block’ that prevents comprehensible input from being used for acquisition (De Bot et al., 2005, p. 36). As previously cited, an affective filter is essentially an invisible psychological filter that can facilitate or debilitate foreign language acquisition. When the affective filter is strong, there is stress, feelings of nervousness, anxiety and lack of self-confidence, and all this has a great impact on the process of learning and acquiring a foreign language. When the affective filter is weak, learners are more courageous, they are not afraid of unknown tasks and do not have problems with lack of self-confidence. The affective filter can be stronger or weaker depending on the learner’s environment, interactions with peers or superiors, but also depending on a person’s personal factors such as insecurity or feelings of anxiety. According to Krashen (1982), the affective filter will be the most favorable for language acquisition in a surrounding free of uneasiness and unrest where learners are not afraid of name-calling, ridicule of friends and criticism of teachers, moreover in situations where the affective filter is weak. If the affective filter is strong, the learner will not be open and eager to learning. Krashen (1982) also claims that people are capable to learn a foreign language only if they get understandable input and if their affective filter is weak enough to allow this input to pass. He proposes an Affective Filter Hypothesis according to which, affective variables such as motivation, self-confidence and

low anxiety can play a facilitative role in successful second language acquisition (De Bot et al., 2005, p. 36). The Affective Filter Hypothesis set up in the 1970s by Dulay & Burt (1977), later elaborated by Krashen (1982) is mainly based on the explanation of the influence of affective factors on foreign language learning. Affective variables commonly refer to non-cognitive individual difference factors such as attitudes, emotions, motivation, and personalities, etc. Broadly speaking, it may also encompass any affective elements contained in different grammatical and textual levels, such as lexical, syntactic, and semantic ones.

Now decide which sentences are true which are false.

Article B

AFFECTIVE VARIABLES INFLUENCING STUDENTS' LEARNING AND ACQUISITION OF FOREIGN LANGUAGES

Teacher's focus during the teaching process is generally set towards the emotional state of the learners along with their success in the acquisition of the foreign language. As part of the process, the answer of the question why some students are more successful than others, appears to be due to many factors that directly affect the learning and acquisition of foreign languages. Hence, the authors will single out only the affective variables that are included in the Affective Filter Hypothesis, namely: anxiety, motivation, and self-confidence.

Anxiety is a psychological concept explored by a lot of researchers. Spielberger (1966) and McIntyre and Gardner (1994) implied that anxiety is subjective, consciously perceived feelings of tension, apprehension nervousness, and worry, accompanied by or associated with activation or arousal of the autonomic nervous system. According to Scovel (as cited in Todorova & Koceva, 2015), anxiety is a condition of a person when he or she feels restlessness, frustration, self-doubt, anxiety or worry. In terms of foreign language learning it is called “language anxiety” which is actually a new area of research that deserves special attention. MacIntyre (1998) defined the language anxiety as “the worry and negative emotional reaction aroused when learning or using a second language” (p. 27). Horwitz et al. (1986) define foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process” (p. 128).

Motivation and anxiety are two opposite sides of the same dimension as proposed by Gardner et al. (1992). Motivation is closely related to the desire and “urge” to achieve a goal, however, what is the effect of motivation for language learning and how it can be measured, is a rather delicate concept. Gardner and Lambert (1972) distinguish between integrative motivation and instrumental motivation. Integrative motivation is based on an interest in the second language and its culture and refers to the intention to become part of that culture. Instrumental motivation is based on a more practical need to communicate in the second language. In its purest form, this type of motivation is sometimes referred to as the “Carrot and Stick” type: the learner wants to learn the second language to gain something “now” from it (De Bot et al., 2005, p. 72). Even though that there are different types of motivation, yet it’s impossible to be singled out as separate types, due to the fact that when students learn foreign languages in the classroom, they might be integratively motivated, but at the same time instrumentally motivated for getting high grades. In addition to these so-called external types of motivation, a learner may also be intrinsically motivated. Many studies have shown that, whatever the nature of motivation is, there is a connection and a significant impact on the success in foreign language learning and acquisition. Therefore, motivation is an inevitable segment of the affective factors i.e. variables that affect second / foreign language acquisition and are generally responsible for individual variations and learning preferences of the learners.

Self-confidence is an affective factor that also influences foreign language learning. There is a significant correlation between self-confidence and both motivation and anxiety. The concept of self-confidence is conceptually related to that of language anxiety, except that it emphasizes a positive as opposed to a negative component. Clément (1980) proposed that self-confidence was an important determinant of the motivation to learn a L2, and that this self-confidence develops in multicultural contexts as a function of the frequency and quality of the contact with members of the L2 community.

Motivation, anxiety and self-confidence show strong correlation with language achievement. Low anxiety and high self-confidence increase student motivation to learn and to make it more likely that they will use the FL outside of the classroom setting. It is therefore not clear whether more successful learning is directly due to lower anxiety, or to a higher level of motivation and more social interaction (Saville-Troike, 2006, p. 90). This paper assesses and determines the degree of anxiety, motivation and self-confidence, which may affect the students' achievement, i.e. their success in learning English and Spanish as foreign languages.

Now decide which sentences are true which are false

Activity 3. Listening

Exercise 3. Video Comprehension Questions: Understanding Language Teaching and Learning.



https://www.youtube.com/watch?v=Z_6ihKPQaA4

1. What does the affective domain refer to in language teaching and learning?

- a. Cognitive considerations
- b. Personal factors
- c. Communication skills
- d. Cultural variables

2. According to Benjamin Bloom, what is the first level of the affective domain?

- a. Receiving
- b. Responding
- c. Valuing
- d. Organization

3. How does self-esteem impact language learning?

- a. It enhances cognitive abilities
- b. It increases language proficiency
- c. It boosts motivation
- d. It improves memory retention

4. What is the purpose of an effective framework in language learning?

- a. To enhance self-confidence
- b. To lower language anxiety
- c. To encourage experimentation
- d. To develop empathy

5. How does inhibition affect second language learning?

- a. It hinders language acquisition
- b. It promotes risk-taking
- c. It improves communication skills
- d. It increases self-awareness

6. True or False: Extroverted learners are always talkative and outgoing in second language learning.

- a. True
- b. False

7. What is the main type of anxiety that affects language learning?

- a. Trait anxiety
- b. State anxiety
- c. Test anxiety
- d. Communication anxiety

8. What does empathy in language learning require?

- a. Knowledge of one's own feelings
- b. Introspection
- c. Self-enhancement
- d. Extraversion

9. Which type of motivation provides better results in language learning?

- a. Intrinsic motivation
- b. Extrinsic motivation
- c. Global motivation
- d. Task-oriented motivation

10. True or False: Incongruity is not motivating in the language learning process.

- a. True
- b. False

Activity 4. Writing

Exercise 4. Students come to the blackboard turn by turn and choose one card. Each card has a question. They are given 2 minutes for writing answers after they exchange their answer sheets with each other. The answer will be read by their partner and that person will decide if it is right or wrong. The questions will be discussed in the whole groups.



