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Teaching Handout: Educational Linguistics, Cours & TD

موجهة إلى طلبة:

Master2/ Specialty: Linguistics+ didactics

رئيس المجلس العلمي


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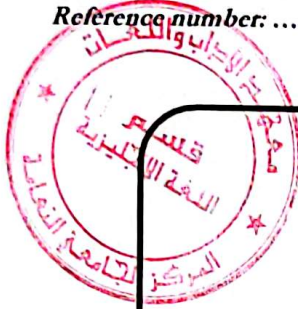


People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Naâma- SALHI Ahmed

Faculty of: Letters and Languages

Department of English

Reference number: ...



Teaching Handout: Educational Linguistics Cours & TD

Speciality:

- ❖ Linguistics
- ❖ Didactics of Foreign Languages

Level: Master Two



Prepared by:

✍ BELAID Bekhta – MCB

Academic year :2025/2026



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Introduction

Educational Linguistics has surfaced as an interdisciplinary field that delves into the relationship between language and education, stressing language as a medium for communication, cognition, and academic success rather than just a focus of grammatical study. This transition, supported by scholars like Hymes (1972), brings to light the concept of communicative competence, where the effective use of language is dependent on both linguistic expertise and contextual appropriateness.

Drawing from this perspective, Educational Linguistics synthesizes insights from linguistics, psychology, sociology, and pedagogy to deepen the understanding of language teaching and learning (Spolsky, 2008). It recognizes that language acquisition is impacted not only by linguistic systems but also by cognitive processes, emotional elements, and sociocultural contexts (Cummins, 2000). Therefore, effective instruction should surpass structural accuracy to enhance learners' ability to use language meaningfully in both academic and real-world scenarios..

In this context, the current module—part of the Master Two program (Linguistics and Didactics of Foreign Languages)—seeks to connect theory with practice by allowing students to critically interact with essential concepts in Applied Linguistics, Second Language Acquisition, and Educational Linguistics. It draws upon existing knowledge in linguistics and language teaching methods, steering students towards enhanced analytical and reflective thinking regarding classroom practices. Moreover, it is anchored in broader linguistic subfields, which consist of core linguistics and its pertinent disciplines, including sociolinguistics, psycholinguistics, discourse analysis, and pragmatics. Thus, it extends beyond didactics, providing a more expansive theoretical foundation for the comprehension of language learning and teaching.

The module cultivates three fundamental competencies: a theoretical comprehension of language learning processes, practical application via classroom analysis and activity design, and professional attitudes including critical reflection and interdisciplinary awareness. It is intricately linked to the Didactics of Foreign Languages course, which enhances it by concentrating on instructional methods and classroom execution.

This Polycopie is organized into four progressive segments—Educational Linguistics foundations, Second Language Acquisition, classroom discourse, and the integration of technology in language education—this module encourages a holistic comprehension of language learning as a cognitive, social, and technology-mediated endeavor. Through a blend of theoretical knowledge and practical exercises, it prepares future educators and researchers to assess and refine language teaching strategies in a range of educational environments.

Objectives and Learning Outcomes of the Course

This Educational Linguistics polycopie, crafted for Master Two specialities in Linguistics and Didactics of Foreign Languages, aims to improve students' insight into language in educational environments by associating linguistic theory with teaching practice. It introduces key concepts in linguistics and Educational Linguistics, delves into important theories of Second Language Acquisition, assesses classroom discourse and interaction, and investigates the role of technology in language learning. Overall, it strives to enhance students' critical and reflective thinking by assisting them in comprehending how language learning is influenced by cognitive, social, pedagogical, and technological factors in both traditional and digital classrooms.

In this context, the module offers students a solid grounding in the theoretical and practical dimensions of language, language learning, and language instruction within educational frameworks. It gradually develops learners' understanding from basic ideas in Applied Linguistics and Second Language Acquisition (SLA) to more sophisticated analytical and pedagogical perspectives, particularly in English as a Foreign Language (EFL) contexts.

Students are initially required to gain mastery over essential concepts such as interlanguage, fossilization, input, interaction, and output, as well as the vital branches of linguistics that are relevant to education. They are also introduced to the interdisciplinary character of Educational Linguistics, which underscores the interaction of cognitive, social, psychological, and pedagogical factors in language acquisition, drawing upon major theoretical perspectives including behaviourism, innatism, cognitive theories, and sociocultural theory.