<https://wordwall.net/resource/35975342/language-learning-strategies-by-ruziyeva-nz>

0:30

Tap one to open

What is Transfer?	2	Explain the usage of Compensation Strategy.	4	5	"Using laughter" to what strategy does this action belong?
7	8	9	Explain the usage of Meta-cognitive Strategy.	Explain the usage of Affective Strategy.	12
13	14	15	16	17	18

LESSON IX. PERSONALITY VARIABLES IN LANGUAGE LEARNING

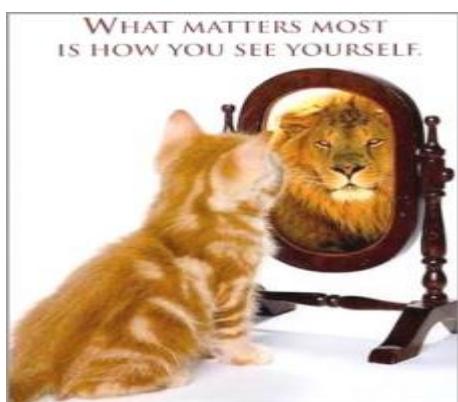
Lead-in. Activity 1. Speaking

Answer the following questions.

1. What are the personality factors in learning language?
2. What are the variables in language learning?
3. What are the psychological variables in language learning?
4. How does personality affect learning?
5. Can personality predict success in foreign language learning?

Exercise 1. Match the pictures with the words given below.

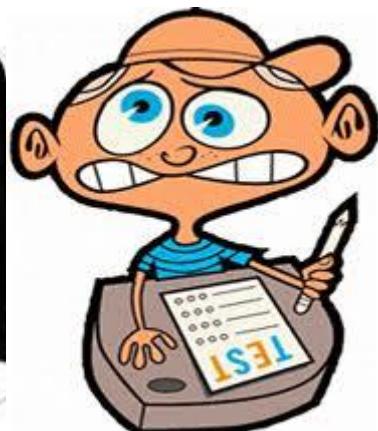
1



2



3



4



5



6



A) ANXIETY

B) SELF-ESTEEM

C) EMPATHY

D) INHIBITION

E) RISK TAKING

F) MOTIVATION

Activity 2. Reading.

Exercise 2. Choose a suitable title for the given passages.

A) ANXIETY

B) SELF-ESTEEM

C) EMPATHY

D) INHIBITION

E) RISK TAKING

F) MOTIVATION

1. _____ is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change. We might also think of this as self-confidence.
2. _____ is any consciously or non-consciously controlled behavior with a perceived uncertainty about its outcome, and/or about its possible benefits or costs for the physical, economic or psycho-social well-being of oneself or others. Examples of uncertainty-based risks include: damage by fire, flood or other natural disasters. unexpected financial loss due to an economic downturn, or bankruptcy of other businesses that owe you money. Examples of uncertainty-based risks include: damage by fire, flood or other natural disasters. unexpected financial loss due to an economic downturn, or bankruptcy of other businesses that owe you money.
3. Having _____ enables us to build those social connections. To feel connected to others is hugely important for our optimal wellbeing. It is the very basis of human relationships and helps us to feel valued, loved, and cared for. Being connected to others is good for our mental wellbeing.
4. _____ a force that prevents something from happening—and often comes from you yourself. Shy people are often said to suffer from inhibitions. Some inhibitions are good, such as the one that prevents us from choking the life out of people we dislike.
5. _____ is a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a

difficult problem at work, before taking a test, or before making an important decision. They can diagnose your condition based on your symptoms, which may include:

- feeling restless or on edge.
- being irritable.
- getting tired easily.
- having difficulty concentrating or feeling your mind goes blank.
- having difficulty getting to sleep or staying asleep.
- having tense muscles.

6. _____ an internal state that propels individuals to engage in goal-directed behavior. It is often understood as a force that explains why people or animals initiate, continue, or terminate a certain behavior at a particular time. It is a complex phenomenon and its precise definition is disputed.

Activity 3. Listening

Exercise 3. Pre-listening activity. Before listening the record answer the following questions.

1. How important is self-esteem in your daily life?
2. What are some positive actions you can take to boost your self-esteem?
3. Do you think spending time around positive people can impact your self-esteem? Why or why not?
4. How do you practice gratitude in your daily life to improve your self-esteem?
5. In what ways do you challenge negative thoughts and replace them with positive affirmations to build your self-esteem?

Exercise 4. Listen to the tape and fill in the gaps.



<https://www.youtube.com/watch?v=5BuHC8wBdBU>

1. Self-esteem is _____ happy about yourself and liking who you are.
2. It gives you strength to face _____ and try new things
3. Low self-esteem leads to negative thoughts _____ yourself.
4. Positive actions and thoughts can help _____ self-esteem.
5. Healthy habits, focusing on strengths, developing character, and helping others are ways to _____ self-esteem.
6. Coping skills involving positive thoughts include _____ negative thoughts, using affirmations, practising gratitude, being kind to yourself, and letting go of perfectionism.
7. Building self-esteem takes time and practice, but it is possible to become more _____ each day.

Activity 4. Writing.

Exercise 5. Rephrase the sentences given below.

Nº	Sentences	Rephrase
1	Sometimes, anxiety can make it hard to concentrate on everyday tasks.	
2	How we see ourselves and our skills is greatly influenced by self-respect.	
3	Understanding and relating to other people's emotions is possible through empathy.	
4	Our capacity to freely express ourselves in social settings can be limited by inhibition.	
5	Personal growth and development require taking risks.	
6	Achieving our goals and dreams is dependent on motivation.	

LESSON X. PSYCHOLOGICAL FACTORS IN LANGUAGE LEARNING (SELF-RESPECT; SHYNESS; RISK TAKING; EXCITEMENT; ATTITUDE AND MOTIVATION)

Lead-in. Activity 1. Speaking

Look at the pictures describe them and give a name to each of them



Answer the following questions.

What are the psychological factors of learning?

How do psychological factors affect language development?

What is the psychological factor?

What are the psychological personality factors in learning a foreign language?

Activity 2. Listening

Exercise 1. Pre-listening task. Answer the following questions before listening to the tape.

1. How important is motivation in achieving success in various situations?
2. Do you believe in subscribing to motivational channels or following motivational thoughts?
3. What role does self-belief play in overcoming challenges and obstacles?
4. How do you handle situations where you feel demotivated or lacking in confidence?
5. Have you ever experienced a significant change in your life that required a shift in motivation and mindset?

Exercise 2. Choose the correct answer while listening the tape.



<https://www.youtube.com/watch?v=qiEjSKDrnXA>

1. What is the primary focus of the video?

- a) Learning a new language
- b) Motivational thoughts in every situation
- c) Subscribing to a channel
- d) Understanding the importance of communication

2. What is the main message conveyed by the speaker in the video?

- a) Subscribe and like the video
- b) Importance of self-motivation
- c) Learning a new skill
- d) Cooperation in work

3. What does the speaker suggest you do if you are unsure about something?

- a) Guess the answer
- b) Ask for clarification
- c) Ignore the situation
- d) Follow your instincts

Exercise 3. Decide which sentences are true which are false?

1. The video discusses the benefits of using Anuj Speed Color.

2. The Kenyan cut-flower industry is the largest in the world.

3. The video encourages viewers to subscribe for motivational thoughts in every situation.

Activity 3. Reading

Exercise 4.