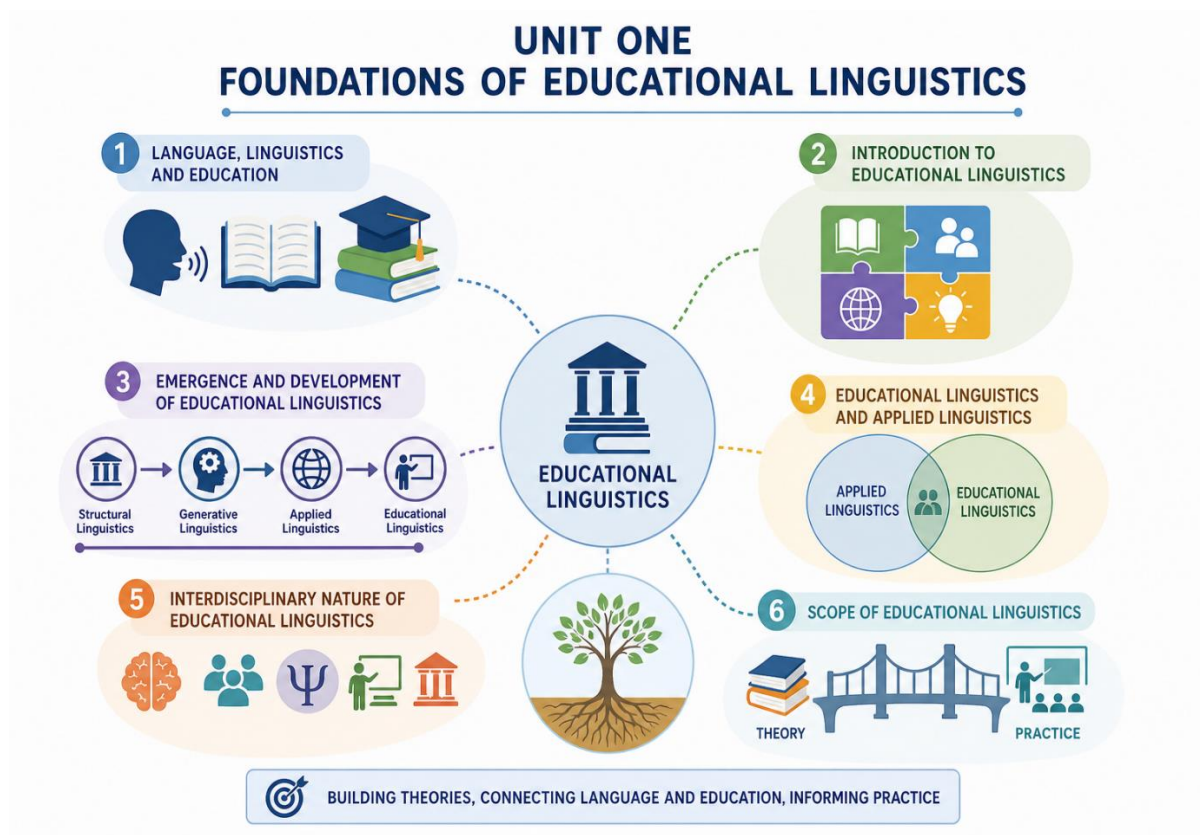
The module further prepares students to apply SLA theories in practical classroom contexts by analyzing learner language, interaction patterns, and communication strategies. It also enhances their ability to differentiate between Educational Linguistics and Applied Linguistics while critically evaluating their theoretical and pedagogical implications.

Furthermore, students are prompted to evaluate the effectiveness of language learning theories, classroom communication methods, and educational technologies within the framework of EFL instruction.

At an advanced level, they are expected to design language activities that are informed by pedagogical principles grounded in SLA, discourse analysis, sociocultural theory, and digital pedagogy. In summary, the module integrates theoretical knowledge, critical evaluation, and practical application, equipping students to engage effectively with language education as an interdisciplinary and context-sensitive domain.

UNIT ONE:

FOUNDATIONS OF EDUCATIONAL LINGUISTICS



Unit Aims

By the end of this unit, students will be able to:

- Conceptualize language and linguistics as both scientific systems and communicative phenomena.
- Identify the main branches of linguistics and explain their relevance to educational contexts.
- Define Educational Linguistics and describe its scope, domains, and areas of inquiry.
- Trace the historical development of Educational Linguistics as an emerging interdisciplinary field.
- Distinguish between Applied Linguistics and Educational Linguistics.
- Analyze the relationship and points of convergence between Applied Linguistics and Educational Linguistics.
- Explain the interdisciplinary nature of Educational Linguistics.
- Identify contributions from linguistics, psychology, sociology, and education to language learning.
- Describe Educational Linguistics at both macro (systemic) and micro (classroom-based) levels.
- Apply theoretical knowledge to analyze language-related issues in educational contexts.

Unit One Structure

Lecture	Title	Theoretical Focus (Educational Linguistics Link)
Lecture 1	Language, Linguistics, and Education	Relationship between language and education; language as a system and medium of instruction within Linguistics.
Lecture 2	Introduction to Educational Linguistics	Definition and scope of Educational Linguistics; links between language, learning, and pedagogy.
Lecture 3	Emergence and Development of Educational Linguistics	Historical development of the field; contributions of applied and theoretical linguistics to education.
Lecture 4	Educational Linguistics and Applied Linguistics	Distinction and overlap with Applied Linguistics; focus on real-world language problems in education.
Lecture 5	Interdisciplinary Nature of Educational Linguistics	Integration of linguistics, psychology, sociology, and education in understanding language learning.
Lecture 6	Scope of Educational Linguistics	Domains of application: language policy, literacy, classroom discourse, and language teaching practices.
Unit Synthesis	Integrated Theoretical Overview	The unit establishes a progressive understanding of Educational Linguistics, moving from foundational concepts of language and linguistics toward its emergence as an interdisciplinary field. It demonstrates that language in education is not an isolated system but a socially situated and pedagogically mediated phenomenon. Across the lectures, the field is shown to integrate linguistic theory, educational practice, and social perspectives to analyse language learning and teaching in institutional contexts.

1. Language, Linguistics, and Education

1.2. Language as a System of Human Communication

Language represents a distinctly human ability that allows individuals to express thoughts, feelings, and intentions using structured symbols. It is not arbitrary but rather meticulously organized, regulated by rules that are implicitly understood by speakers of a language. Lyons (1981) defines language as "a system of arbitrary vocal symbols utilized for human communication," highlighting three fundamental characteristics:

- Systematic structure: language follows organized rules
- Arbitrariness: there is no natural link between words and their meanings
- Symbolic nature: language represents ideas and objects through symbols

This structural viewpoint underscores the necessity of learning language within a linguistic community, as its conventions are determined by social consensus rather than being naturally occurring. Conversely, Halliday (1978) expands this viewpoint by highlighting the functional aspect of language. He defines language as "a resource for making meaning," implying that language functions not merely as a system but also as a tool for engaging in social actions. Through language, individuals manage relationships, convey identity, and develop knowledge.

In academic settings, this dual aspect holds significant importance. Students are required not only to comprehend grammatical frameworks but also to utilize language proficiently in speaking, writing, reading, and listening. Consequently, language serves concurrently as:

- The object of study (what is learned)
- The medium of instruction (how learning occurs)

This dual role makes language central to all educational processes.

1.2.1. Linguistics as a Scientific Discipline

Linguistics represents the scientific discipline that systematically and empirically investigates language. Unlike conventional grammar, which often prioritizes the enforcement of correctness rules, linguistics endeavors to describe and clarify how language is genuinely utilized by its speakers. According to Crystal (2003), linguistics is defined as "the scientific study of language in all its facets," which includes structure, meaning, and social usage. This definition underscores its wide-ranging scope and interdisciplinary essence.

The scientific character of linguistics is based on:

- Observation of real language data

- Systematic analysis of linguistic patterns
- Development of theoretical models
- Empirical validation of hypotheses

A significant contribution to the field of linguistics is attributed to Ferdinand de Saussure, who made a clear distinction between *langue* (the theoretical framework of language) and *parole* (real speech). This differentiation played a crucial role in establishing linguistics as a scientific discipline by distinguishing systematic knowledge from personal language application.

Richard and Schmidt (2002) further elaborate on linguistics, defining it as the examination of language as "a system of human communication," which underscores its extensive range. The field of linguistics encompasses various subfields, including phonetics, phonology, syntax, semantics, pragmatics, cognitive linguistics, and sociolinguistics.

This array of fields highlights that linguistics is essentially interdisciplinary, utilizing concepts from psychology, anthropology, and sociology to fully appreciate language behavior. In the field of education, this research-based foundation allows educators to make instructional decisions grounded in evidence rather than intuition, which improves the effectiveness of language teaching approaches.

1.3. Branches of Linguistics and Their Educational Relevance

Linguistics encompasses various interrelated fields, with each one dedicated to a distinct element of language. In unison, they deliver an extensive comprehension of the mechanisms of language.

1.3.1.1. Phonology: Sound Systems of Language

Phonology examines the sound system of language, encompassing phonemes, stress, rhythm, and intonation. It elucidates how sounds operate within a linguistic framework and their role in conveying meaning. In educational settings, phonology is crucial for enhancing listening and speaking abilities. Students frequently encounter challenges in differentiating sounds that are absent in their native language, which impacts their pronunciation and understanding.

1.3.1.2. Syntax: Sentence Structure

Syntax concerns the principles that oversee the construction of sentences and the sequence of words. It clarifies how linguistic elements come together to produce grammatically sound sentences. Within language instruction, syntax plays a crucial role in the enhancement of writing and speaking abilities.

1.3.1.3. Semantics: Meaning in Language

The study of semantics pertains to the meanings of words, phrases, and sentences. It explores how meaning is formed and perceived within a language. According to Lyons (1995), semantics is defined as "the study of meaning in language," which underscores its vital function in comprehension. In educational contexts, semantics facilitates vocabulary growth and reading comprehension, empowering learners to interpret texts accurately and with significance.

1.3.1.4. Pragmatics: Language in Context

Pragmatics investigates the application of language in context and how meaning can alter according to the situation, intention, and social conventions. Levinson (1983) describes pragmatics as "the analysis of language use in context and the ways in which context affects meaning." Within education, pragmatics is vital for cultivating communicative competence, assisting learners in comprehending implied meanings, politeness strategies, and the appropriate use of language in various contexts.



Figure 1 Branches of Linguistics

1.4. Relevance of Linguistics to Education

The link between linguistics and education is crucial since language functions as both the subject matter and the medium for learning. An understanding of linguistics provides

educators with the analytical resources necessary to grasp language structure, the difficulties learners encounter, and the dynamics of communication.

Educational linguistics asserts that effective teaching must be based on a thorough understanding of how language operates. Richards and Schmidt (2002) assert that linguistic knowledge leads to "a deeper understanding of language learning processes and more effective teaching practices."

In EFL contexts, the significance of this relevance is heightened because of the restricted exposure to genuine language use. Linguistics supports:

- Designing structured language input
- Developing appropriate teaching materials
- Understanding learner errors systematically
- Enhancing both accuracy and communication skills

The association between linguistic theory and pedagogical practice demonstrates that linguistics plays an essential mediating role in language education. Rather than being entirely abstract, linguistic knowledge directly contributes to the enhancement of teaching and learning processes. As Spolsky (1989) articulates, educational linguistics is primarily concerned with the investigation of language use in educational contexts and the improvement of its effectiveness for teaching purposes. In other words, the significance of linguistic theory lies in its ability to inform and shape practices within the classroom. Likewise, Ellis (2008) underscores that theories of language learning attain significance only when they are applied in teaching, indicating that their relevance is tied to their practical application. Thus, linguistics functions as a bridge between theoretical insights and classroom practice, allowing educators to translate abstract concepts into effective, learner-centered teaching strategies.

1.5. Activities

Activity 1: Core Concepts (MCQ + Error Correction)

A. Multiple Choice

1. Linguistics is:
 - A. Grammar rules
 - B. Scientific study of language
 - C. Literature analysis
 - D. Translation method
2. Pragmatics studies:
 - A. Sounds
 - B. Grammar structure
 - C. Meaning in context
 - D. Spelling

B. Error Correction

Instruction: Correct the sentences.

1. The student write very good.
2. She don't understands the lesson.

Answers

MCQ

1 → B

2 → C

Error Correction

1 → The student writes very well.

2 → She does not understand the lesson.

Activity 2: Guided Analysis (Structure + Meaning + Function)

Sentence

"The students are carefully writing their assignments in the classroom."

Questions

1. Identify the structure.
2. Explain the meaning.
3. State the function.

Suggested Answers

1. Subject + Verb + Object + Adverbial
2. Students are performing an ongoing writing activity in class.
3. Descriptive statement of an ongoing action

Activity 3: Applied Classroom Analysis + Reflection

Dialogue

Teacher: Open your books.