1. Ask your students to write down 3 positive characteristics about themselves related to language learning. After 5 minutes, have them share their responses with a partner and discuss why they chose those characteristics.
2. Divide the students into pairs and ask them to role-play a scenario where one student is shy and the other is encouraging them to speak up in a group conversation. After 5 minutes, switch roles and have the other student play the shy role. This activity will help students understand the impact of shyness on language learning.
3. Show your students a short video clip or play a song in English. Ask them to write down what they found exciting or interesting about the clip/song in

terms of language learning. Then, have a class discussion where students share their thoughts and reasons for their choices.

Exercise 5. Match the words to their definitions.

1	language acquisition	a	a feeling of pride and confidence in oneself; self-esteem.
2	risk- aking	b	a feeling of enthusiasm, eagerness, or anticipation about something.
3	Motivation	c	the reason or reasons one has for acting or behaving in a particular way.
4	shyness	d	the natural process of picking up a new language through exposure and interaction.
5	attitude	e	a settled way of thinking or feeling about someone or something, typically reflected in behaviour.
6	psychological factors in language learning	f	mental aspects that influence the process of acquiring new languages.
7	language learning	g	the willingness to take chances or engage in activities with uncertain outcomes.
8	excitement	h	the quality or state of being reserved or timid in social situations.
9	self-respect	i	the intentional study or practice of a new language to gain

			proficiency.
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Exercise 6. Read the given text below and choose the correct answer.

There are many factors that influence language learning, and while some of them are external (such as the learning environment or access to resources), others are internal. These internal factors are often psychological in nature and can have a significant impact on a learner's progress and success. In this article, we will explore some of these psychological factors and discuss how they can affect language acquisition. One of the most important psychological factors in language learning is self-respect. Learners who have a positive self-image and believe in their own abilities are more likely to take risks and be open to new experiences. On the other hand, those with low self-esteem may be hesitant to speak in front of others and may avoid situations where they might make mistakes. To help learners develop a sense of self-respect, it is important for teachers to provide a supportive and encouraging learning environment and to give students plenty of opportunities to succeed. Shyness is another psychological factor that can affect language learning. Shy learners may feel uncomfortable speaking in a group setting and may prefer to work alone. They may also be more sensitive to criticism and may become discouraged easily. To help shy learners overcome their fears, teachers can provide activities that allow for individual practice and gradually increase the level of interaction as the learners become more comfortable. It is also important for teachers to be patient and understanding and to provide positive feedback and encouragement. Risk taking is an important aspect of language learning, as it involves stepping out of one's comfort zone and trying new things. Learners who are willing to take risks are more likely to experiment with the language and to learn from their mistakes. They are also more likely to seek out opportunities for communication and to engage with native speakers. Teachers can encourage risk taking by creating a safe and supportive learning environment, where learners feel

comfortable making mistakes and are not afraid of being judged. Excitement and enthusiasm are powerful motivators in language learning. When learners are interested in the language and culture, they are more likely to be engaged and motivated to learn. They may also be more willing to put in the necessary time and effort to achieve their goals. To foster excitement and enthusiasm, teachers can incorporate authentic materials into their lessons, such as songs, videos, and literature. They can also encourage learners to pursue their own interests and to explore topics that are meaningful to them. Finally, attitude is a key factor in language learning. Learners who have a positive attitude towards the language and the learning process are more likely to succeed. They are also more likely to persevere in the face of challenges and setbacks. On the other hand, learners with a negative attitude may become frustrated easily and may give up when things get difficult. To help learners develop a positive attitude, teachers can highlight the benefits of language learning and show how it can be relevant to their personal and professional lives. They can also provide regular feedback and praise, and celebrate the progress and achievements of their students. In conclusion, there are many psychological factors that can influence language learning. By understanding these factors and taking them into account, teachers can create a supportive and motivating learning environment that encourages learners to take risks, develop a positive attitude, and reach their full potential.

1

What is identified as one of the most crucial psychological factors in language learning?

- a) Access to resources
- b) Learning environment
- c) Self-respect
- d) Positive feedback

2

How can teachers help shy learners overcome their fears in language learning?

- a) Provide group activities only
- b) Offer individual practice opportunities
- c) Criticize them for mistakes
- d) Avoid positive feedback

3

Why is risk-taking considered an important aspect of language learning?

- a) It ensures perfection from the start
- b) It encourages learners to avoid mistakes
- c) It involves trying new things and learning from errors
- d) It discourages learners from communicating with native speakers

4

How can teachers foster excitement and enthusiasm in language learning?

- a) Avoid using authentic materials
- b) Discourage learners from pursuing their interests
- c) Incorporate songs, videos, and literature into lessons
- d) Focus solely on grammar and vocabulary exercises

5

What is highlighted as a key factor in language learning success?

- a) Negative attitude
- b) Perseverance in challenges
- c) Giving up easily
- d) Positive attitude towards the language

Activity 4. Writing

Exercise 7. Write the correct form of the words given in columns.

1. _____ (psychology) can affect language learning significantly.
2. _____ (learn) requires dedication and consistent practice.
3. _____ (motivate) plays a crucial role in mastering a new language.

4. _____(attitude) towards learning can determine success in language acquisition.
5. _____(shy) may hinder one's ability to communicate effectively in a second language.
6. _____(respect) is important when facing challenges in language learning.
7. _____(excite) for learning can make the process more enjoyable.
8. _____(acquisition) new vocabulary through reading books in a second language.
9. _____(learn) a new language opens up opportunities for personal growth.
10. _____(read) helps improve comprehension skills in a second language.
11. _____(write) practice is essential for developing language proficiency.
12. _____(listen) to native speakers enhances language learning experience.
13. _____(speak) regularly is key to becoming fluent in a second language.
14. _____(vocabulary) expansion is a continuous process in language learning.
15. _____(secondary) fluency comes with consistent practice and dedication.

LESSON XI. ERRORS AND INTER-LANGUAGE. ERROR SOURCES

Lead-in. Activity 1. Speaking.

Lead in activities for teachers

1. Ask your students to think about their own experiences learning a second language. Have them reflect on any similarities or differences they have noticed between their first language and the second language they are learning. After a couple of minutes, ask a few students to share their thoughts with the class.
2. Divide the students into pairs. Give each pair a list of sentences written by language learners. Some of the sentences should demonstrate L1 transfer, while others should show overgeneralization of L2 language patterns. Instruct the students to identify which sentences demonstrate each characteristic. After a few minutes, have each pair share their findings with the class.
3. Give your students a short paragraph written by a language learner that contains examples of interlanguage. Ask them to work individually and underline any instances of L1 transfer or overgeneralization of L2 language patterns. After a few minutes, discuss the paragraph as a class and have the students share their findings. Encourage them to explain why they think each example demonstrates interlanguage.

Answer the following questions:

- What is common to all learners of a language?
- What is your reaction to the statement All learners of a language make mistakes?
- What is a mistake?
- What is the difference between errors and slips?
- What the reasons according to the author?
- Why learners make mistakes?

- What is the traditional belief about mistakes?
- What are your beliefs about mistakes?
- What's an error?
- What's a slip?
- Why do people think it is important for students to make mistakes?
- What can teachers learn from students' mistakes?
- What is the teachers' role in relation to students' mistakes?

Activity 2. Reading

Exercise 1. Teacher divides the students into two groups and gives two texts and asks them to read the passage and fill in the gaps with the appropriate words given below.