Student: I don't have my book.

Teacher: Share with your partner.

Questions

1. Identify sentence types.
2. What is the function of teacher language?
3. Why is pragmatics important in teaching?

Suggested Answers

1. Imperatives and declarative sentences
2. Giving instructions and managing classroom interaction
3. Because it explains how meaning depends on context and improves communicative teaching.

2. Introduction to Educational Linguistics

2.1. Conceptual Orientation of Educational Linguistics

Educational Linguistics is best interpreted as a specialized area situated at the junction of language science and educational practice. It is concerned with not just the description of language systems but also with understanding how linguistic knowledge can be applied to improve teaching and learning processes. From a conceptual viewpoint, the field progresses beyond the understanding of language as an isolated grammatical entity. Rather, it regards language as a dynamic and functional resource that functions within classroom interactions, curriculum design, and institutional policy. This change illustrates a broader shift in linguistic thought from formal structural analysis to functional and usage-based perspectives.

Spolsky (1978) presents one of the earliest systematic formulations of Educational Linguistics, highlighting that this field concentrates on language issues that specifically emerge within educational environments. This sets it apart from general sociolinguistics or wider applied linguistic areas. In this regard, Educational Linguistics focuses its analytical lens on schooling contexts, where language is intrinsically linked to learning processes.

Hult (2010) further clarifies this viewpoint by characterizing Educational Linguistics as the application of linguistic knowledge to comprehend and enhance educational processes that involve language. This characterization underscores two critical aspects: analysis and intervention. The field not only interprets language phenomena in education but also aims to enhance educational outcomes through a well-informed linguistic understanding.

2.2. Linguistics and Education: Foundational Concepts

In order to grasp Educational Linguistics, one must clarify the basic concepts of linguistics and education. Linguistics is recognized as the scientific investigation of language, with a focus on its structure, meaning, and usage. Crystal (2003) defines it as "the scientific study of language in all its aspects," which includes phonology, syntax, semantics, pragmatics, and discourse. Likewise, Richards and Schmidt (2002) characterize linguistics as "the study of language as a system of human communication," underscoring both its structural and functional elements.

On the contrary, education signifies the formal and informal avenues through which individuals obtain knowledge, skills, and values. It includes systematic instruction, supervised learning, and socialization processes that transpire within institutional environments. Educational Linguistics develops at the crossroads of these two fields,

investigating how linguistic knowledge can be integrated into educational practices and how educational contexts shape language application and growth.

2.3. Historical Development and Emergence of the Field

The rise of Educational Linguistics is intricately associated with the advancement of Applied Linguistics during the mid-20th century. Initially, Applied Linguistics concentrated on addressing practical language issues, especially in the areas of language instruction and acquisition. Nevertheless, as the discipline grew, it started to encompass various fields including translation, language policy, sociolinguistics, and computational linguistics.

This expansion led to conceptual uncertainty concerning the limits of Applied Linguistics. In reaction, Spolsky (1978) introduced Educational Linguistics as a more concentrated subfield that directly tackles language-related issues in education. He contended that Applied Linguistics was excessively broad and encompassed domains not directly associated with educational practice.

From this viewpoint, Educational Linguistics was established to focus on language instruction, the process of learning, literacy advancement, and language policy in educational frameworks. It signifies a refinement of applied linguistic issues, placing greater importance on pedagogy and the contexts of institutional learning.

2.4. Scope and Domains of Educational Linguistics

Educational Linguistics is recognised for its broad yet systematic scope that includes multiple interrelated fields..

2.4.1.1. Language Acquisition in Educational Contexts

This domain investigates how people acquire language in formal and informal educational contexts. It covers the development of both first and second languages, interlanguage processes, and the variability observed among learners. Furthermore, it considers cognitive and developmental elements that influence the paths of language learning.

2.4.1.2. Language Use in Educational Settings

This field highlights the role of language in educational environments, including classrooms. It analyzes the interactions that occur between teachers and students, the instructional discourse, and the language requirements pertinent to specific subjects. In this perspective, language is considered a tool for guiding learning processes and constructing knowledge.

2.4.1.3. Language Teaching and Pedagogy

This domain encompasses teaching methodologies, curriculum design, and instructional strategies. It delves into how linguistic knowledge is converted into content that can be taught and how various pedagogical approaches affect the results for learners.

2.4.1.4. Bilingualism and Multilingualism in Education

Educational Linguistics also explores multilingual educational settings, where students engage with multiple languages. It analyzes the cognitive, social, and pedagogical consequences of bilingual and multilingual education, encompassing language transfer, identity development, and educational fairness.

2.4.1.5. Sociolinguistic Dimensions of Education

This area investigates the ways in which social factors, including variations in language, identity, and cultural background, affect educational experiences. It recognizes that the process of learning a language is not solely cognitive but is also influenced by social circumstances.

2.4.1.6. Literacy Development

Studies in the field of Educational Linguistics concentrate on literacy as multifaceted cognitive and social practices involving reading and writing. Literacy is perceived as the skill to analyze and generate texts in academic and disciplinary settings, rather than just the ability to decode written symbols.

All in all, The visual illustration below presents a detailed conceptualization of Educational Linguistics as an interdisciplinary area, demonstrating its range, fields, and significance in pedagogy. It places Educational Linguistics at the junction of language, learning, and education, underlining its importance in linking theoretical linguistic knowledge with practical educational implementations. As emphasized in the literature, Educational Linguistics is not confined to the analysis of language structures; instead, it aims to grasp how language functions within educational frameworks and how it can be leveraged to enhance teaching and learning methodologies. In this light, the field reflects what Spolsky (1978) describes as the investigation of language issues specifically found in educational settings, while also aligning with Hult's (2010) assertion that it seeks to both evaluate and enhance language-related educational practices.