TEXT A

interlanguage, second, comparison, overgeneralization, utterances, situation, fossilization, characteristics, form-focused, developmental, idiosyncratically

An interlanguage is an idiolect which has been developed by a learner of a second language (L2) which preserves some features of their first language (L1) and can overgeneralize some L2 writing and speaking rules. These two _____(1) give an interlanguage its unique linguistic organization. It is _____(2) based on the learner's experiences with L2. An interlanguage can fossilize, or cease developing, in any of its _____(3) stages. It is claimed that several factors shape interlanguage rules, including L1 transfer, previous learning strategies, strategies of L2 acquisition, L2 communication strategies, and the _____(4) of L2 language patterns.

It is based on _____(5) theory, which posits that a dormant psychological framework in the human brain is activated with study of a _____(6) language. The theory is credited to Larry Selinker, who coined the terms interlanguage and _____(7). Uriel Weinreich is credited with providing the basis for Selinker's research. Selinker noted in 1972 that in a given _____(8), the utterances of a

learner differ from those of a native speaker to convey an identical meaning. This _____(9) suggests a separate linguistic system, which can be observed in the _____(10) of a learner attempting to convey meaning in L2. It is not seen when that the learner performs _____(11) tasks, such as oral drills in a classroom.

Questions:

1. What is an interlanguage and how can it be characterized?

- A. A dialect developed by a native speaker of a language, characterized by improvisation and adaptation of L2 rules
- B. A language developed by a learner of a second language, characterized by preservation of some L1 features and overgeneralization of some L2 rules
- C. A language formed by mixing two languages, characterized by a balanced use of both L1 and L2 rules
- D. A standard language, characterized by the absence of dialectal variations and strict adherence to grammar rules.

2. How does the theory describe the nature of an interlanguage's development?

- A. It is a linear process with fixed stages
- B. It may stop developing at any stage
- C. It is an exponential process with rapid growth
- D. It evolves in a cyclical pattern with periodic repetitions

3. What factors influence the formation of interlanguage rules according to the text?

- A. L1 transfer, previous learning strategies, strategies of L2 acquisition, L2 communication strategies, overgeneralization of L2 language patterns
- B. The learner's age, cultural background, level of education, and motivation
- C. The complexity of L2, the teaching methodology, and the learning environment
- D. The learner's cognitive abilities, L1 proficiency, and exposure to L2

4. What does the interlanguage theory suggest about the human brain's involvement in second language acquisition?

- A. It suggests that a latent cognitive structure in the brain is triggered by the study of an L2
- B. It suggests that the brain's left hemisphere is primarily responsible for L2 acquisition
- C. It suggests that the brain's language centers undergo structural changes during L2 acquisition
- D. It suggests that the brain develops new neural pathways specific to L2 during its acquisition

5. Who is recognized for the foundation of the interlanguage theory?

- A. Uriel Weinreich
- B. Larry Selinker
- C. Both A and B
- D. Neither A nor B

6. What did Larry Selinker observe about the utterances of a learner in a specific context?

- A. They are identical to those of a native speaker expressing the same meaning
- B. They differ from those of a native speaker expressing the same meaning
- C. They are simpler than those of a native speaker expressing the same meaning
- D. They are more complex than those of a native speaker expressing the same meaning

7. In what situations is the separate linguistic system of a learner not observable?

- A. When the learner is engaged in L2 communication tasks
- B. When the learner is implementing strategies of L2 acquisition
- C. When the learner is performing form-focused tasks like oral drills in a classroom
- D. When the learner is overgeneralizing L2 language patterns

TEXT B.

multilingualism, autonomous, translanguaging, languages, evaluation, linguistic (2), discursive, navigate, methods, posits, pedagogical, classroom.

Translanguaging is a term that can refer to different aspects of ____(1). It can describe the way bilinguals and multilinguals use their ____(2) resources to make sense of and interact with the world around them. It can also refer to a ____ (3) approach that utilizes more than one language within a ____ (4) lesson. The term "translanguaging" was coined in the 1980s by Cen Williams (applied in Welsh as trawsieithu) in his unpublished thesis titled "An ____ (5) of Teaching and Learning Methods in the Context of Bilingual Secondary Education." Williams used the term to describe the practice of using two ____ (6) in the same lesson, which differed from many previous ____ (7) of bilingual education that tried to separate languages by class, time, or day. In addition, Vogel and Garcia argued that translanguaging theory ____ (8) that rather than possessing two or more ____ (9) language systems, as previously thought when scholars described bilingual or multilingual speakers, bilinguals and multilingual speakers select and deploy their languages from a unitary ____ (10) repertoire. However, the dissemination of the term, and of the related concept, gained traction decades later due in part to published research by Ofelia García, among others. In this context, ____ (11) is an extension of the concept of languaging, the ____ (12) practices of language speakers, but with the additional feature of using multiple languages, often simultaneously. It is a dynamic process in which multilingual speakers ____ (13) complex social and cognitive demands through strategic employment of multiple languages.

Questions:

1. What is the primary definition of "translanguaging" as it pertains to bilinguals and multilinguals?

- A. The practice of using multiple languages in a single day
- B. The use of linguistic resources to understand and interact with the world
- C. The avoidance of using two languages in the same lesson
- D. The separation of languages by class, time, or day

2. Who was the original proponent of the term "translanguaging"?

- A. Ofelia García

- B. Vogel and Garcia
- C. Cen Williams
- D. Anonymous scholars

3. In which document was the term "translanguaging" first used?

- A. "An Evaluation of Teaching and Learning Methods in the Context of Bilingual Secondary Education"
- B. A publication by Ofelia García
- C. A study by Vogel and Garcia
- D. A paper on the discursive practices of language speakers

4. How does the practice of translanguaging, as described by Cen Williams, differ from previous methods of bilingual education?

- A. It separates languages by class, time, or day
- B. It avoids using two languages in the same lesson
- C. It uses two languages in the same lesson
- D. It requires the use of a third, intermediary language

5. What is the stance of Vogel and Garcia on the linguistic repertoire of multilingual speakers?

- A. Multilingual speakers select and deploy their languages from separate language systems
- B. Multilingual speakers have one unitary linguistic repertoire from which they select and deploy languages
- C. Multilingual speakers cannot use multiple languages simultaneously
- D. Multilingual speakers always use multiple languages simultaneously

6. Who is credited with the widespread dissemination of the term and concept of "translanguaging"?

- A. Cen Williams
- B. Vogel and Garcia
- C. Ofelia García
- D. Anonymous scholars

7. What is the relationship between "languaging" and "translanguaging"?

- A. Translanguaging is a narrower concept, focusing only on the use of two languages
- B. Languaging is an outdated term replaced by translanguaging
- C. Translanguaging is an extension of languaging, adding the feature of using multiple languages, often simultaneously
- D. There is no relationship between these two terms

8. How is translanguaging described in the context of multilingual speakers?

- A. A static process of using multiple languages
- B. An unnecessary process in multilingual communication
- C. A dynamic process in which multilingual speakers navigate complex social and cognitive demands through strategic employment of multiple languages
- D. A process that separates languages by class, time, or day.

Activity 3. Listening



<https://www.youtube.com/watch?v=rrnYsi6sG8w>

1. Interlanguage refers to the progress of learning another language.
 - A) True
 - B) False
2. Teachers can accurately know a student's interlanguage regarding a specific language point.
 - A) True
 - B) False
3. Every student learning a new language follows a unique development path in their interlanguage.
 - A) True
 - B) False
4. Error analysis involves looking at the mistakes learners make and explaining why they make them.
 - A) True
 - B) False

5. Learners studying ESL typically acquire regular past tense before irregular past tense.

6. A learner who says "I catched the ball" is considered to be at a beginner level of language development.

7. Teachers should focus on providing opportunities for language production beyond simple fill-in-the-blank exercises.

8. Once a student learns a language pattern, they are unlikely to overgeneralize it in their speech.

9. Fossilized errors in interlanguage are easy to change with sufficient practice.

10. It is better for teachers to ignore errors in students' interlanguage to avoid discouraging them.

Activity 4. Writing

Exercise 3. Match the statements with the types of mistakes.

Types of mistakes

- A. a slip
- B. interference
- C. a developmental error

Statements:

1. All beginners confuse the tenses in English.
2. The learner was extremely tired. This made her forget lots of grammar.
3. The learner was able to correct his own mistake.
4. The learner's pronunciation was full of sounds from his own language.
5. Nearly all the learners, of whatever mother tongue, made mistakes with the word order in English present simple tense question forms.
6. He was very angry so kept making mistakes.
7. The learner kept using vocabulary based on her own language.
8. "I wonder why my Uzbek students make different mistakes from my Russian students"

LESSON XII. ERRORS IN LANGUAGE LEARNING (ERROR TYPES; IDENTIFYING AND DESCRIBING ERRORS; CAUSES OF ERROR;PERSISTENT ERRORS)

Lead-in. Activity 1. Speaking.

Answer the following questions:

What are the types of errors in language learning?

What are the causes of learner error?

What is error analysis in language learning?

What are the developmental errors in language learning?

1. Individual activity: Ask each student to write down three things they believe they are competent at in English. It can be anything from grammar rules to vocabulary knowledge or speaking fluency. After they have written their responses, have them share their answers with a partner and discuss why they consider themselves competent in those areas.

2. Group activity: Divide the class into small groups and give each group a set of sentence cards with incomplete sentences related to English language competence. For example, "I feel most competent in English when..." or "One thing I struggle with in English is...". In their groups, students should complete the sentences and then take turns sharing their responses with the rest of the class.

3. Individual activity: Provide each student with a list of common English language tasks, such as ordering food in a restaurant, giving directions, or describing a personal experience. Ask each student to rank their level of competence in each task on a scale of 1 to 5, with 1 being the least competent and 5 being the most competent. After they have ranked their abilities, have them discuss their rankings with a partner and explain why they feel more or less competent in certain tasks.

Activity 2. Reading

Exercise 1. Pre-reading task. Match the words to their definitions

1	Intralingual Error	a	inaccuracies or faults in language use that deviate from the standard rules or conventions.
2	Errors	b	mistakes caused by the influence of the learner's native language on the target language.
3	Mistake	c	errors that occur within the same language system, such as incorrect grammar or vocabulary usage.
4	Error Sources	d	instructing students on how to effectively communicate through written and oral forms in a particular language.
5	Interference Error	e	an intermediate stage in language development where learners combine elements of their native language and the target language.
6	Hypothesis	f	various factors or influences that contribute to mistakes or errors in language learning.
7	Developmental Error	g	a specific error made by a learner during the process of learning a new language.
8	Second Language	h	a proposed explanation or theory based on limited evidence, used

			in language learning to test assumptions about linguistic rules.
9	Interlanguage	i	a language learned after one's native language, often used for communication in addition to the first language.
10	Teaching writing and speaking skills	j	mistakes made by language learners as a natural part of the learning process.
11	Learning language	k	the process of acquiring knowledge and skills in a new language through study and practice.

Exercise 2. Read the text given below and pick up the right answer.

Errors and mistakes are a normal part of learning a second language. In fact, they can be seen as positive signs that the learner is trying to use the new language. However, it is useful for both learners and teachers to understand where these errors come from, so that they can be corrected.

Intralingual Errors. These are errors which are not related to the learner's L1. They are caused by the way the learner is processing the new language. For example, a learner might say 'I'm agree with you' instead of 'I agree with you'. This is because the learner has learned the word 'agree' but has not yet learned that it is not normally used with the verb 'be'.

Developmental Errors. These are errors which are typical of a particular stage in the learner's development of the language. For example, many learners of English at an early stage of learning say things like 'I like swimming' but not 'I like to swim'. This is probably because they have learned that after the verb 'like', we usually use the -ing form of the verb.

Overgeneralisation. This is when learners apply a rule or pattern too widely. For example, a learner might say 'I goed to the shops yesterday' instead of 'I went to the shops yesterday'. This is because the learner has learned that regular past tense verbs end in -ed and has applied this rule to the irregular verb 'go'.

Avoidance. This is when learners avoid using language which they think is difficult. For example, a learner might say 'I go to the cinema' instead of 'I went to the cinema', because he or she is not sure how to use the past simple tense.

Fossilisation. This is when learners continue to make the same error, even at an advanced level. For example, a learner might say 'I have 20 years' instead of 'I am 20 years old', even after many years of learning English.

What can teachers do? Correcting errors is an important part of teaching writing and speaking skills. However, it is also important not to correct every single mistake, as this can be demotivating for learners. Here are some tips for correcting errors in the classroom:

1. Focus on meaning, not form. When you are listening to your students, try to focus on what they are trying to say, rather than the mistakes they are making. This will help them feel more confident about speaking.

2. Be selective. Choose one or two areas to focus on in each lesson, for example, verb tenses or prepositions. Correct mistakes in these areas, but ignore other mistakes for the moment.

3. Use different techniques. There are many ways to correct errors, for example:

- Echo correction: repeat what the student has said with rising intonation, to show that you are not sure if it is correct.

- Recast: repeat what the student has said, but in the correct way.

- Text correction: write the student's sentence on the board and ask the class to correct it.

- Peer correction: ask another student to correct the mistake.

- Self-correction: give the student time to correct the mistake themselves.

4. Give positive feedback. Try to give more positive feedback than negative feedback. For example, praise your students for good ideas, interesting vocabulary or clear pronunciation.

5. Encourage self-correction. When a student makes a mistake, ask them to correct it themselves. If they can't, give them some help, for example, by asking a question or giving them the first letter of the correct word.

6. Correct mistakes immediately. Correcting mistakes as soon as possible is usually more effective than correcting them later. However, there may be times when it is better to wait until the end of an activity, so that students are not interrupted in the middle of speaking or writing.

7. Be sensitive. Some students may be very sensitive to correction, and may feel embarrassed or demotivated if you correct them in front of the whole class. In these cases, it may be better to correct the mistake quietly, after the lesson.

8. Set realistic goals. Help your students set achievable goals for their learning, and encourage them to focus on progress, rather than perfection. Explain that making mistakes is a natural part of learning, and that everyone makes mistakes - even native speakers!

Conclusion. Errors are an important part of second language learning, and they can provide useful information about how learners are developing. By understanding where these errors come from, teachers can help learners to correct them and to become more confident and accurate users of the new language.