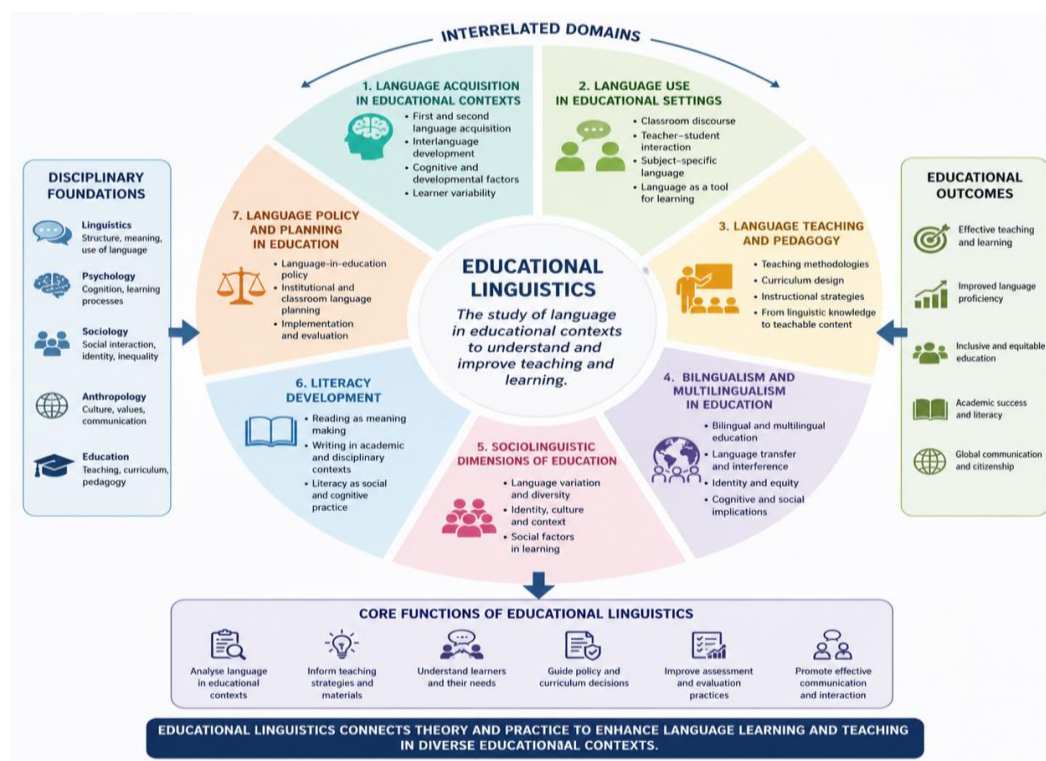


Figure 2 The Scope of Educational Linguistics

2.5. Interdisciplinary Nature of Educational Linguistics

Educational Linguistics is inherently interdisciplinary, integrating various fields to develop a thorough comprehension of language within the context of education.

- Linguistics provides analytical tools for studying language structure and use
- Psychology contributes insights into cognitive processes involved in learning
- Anthropology examines cultural influences on language behaviour
- Education offers pedagogical frameworks and instructional theories
- Sociology and Sociolinguistics analyse social variation and identity in language use

This cross-disciplinary integration permits Educational Linguistics to confront complex educational realities that cannot be grasped from just one disciplinary angle. It fosters cooperation between researchers and practitioners to enhance educational practices.

Tableau 1 Core Domains of Educational Linguistics

Domain	Focus	Educational Function
Teaching	Classroom instruction and pedagogy	Enhances instructional effectiveness
Learning	Second language acquisition processes	Explains learner development
Literacy	Reading and writing competence	Develops academic language skills
Policy	Language planning in education	Regulates institutional language use

2.6. Pedagogical Significance of Educational Linguistics

The role of Educational Linguistics is crucial as it serves to connect theoretical frameworks with practical implementation in language education. It provides instructors with analytical tools to identify learner difficulties, evaluate pedagogical methods, and develop more effective teaching strategies. As Richards and Schmidt (2010) assert, linguistic knowledge leads to "a deeper understanding of language learning processes and more effective teaching practices," thus highlighting its significant pedagogical implications.

In EFL settings, this importance is highlighted even further. Instructors often encounter obstacles related to grammar learning, challenges with pronunciation, limited opportunities for authentic language exposure, and insufficient communicative competence. Educational Linguistics presents a systematic framework for addressing these challenges rather than relying on instinct, ensuring that teaching strategies are founded on research-based knowledge of language.

The relevance of Educational Linguistics is highlighted by its practical contributions to the enhancement of language education. It plays a vital role in:

- Developing effective strategies for language teaching
- Informing the design of curricula and educational policies
- Enhancing communication and interaction in classroom settings
- Supporting the development of literacy and academic writing
- Addressing the complexities of linguistic diversity in multilingual environments
- Enhancing fairness and validity in language assessments
- Encouraging culturally responsive teaching practices

By merging linguistic theory with educational practice, this field guarantees that teaching approaches are based on a well-informed comprehension of language functionality and acquisition.

2.7. Tutorial Activities

Activity 1: Core Concepts (Short Answer + Classification)

A. Short Answer

1. Define Educational Linguistics.
2. Differentiate between Linguistics and Educational Linguistics.

B. Classification

Instruction: Match each item to the correct field.

- Language teaching methods
- Syntax and phonology
- Translation studies
- Classroom interaction analysis
- Language policy in schools

Answers

Short Answer

1. Educational Linguistics studies language in educational contexts, focusing on teaching, learning, and classroom practice.
2. Linguistics studies language structure, while Educational Linguistics focuses on language use in education and pedagogy.

Classification

- Teaching methods → Educational Linguistics
- Syntax/phonology → Linguistics
- Translation studies → Applied Linguistics
- Classroom interaction → Educational Linguistics
- Language policy → Educational Linguistics

Activity 2: True / False (Core Understanding)

Instruction: Write True or False.