1. What is the most common type of error discussed in the text?

- A Intralingual Errors
- B Developmental Errors
- C Interference Errors
- D Overgeneralisation

2. Which error type is caused by applying a rule too widely?

- A Avoidance
- B Developmental Errors
- C Intralingual Errors
- D Overgeneralisation

3. According to the text, what is the error type where learners avoid using difficult language?

- A Avoidance
- B Fossilisation
- C Intralingual Errors

D Overgeneralisation

4. What is the term used to describe when learners continue to make the same errors even at an advanced level?

- A Avoidance
- B Fossilisation
- C Interference Errors
- D Overgeneralisation

5. How does the text suggest teachers should focus on correcting errors?

- A Correct all mistakes immediately
- B Focus only on grammar errors
- C Correct one or two areas in each lesson
- D Ignore all mistakes for the moment

6. Which technique involves repeating what the student has said but in the correct way?

- A Echo correction
- B Recast
- C Text correction
- D Peer correction

7. What does the text recommend for giving feedback to students?

- A Focus on negative feedback
- B Correct mistakes quietly
- C Provide more positive feedback
- D Avoid correcting errors immediately

Activity 3. Listening

Exercise 4. Listen to the tape and decide which statements are true or false.



https://www.youtube.com/watch?v=_xlQK9dhPqc

Statements:

Activity 4. Writing

Exercise 5. Find the right form of the words given in column.

1. An _____ (intralingual) can occur when learning a new language.
2. Students often make _____ (err) when speaking in class.
3. Making a _____ (mistak) is a natural part of the learning process.
4. _____ (source) can include pronunciation and grammar issues.
5. _____ (interfere) happens when one language affects another.

6. A _____ (hypothesize) is an educated guess based on evidence.
7. Developmental errors show progress in language acquisition.
8. Learning a _____ (second) can be challenging but rewarding.
9. _____ (language) refers to the transitional stage between languages.
10. _____ (generalize) occurs when applying rules too broadly.
11. His _____ (utter) were clear and easy to understand.
12. _____ (fossilize) can hinder further improvement in language skills.
13. She expressed herself _____ (idiosyncratic), with unique phrases.
14. _____ (multi) is the ability to speak multiple languages fluently.
15. _____ (autonomy) learners take control of their own learning journey.
16. _____ (translanguage) involves seamlessly switching between different languages.

LESSON XIII. LANGUAGE AWARENESS FOR LEARNERS

Lead-in. Activity 1. Speaking

Answer the following questions

1. How do students communicate with their teachers?
2. In what ways do students communicate with each other?
3. What is the key element in communication between teachers and students?
4. Why should teachers be language aware in the classroom?
5. What is the difference between conversational language and academic language?
6. Why are students more naturally inclined to use conversational language?
7. Why is it important for students to learn how to express their ideas academically?

Find someone who

_____ likes to get their own way

_____ takes a long time to get back to people

_____ wants to get married

_____ is getting together with friends the day after tomorrow

_____ got out of bed on the wrong side today

_____ has got to be at work early tomorrow

_____ often got into trouble at the University

_____ got his/her tonsils taken out

Activity 2. Reading

Exercise 1. Pre-reading task. Match the words to their definitions

1	speaking	a	having knowledge and recognition of the characteristics, patterns, and conventions of a language.
2	listening and reading of the language	b	the act of creating text by forming letters, words, and sentences on paper or electronically to communicate ideas.
3	learning new vocabulary	c	the process of acquiring knowledge and skills in a new language through study and practice.
4	second language	d	the way in which words are articulated and spoken, including stress, intonation, and enunciation.
5	pronunciation	e	the collection of words and phrases known and used by an individual in a particular language.
6	understand the language	f	the act of producing vocal sounds to articulate words and express thoughts and emotions in a spoken language.
7	sounds	g	auditory vibrations perceived by the ear that convey meaning and form the basis of spoken language.
8	language learning	h	exchanging information, thoughts, and ideas with others using verbal and non-verbal methods in a shared language.
9	grammar	i	expanding one's lexicon by acquiring and memorising unfamiliar words and phrases in a foreign language.

10	writing	j	engaging in activities to improve proficiency in speaking, writing, and understanding a specific language.
11	listening and speaking	k	grasping the meaning, context, and subtleties of a language to comprehend written and spoken communication effectively.
12	words	l	an additional language learned after the first language, often for practical or educational purposes.
13	language awareness	m	the skills involved in comprehending spoken language and expressing oneself verbally in conversations.
14	aware of language	n	the receptive skills involving understanding and interpreting spoken and written texts in a specific language.
15	first language	o	the system of rules governing the structure, syntax, and semantics of a language to facilitate effective communication.
16	communicate	p	being conscious and knowledgeable about the structure, rules, and nuances of a particular language.
17	vocabulary	q	units of language consisting of one or more morphemes that carry meaning and can be

			combined to create sentences.
18	practise the language	r	the initial language that a person learns from birth or early childhood as their primary means of communication.

Exercise 2. Read the text given below and pick up the right answer.

We all learn our first language without any formal teaching. We hear it spoken around us and gradually we start to copy the sounds and then the words and phrases that we hear. We learn the grammar of the language by listening to and then speaking in that language. Our parents, other family members and friends help us with our learning by giving us lots of opportunities to use the language. We learn to read and write later when we go to school. At first, we learn to read and write individual words, but then we learn to put words together into sentences and paragraphs. When we learn a second or foreign language, our experience is often very different. We usually learn in a classroom, and the main focus is on grammar, vocabulary and pronunciation. We do some reading and writing, and a bit of listening and speaking, but we don't get much opportunity to practise the language outside the classroom. As a result, many people who have been learning a language for several years can understand quite a lot of it, but they can't speak it very well. Language awareness is about being aware of how language works. When we are aware of how our first language works, we can use it effectively to communicate with other people. We can also improve our language skills by using activities that help us to notice the language more. For example, if we are learning new vocabulary, we can look at how words are formed and used in sentences. If we are learning new grammar, we can compare it to the grammar of our first language and think about how it is used in different situations. If we are learning pronunciation, we can listen carefully to how words and sentences are pronounced, and try to copy the sounds. The Origins of Language People have been speaking languages for tens of thousands of years, but nobody knows exactly how or why language

began. Some scientists believe that early humans developed language as a way of sharing information and working together. Others believe that early humans developed language as a way of expressing their feelings and building relationships with other people. The Origins of Grammar Grammar is the way that words are put together to make sentences and texts. All languages have grammar, but different languages have different grammars. For example, in English we say 'I am hungry', but in Spanish we say 'Tengo hambre' (literally 'I have hunger'). Some scientists believe that early humans developed grammar as a way of understanding and using more complex sentences. Others believe that early humans developed grammar as a way of telling stories and passing on information from one generation to the next.

The Basis of Grammar in Writing In many languages, the main focus of grammar is writing. People started writing about 5,000 years ago, and since then writing has had a big impact on the way that languages are used and taught. When we learn a foreign language, we often start by learning to read and write it. We learn the grammar of the language by studying the rules, and we learn new vocabulary by looking it up in a dictionary. Later, we learn to speak and understand the language, but many people find this much more difficult. **Language Change** All languages change over time. New words and phrases are added, old words and phrases are forgotten, and the grammar and pronunciation of languages also change. The changes can happen very quickly, especially with new technology. For example, the word 'tweet' was first used on Twitter in 2006, and now it is used by millions of people all over the world. The changes can also happen very slowly, over hundreds or thousands of years. For example, the English spoken today is very different from the English spoken 1,000 years ago, but we can still understand some of the words and phrases.