1. Educational Linguistics focuses only on language structure.
2. It includes classroom interaction and discourse analysis.
3. Linguistics and Educational Linguistics are identical fields.
4. Educational Linguistics connects theory with classroom practice.

Answers

- 1 → False (focus is educational contexts, not only structure)
2 → True
3 → False
4 → True

Activity 3: Applied Reflection

Questions

1. How does Educational Linguistics improve teaching?
2. Why is linking theory to classroom practice important?
3. Name one relevant focus area for EFL teaching.

Suggested Answers

1. It improves teaching by linking theory to practice and enhancing instructional strategies.
2. Because it helps teachers make informed, evidence-based pedagogical decisions.
3. Classroom interaction (or language learning processes in real contexts).

3. Emergence and Development of Educational Linguistics

3.1. From Linguistic Theory to Educational Relevance

The growth of Educational Linguistics is best recognized as a gradual and cumulative intellectual journey within the larger historical framework of linguistic theory. Rather than developing as a distinct discipline, it represents the result of successive theoretical advancements that progressively brought linguistic investigation closer to the realities of language instruction and acquisition. Each significant paradigm in linguistics offered a different explanatory lens, and together, these stages map a movement from abstract system-based analysis toward increasingly context-sensitive and pedagogically oriented issues.

Over the years, this evolution signifies a clear transformation in the focus of linguistic inquiry. Initial approaches favored structural description, concentrating on language as a self-contained system governed by internal rules. Subsequent advancements introduced cognitive explanations for language acquisition, while later frameworks expanded linguistic analysis to address real-world communicative and functional matters. This trajectory highlights an increasing understanding that language cannot be fully grasped in isolation from its social environment, cognitive mechanisms, and educational contexts. In other words, linguistic theory has progressively shifted from describing the essence of language to explaining its mental representation, and ultimately to examining its practical use, especially in teaching and learning situations.

In early linguistic traditions, language was mainly considered an autonomous system that could be analyzed without regard to its users. This structuralist perspective enabled linguistics to establish itself as a scientific discipline by focusing on formal regularities rather than contextual variability. However, as linguistic research expanded, it became increasingly evident that language is deeply embedded in human cognition and social interaction. Language is not just a structured system of signs; it is also a lived communicative resource shaped by interaction, identity, and context. This understanding is particularly significant in educational environments, where language functions as both the medium through which knowledge is transmitted and the object that learners are expected to acquire.

It is within this intellectual advancement that Educational Linguistics surfaces as a response to a significant limitation encountered by previous frameworks. Neither structural linguistics, generative linguistics, nor even the broad and inclusive approach of Applied Linguistics could fully capture the complexities of language use in classroom

settings. Educational contexts present specific challenges that extend beyond general language theories, including learner heterogeneity, instructional mediation, feedback dynamics, interactional negotiation of meaning, and institutional constraints like curriculum and assessment requirements. These issues require a more context-sensitive and pedagogically informed analytical framework.

As a result, Educational Linguistics signifies a pivotal conceptual transition from perceiving language merely as an abstract system or cognitive ability to recognizing it as a practice within education. This transition connects linguistic theory with the practical realities of pedagogy by embedding language in the actual experiences of teaching, learning, and classroom dynamics. In this manner, it reconceptualizes language not just as a subject of examination but also as a vibrant tool for creating meaning in institutional educational settings.

3.2. Structural Linguistics: Language as a System

Structural linguistics is regarded as the foundational element of modern linguistic thought, primarily attributed to Ferdinand de Saussure. Saussure (1916/1983) fundamentally changed the landscape of language study by characterizing it as a structured system of signs, wherein meaning is derived not from external realities but from the internal relationships that exist within the system. This pivotal change established the scientific independence of linguistics, allowing for the analysis of language as a coherent and rule-based structure.

A key theoretical contribution of Saussure is his differentiation between *langue* and *parole*. *Langue* denotes the abstract, stable system of linguistic rules that is common to a speech community, while *parole* signifies the actual, individual application of language in specific communicative contexts. This distinction allowed linguists to focus on *langue* as the main subject of scientific inquiry, as it provides regularity, stability, and ease of analysis.

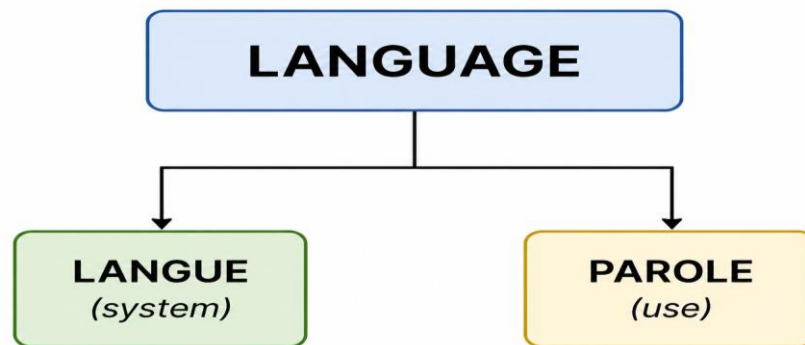


Figure 3 Saussure's Linguistic Model

This structural model presents a strong framework for defining linguistic systems, yet its analytical capabilities are linked to a considerable limitation. By focusing on the system instead of its practical use, structural linguistics removes language from the social and communicative contexts where it is actually applied. Thus, it does not take into account how language is learned, taught, or dynamically utilized in classroom settings. While it clarifies the internal organization of language, it overlooks its pedagogical implications. Therefore, vital educational factors such as classroom interaction, teaching strategies, learner development, and communicative negotiation are excluded from its analysis.

3.3. Generative Linguistics: The Cognitive Turn

Significant theoretical evolution in linguistic thought is initiated by Noam Chomsky's generative linguistics, which redefines language as an internal cognitive capability rather than an external system of signs. In contrast to behaviourist explanations of language learning, Chomsky (1957) asserts that humans have an innate biological endowment that facilitates language acquisition. Within this theoretical framework, two crucial constructs are introduced:

- ✓ Universal Grammar (UG): a set of innate principles shared by all human languages, underlying linguistic competence across individuals
- ✓ Language Acquisition Device (LAD): a hypothetical cognitive mechanism that facilitates the natural acquisition of language in children

From this viewpoint, language is conceptualized as a mental faculty that is integrated into the human cognitive system, rather than a behavior that is learned solely through environmental input. Chomsky's theory thus clarifies both the universality and the rapidity of first language acquisition across diverse linguistic and cultural contexts, highlighting the significance of innate cognitive structures in shaping linguistic competence.

This cognitive shift significantly advanced linguistic theory by redirecting attention from observable linguistic behavior to the underlying mental representations. However, despite its theoretical depth, generative linguistics offers limited applicability in educational contexts. Its primary concern is to explain how language is feasible within the human mind, rather than how it is taught, mediated, or assessed in educational settings. As a result, it provides minimal direct guidance for classroom methodology, curriculum design, or instructional practice. This limitation becomes increasingly evident in later developments in Applied Linguistics and subsequently, Educational Linguistics.

3.4. Applied Linguistics: Language in Real-World Contexts

Applied Linguistics emerges as a response to the need for connecting linguistic theory with practical language-related challenges encountered in real-world situations, particularly in the domains of education, translation, and communication. It signifies a significant shift from theoretical abstraction to problem-oriented inquiry, where language is examined in relation to its functional use in society. Brumfit (1997) defines Applied Linguistics as: “the theoretical and empirical investigation of real-world problems in which language is a central issue.”

In a similar manner, Richards and Schmidt (2002) emphasize its interdisciplinary nature, highlighting its connections with psychology, sociology, anthropology, and education. This interdisciplinary approach reflects the complexity of language-related problems, which cannot be adequately addressed from a purely linguistic perspective. Applied Linguistics is generally characterized by: Applied Linguistics is generally characterised by:

- a problem-oriented approach that emphasizes practical language issues
- an interdisciplinary framework that incorporates multiple social sciences
- an emphasis on language in use rather than language as a system
- a broad scope covering areas such as language teaching, translation, language policy, and lexicography

However, with the expansion of the field, its scope has become increasingly broad and difficult to delineate. This expansion has resulted in what is often referred to as disciplinary diffusion, where the lack of a distinct core focus reduces analytical accuracy. Thus, while Applied Linguistics is notably versatile, it faces challenges in addressing the specific, contextual, and pedagogically complex realities of language use in the classroom

Tableau 2 Evolution of Linguistic Paradigms

Paradigm	Orientation	Key Contribution	Limitation
Structural Linguistics	Language as system	Formal structural analysis	Context-free abstraction
Generative Linguistics	Language as cognition	Universal Grammar theory	Limited pedagogical relevance
Applied Linguistics	Language in practice	Real-world problem solving	Overly broad scope
Educational Linguistics	Language in education	Pedagogical specialization	Emerging refinement

3.5. Emergence of Educational Linguistics and Spolsky's Contribution

The formal recognition of Educational Linguistics as a separate field is primarily associated with Bernard Spolsky (1978), whose work represented a significant turning point in the conceptualization of language in education. His intervention emerged within a wider epistemological discussion concerning the scope, identity, and limitations of Applied Linguistics. Although Applied Linguistics initially positioned itself as a link between linguistic theory and practical language problems, its conceptual boundaries gradually became more ambiguous, raising concerns about its disciplinary coherence and analytical focus.

In this context, Davies (2004) provides a critical characterization of the applied linguist as "site-less and sightless" (p. 3), implying that the discipline is at risk of losing both a stable academic grounding and a clear analytical direction. These critiques signify a growing acknowledgment that Applied Linguistics has expanded to cover a diverse array of fields—such as language education, translation, lexicography, and language planning—while failing to uphold a distinctly defined core. As a result, its effectiveness in addressing the nuances of educational contexts has been increasingly questioned.

Within this intellectual context, Spolsky's (1978) intervention is especially noteworthy. He explicitly contends that the term Applied Linguistics is "unfortunate" when utilized to characterize language studies in education. He puts forth two principal arguments for this viewpoint: first, that Applied Linguistics is conceptually overly broad, reaching well beyond education to encompass "translation, lexicography, language planning, and various other areas of practical importance" (Spolsky, 1978, pp. 1–2); and second, that the idea of "application" itself is contentious, as it suggests that linguistics is applied from the outside to education rather than being fundamentally integrated within it.

This critique highlights a significant conceptual evolution. Rather than treating education as one of many applications, Spolsky repositions it as a fundamental and independent area of

linguistic study. Thus, he coins the term Educational Linguistics to define a field that is specifically dedicated to language in educational contexts. This field is not merely a part of Applied Linguistics; it signifies a redirection of linguistic inquiry towards the real-world practices of teaching and learning.

According to Spolsky, the essential scope includes language education and learning, literacy growth, classroom dynamics, and educational language policy. These aspects signify an endeavor to outline a field that is based on the institutional and pedagogical frameworks of education, rather than the broader and more scattered issues of Applied Linguistics. Thus, Educational Linguistics arises as a concentrated framework for investigating language issues that specifically emerge within educational systems, particularly those concerning instruction, assessment, and acquisition methods.

Subsequent studies have reinforced and fine-tuned this foundational viewpoint. Cooper, Shohamy, and Walters (2001) describe Educational Linguistics as a field that draws upon educational psychology and sociology, with subfields that include language policy and planning, first and second language acquisition, literacy and composition, bilingual and minority education, and language testing. This expansion corroborates Spolsky's original vision of a discipline that is intricately woven into educational systems and learner contexts.