Dimensions of Language Awareness. There are many ways that we can be aware of language. For example, as a user/learner of a language, we are aware of the words and phrases that we know, and the words and phrases that we don't know. As an analyst of a language, we are aware of how the language is used in different situations, and how it changes over time. As a teacher of a language, we

are aware of the problems that our students have with the language, and the ways that we can help them to learn. There are many things that we can be aware of when we are learning a language. For example, we can be aware of the sounds, words, grammar, vocabulary, pronunciation, writing, speaking, listening and reading of the language. We can also be aware of the strategies that we use for learning the language, and the attitudes and beliefs that we have about the language.

1. When learning a second or foreign language, what is the main focus in the classroom?

- a. Vocabulary and reading
- b. Listening and speaking
- c. Grammar, vocabulary, and pronunciation
- d. Writing and reading

2. What are some activities that can help improve language skills, according to the text?

- a. Watching movies in the target language
- b. Practising pronunciation in front of a mirror
- c. Comparing new grammar to the first language
- d. Using a translator for new vocabulary

3. According to some scientists, why did early humans develop language?

- a. To express their feelings
- b. To build relationships
- c. To share information
- d. To tell stories

4. What is the main focus of grammar in many languages, as mentioned in the text?

- a. Speaking
- b. Writing
- c. Listening

d. Reading

5. How do languages change over time, according to the text?

- a. Pronunciation remains the same
- b. Old words are frequently used
- c. Grammar becomes simpler
- d. New words and phrases are added

6. As an analyst of a language, what are individuals aware of, as per the text?

- a. How the language is taught
- b. How the language changes
- c. The difficulties in learning a language
- d. The students' progress in learning the language

7. What are the dimensions of language awareness mentioned in the text?

- a. Words, phrases, and grammar
- b. Sounds, vocabulary, and writing
- c. Speaking, listening, and reading
- d. Strategies for learning and attitudes about the language

Activity 3. Listening

Exercise 3. Listen to the tape and decide which statements are true or false.

<https://www.youtube.com/watch?v=9ATht2lOsno>



Activity 4. Writing

1. Write a blog post discussing the importance of language awareness for learners. Include examples of how being aware of your first language can benefit your second language acquisition. Discuss the process of learning new vocabulary and how it can improve your overall language skills.
2. Create a social media post promoting a language learning app or website. Highlight the benefits of practicing the language through listening and speaking exercises. Encourage followers to improve their communication skills by using the platform.
3. Write an article for a language learning website on the significance of listening and speaking in language acquisition. Discuss how being able to communicate effectively in a second language requires a solid foundation in pronunciation, grammar, and vocabulary.

Target Vocabulary:

language learning, language awareness, first language , second language , practise the language , listening and speaking, communicate , learning new vocabulary, understand the language, aware of language, sounds, words, grammar, vocabulary, pronunciation, writing, speaking, listening and reading of the language.

LESSON XIV. AGE AND ACQUISITION

Lead-in. Activity 1. Speaking

Answer the following questions:

1. What is Language Awareness? What do we mean by „language awareness” ?
2. How do we build language awareness in the SL classroom?
3. How can students’ language awareness be increased?
4. Why is it important to scaffold language?
5. What practical strategies do you use to scaffold?
6. What are the benefits of teaching and learning through an additional language?

Activity 2. Reading.

Exercise 1. Find the right word form?

1. His _____ (ego-centric) often makes it difficult to work with him.
2. Learning a new _____ (linguist) can be challenging but rewarding.
3. Our _____ (attitude) towards studying greatly affect our success.
4. Teenagers often struggle with _____ (peer pressurize) in school.
5. She has a strong _____ (linguistic ego) and enjoys showing off her skills.
6. Overcoming _____ (inhibit) is key to becoming a confident speaker.
7. _____ (develop child) plays a crucial role in shaping personality.
8. The _____ (acquire foreign language) opens up new opportunities.

Exercise 2. Fill in the blanks with a necessary word given below.

Egocentrivity, Language, Attitudes, Peer Pressure, Language Ego, Inhibition.

The term 1. _____ is a concept that originated within Piaget's theory of childhood development. It refers to someone's inability to understand that another person's view or opinion may be different than their own. It represents a cognitive bias, in that someone would assume that others share the same perspective as they do, unable to imagine that other people would have a perception of their own.

A student who has difficulty with 2. _____ will often be easily distracted by or responsive to external stimuli. A student might have difficulty shifting their attention back to a task once distracted. They might also have difficulty waiting their turn or raising their hand to answer a question.

In the scientific and professional literature on the acquisition of foreign languages, the term 3. _____ can be found. When we learn a foreign language and when we use it in oral or written form, we are in some way transformed into another person. Why? Well, because our knowledge of a foreign language limits us, and in communication, we can not express ourselves with the same ease as we would if we were speaking in our mother tongue. Consequently, we cannot be equally witty, ironic or eloquent, so we often feel bad.

4. _____ is defined as the pressure individuals experience to adopt certain behaviors, patterns, or attitudes in order to be accepted as part of a group. It's associated with adolescence is particularly strong because during adolescence, children are seeking to fit in with their friends and differentiate themselves from their parents.

5. _____ are socialized early in life. At a very young age, children tend to prefer their own language variety. However, most (if not all) children gradually acquire the attitudes of the dominant group, showing a clear status preference for standard over nonstandard varieties around the first years of

formal education and sometimes much earlier. They can be socialized through various agents, including educators, peers, family, and the media. Because language attitudes are learned, they are inherently prone to change.

Activity 3. Listening

Exercise 3. Listen to the tape and find the correct answer.



<https://www.youtube.com/watch?v=qU6k-32kZzw>

1. What is the main difference between acquiring and learning a language according to the video?

- a. Acquiring is a subconscious process, while learning is conscious
- b. Acquiring is only for children, while learning is for adults
- c. Acquiring happens during puberty, while learning happens before that
- d. Acquiring and learning are the same process

2. Why do children have an advantage in learning languages early?

- a. Their brains are more adaptable and better at making new connections
- b. Adults are slower at learning a new language
- c. Children have fewer synapses in their brains
- d. Children's brains are less plastic

3. What are the external factors mentioned in the video that can affect language learning?

- a. Personality and motivation
- b. Age and intelligence level
- c. Native language and culture
- d. Food and sleep habits

Exercise 4. Listen to the tape again and decide which statements are true or false.

2. The Critical Period Hypothesis suggests that the best age range to acquire a new language is from age 2 to 13.

3. Children's brains have higher plasticity compared to adults when it comes to learning languages.

Activity 4. Writing

Exercise 5. Get Creative with Your Writing.

Target Vocabulary:

optimal age , language acquisition, bilingual language acquisition, second language acquisition, flexibility, spontaneity and tolerance, learning and memory capacity , language learning , cognitive maturity , experience.

Write a blog post discussing the optimal age for language acquisition, focusing on the benefits of starting bilingual language acquisition in early childhood. Include research on cognitive maturity and learning and memory capacity in relation to language learning.

Craft an email to a language school, enquiring about their courses for second language acquisition. Emphasize the importance of flexibility in class schedules and the need for experienced teachers who understand the nuances of language learning.

Create a social media post promoting the benefits of language immersion programs for adults. Highlight the importance of spontaneity and tolerance in language acquisition and how these programs can enhance one's language learning experience.

LESSON XV. CULTURE IN THE CLASSROOM

Lead-in. Activity 1. Speaking

Teacher's task

1. Divide the students into pairs or small groups. Give each group a scenario that involves cross-cultural communication, such as "You are an English-speaking tourist visiting a country where you don't speak the local language. You need to ask for directions to a famous landmark. How would you communicate with the locals?" Instruct the students to discuss and come up with strategies for effective communication in that scenario. After a few minutes, have each group share their strategies with the class.

2. Give each student a different cultural fact or custom from a country where English is spoken. For example, one student might have a fact about greetings in India, while another student might have a fact about table manners in the United States. Ask the students to mingle and share their cultural facts with each other, using English to communicate. Encourage them to ask questions and engage in conversation about the different cultural practices. After a few minutes, bring the class back together and have a few students share interesting facts they learned.

3. Ask the students to think about a time when they had a positive or negative experience with cross-cultural communication. It could be a personal experience or something they observed. Instruct them to write a short paragraph describing the experience and how it made them feel. After a few minutes, have a few students share their experiences with the class, using English to describe the situations and their emotions.

Exercise 1. For each feature of culture, think of one example common to people of the United States and Uzbekistan.

1	Style of dress	16	Concept of fairness
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2	Ways of greeting people	17	Nature of friendship
3	Beliefs about hospitality	18	Ideas about clothing
4	Importance of time	19	Foods
5	Paintings	20	Greetings
6	Values	21	Facial expressions and hand gestures
7	Literature	22	Concept of self
8	Beliefs about the raising (children and teens)	23	Work ethic
9	Attitudes about personal space/privacy	24	Religious beliefs
10	Gestures to show you understand what has been told you	25	Religious rituals
11	Beliefs about the responsibilities of children and teens	26	Concept of beauty
12	Holiday customs	27	Rules of polite behavior
13	Music	28	Attitudes toward age
14	Dansing	29	The role of family
15	Celebrations	30	General worldview

Activity 2. Reading

Exercise 2. Pre-reading activity. Answer the following questions:

1. Why is it important for students to see themselves reflected in the curriculum and classroom materials?
2. How does exposure to different cultures in the classroom benefit students according to the text?

3. In what ways does integrating culture into the curriculum promote critical thinking and creativity among students?

Exercise 3. Read the text and do the test.

1. How does exposure to different cultures in the classroom benefit students?

- A It makes them feel isolated.
- B It limits their understanding of diversity.
- C It fosters mutual respect and understanding.
- D It increases competition among students.

2. Why is integrating culture into the curriculum important according to the text?

- A It makes learning less relevant and engaging.
- B It disconnects students from their own culture.
- C It boosts students' self-esteem and motivates them.
- D It limits students' critical thinking abilities.

3. How does studying historical events from different cultural perspectives benefit students?

- A It confuses students about past events.
- B It limits their understanding of history.
- C It provides a more comprehensive understanding of the past and present.
- D It discourages students from engaging actively in their learning.

4. What role does incorporating diverse cultural perspectives play in promoting critical thinking according to the text?

- A It limits students' problem-solving skills.
- B It narrows students' mindset.
- C It fosters critical thinking and creativity.
- D It discourages students from coming up with innovative solutions.

Exercise 4. Decide which statements are true which are false.

1. Culture has no impact on our lives and how we perceive the world.

- A) True
- B) False

2. Bringing culture into the classroom has no impact on the learning environment.

- A) True
- B) False

3. Culture in the classroom does not impact students' sense of value and affirmation.

- A) True
- B) False

4. Exposure to different cultures in the classroom does not promote mutual respect.

A)True B) False

5. Integrating culture into the curriculum has no impact on student engagement.

A)True B) False

6. Incorporating diverse cultural perspectives in the classroom hinders critical thinking.

A)True B) False

7. Embracing diversity in the classroom creates a hostile environment where students cannot thrive.

A)True B) False

8. Celebrating culture in the classroom has no impact on the learning experience.

A)True B) False

Activity 3. Listening



<https://www.youtube.com/watch?v=JeMVNDWSVL4>

1. What is an example given in the video regarding cultural differences in behavior?

- a. Japanese-Canadian students
- b. Mexican-American students
- c. Italian students
- d. Chinese students

2. Why do Mexican-American children typically avoid eye contact when being reprimanded?

- a. To show defiance
- b. To indicate respect and acknowledgment of wrongdoing
- c. To show disinterest
- d. For no specific reason

3. How do some teachers misinterpret Mexican-American children's behavior?

- a. They consider it a sign of intelligence
- b. They think children have behavioral disorders
- c. They praise the behavior
- d. They ignore the behavior

4. Why is it important for teachers to be sensitive to cultural differences in communication?

- a. To avoid teaching altogether
- b. To ensure all students behave the same way
- c. To recognize and respect diverse communication styles
- d. To ignore student behavior

5. What do some teachers mistake as shy and withdrawn behavior?

- a. Raising hands to answer questions
- b. Avoiding eye contact
- c. Speaking loudly
- d. Running in the classroom

6. According to the speaker, every teaching act is a cultural act influenced by:

- a. The weather
- b. The teacher's background
- c. The school's rules
- d. The student's age

7. What common example is mentioned in the video regarding students going back to their native country for a few weeks?

- a. Going to China
- b. Going to France
- c. Going to Mexico
- d. Going to Japan

8. Why might the interruption in a student's education be misunderstood by some teachers?

- a. They are unaware of the student's absence
- b. They think the student is on vacation
- c. They don't consider it a cause of learning issues
- d. They immediately address the gaps

9. How do gaps in a student's education possibly lead to misconceptions of a disability?

- a. They make the student smarter
- b. They cause the student to become more interested
- c. They hinder the learning progress
- d. They have no impact

10. Teachers interpreting behaviors based on their cultural preferences may see students as having problems with:

- a. Reading
- b. Writing
- c. Mathematics
- d. Speaking

Exercise 6. Listen to the tape again and decide which statements are true and false.

1. Mexican-American students may avoid eye contact as a sign of respect when being reprimanded by teachers.
A) True B) False
2. Teachers sometimes misinterpret cultural differences as behavioral issues in students.
A) True B) False
3. Students who are quiet and do not participate actively in class discussions are always considered to have behavior disorders by teachers.
A) True B) False
4. Teachers should be aware of cultural norms and expectations while interacting with students from diverse backgrounds.
A) True B) False
5. True or False: Teachers often mistake interruptions in a student's education due to family visits as a learning disability.
A) True B) False

Activity 4. Writing

Exercise 7. Sentence starters. Fill in the blanks with the suitable words or word phrases.

Culture:

- Exploring different cultures can help us learn more about ____.
- My favorite thing about learning about cultures is ____.
- A tradition from a culture I find interesting is ____.

Classroom:

- The classroom feels welcoming to me when ____.
- A way I can contribute positively to our classroom culture is ____.
- One thing I want to learn more about in our classroom is ____.

Learning Language:

- Learning a new language is important because ____.
- I feel proud when I can say words or phrases in a different language like ____.
- A strategy that helps me remember new words in a different language is ____.

Curriculum and Classroom:

- Connecting what we learn in class to real-life situations is important because ____.
- I enjoy when our lessons include activities that allow me to be creative like ____.
- Something I'd like to learn more about in our curriculum is ____.

Multicultural Society:

- In our multicultural society, it's important to ____.
- Embracing diversity in our community means ____.
- I feel proud of my own culture when I ____.

CONCLUSION

Point of view	
Reason	
Example	
Solution	