In a similar vein, Richards (2002) characterizes Educational Linguistics as a subset of Applied Linguistics that examines the interplay between language and education. Meanwhile, Crystal (1997) underscores its emphasis on "the application of linguistic theories, methods, and descriptive findings to the study of teaching and learning" across both formal and informal contexts (p. 163). Additionally, Crystal points out its focus on reading and writing, dialect variation, language use in curricula, and even the instruction of grammar and linguistics, thereby affirming its extensive pedagogical significance.

Conversely, Bussmann (1996) places language pedagogy within the broader framework of Applied Linguistics, which includes the teaching and learning of first, second, and foreign languages. This expansive perspective underscores the conceptual tension inherent in Spolsky's proposal: although Applied Linguistics aims to cover various language-related fields, Educational Linguistics concentrates its analytical lens on the particular dynamics of education.

Expanding upon Spolsky's groundwork, Hult (2008) characterizes Educational Linguistics as an interdisciplinary domain that combines linguistic methodologies with perspectives from the social sciences to explore "the wide array of concerns associated with language and

education" (p. 10). This definition reflects both its analytical rigor and methodological flexibility, with education remaining its primary emphasis.

Despite this growing conceptual consolidation, the relationship between Applied Linguistics and Educational Linguistics remains debated. Gannon and Czerniewska (1980), for example, emphasise the reciprocal relationship between linguistics and education by showing how subfields such as grammar, semantics, phonology, and discourse analysis inform educational practice. However, they do not explicitly use the term Educational Linguistics, even though their discussion aligns closely with its core concerns. This omission reflects the transitional nature of the field during its formative phase.

From a critical standpoint, numerous questions persist that are essential for comprehending its disciplinary identity: If Applied Linguistics encompasses language teaching and learning, what necessitated the establishment of a distinct field? Why did Spolsky emphasize the need to separate Educational Linguistics from Applied Linguistics despite their similarities? Furthermore, to what degree can Educational Linguistics be regarded as genuinely autonomous rather than merely a reorganization of applied linguistic issues?

What is apparent, however, is that Spolsky's intervention achieved more than the mere introduction of new terminology. It fundamentally redirected linguistic inquiry towards education as a structured, intricate, and institutionally embedded field. In doing so, it questioned the assumption that educational language issues could be completely understood within the broad and general frameworks of Applied Linguistics.

Ultimately, the emergence of Educational Linguistics illustrates both continuity and break: continuity with Applied Linguistics in its focus on tangible language challenges, and break in its assertion of education as a separate and analytically esteemed field of research.

3.6. Contemporary Definitions of Educational Linguistics

Current views on Educational Linguistics reveal a significant conceptual shift in the positioning of the field within linguistic and educational studies. Rather than being considered a secondary aspect of theoretical linguistics, Educational Linguistics is now widely acknowledged as a discipline that is actively engaged with educational realities. This shift indicates a movement towards a more practical, reflective, and classroom-oriented understanding of language, focusing not only on linguistic systems but also on the practical use of language in real teaching and learning contexts.

In this regard, Educational Linguistics is increasingly perceived as a domain that endeavors to interpret, analyze, and enhance the significance of language in educational settings. It does

not regard language as a static object of inquiry, but as a dynamic resource that is woven into pedagogical interactions, institutional practices, and the growth of learners. This rethinking is clearly manifested in current academic definitions.

Hult (2010) provides one of the most frequently cited definitions in the discipline, defining Educational Linguistics as the application of linguistic knowledge "to understand and improve educational processes involving language." This definition is particularly significant as it succinctly captures the dual orientation of the field in a theoretically rich manner. On one hand, it emphasizes understanding, which refers to the analytical function of Educational Linguistics in examining how language operates within educational contexts. On the other hand, it underscores improvement, which reflects its transformative and interventionist orientation. In essence, Educational Linguistics is not confined to merely describing linguistic phenomena in classrooms; it actively seeks to enhance pedagogical practices, learner outcomes, and educational decision-making.

This dual orientation can be further analyzed into two complementary dimensions. The analytical dimension involves a systematic study of language within educational contexts. This includes the investigation of classroom discourse, teacher-student interaction patterns, language acquisition processes, and the influence of language on cognitive development. It also entails examining how linguistic input is structured in classrooms and its effect on learners' understanding and engagement. Through this perspective, Educational Linguistics offers a detailed exploration of the complex relationship between language, cognition, and education.

In contrast, the transformative dimension illustrates the applied aspect of the field. In this context, the focus transitions from analysis to pedagogical intervention. Educational Linguistics aims to inform curriculum design, teaching methodologies, and assessment practices by providing evidence-based insights into the functioning of language in educational settings. This includes the development of more effective instructional strategies, the design of communicative classroom activities, and the construction of assessment tools that accurately reflect learners' linguistic competence. Thus, the field acts as a bridge between linguistic theory and educational practice, ensuring that theoretical insights are transformed into meaningful pedagogical improvements.

From a complementary standpoint, Christie and Unsworth describe Educational Linguistics as the investigation of language in the context of teaching and learning. Although more concise, this definition emphasizes a core principle that supports the entire discipline: its strong focus on the classroom as the main area of inquiry. By specifically highlighting

'teaching and learning,' this perspective indicates that Educational Linguistics is not concerned with language in isolation, but with language as it is performed within pedagogical interactions.

This classroom-oriented perspective is especially important because it places Educational Linguistics at the forefront of educational practice. It acknowledges that language is not just a subject taught in schools, but also the primary means through which education is provided. Consequently, understanding how language operates in classrooms is crucial for improving both teaching effectiveness and learner engagement.

Overall, these contemporary definitions unify around a common understanding: Educational Linguistics is both analytical and practical, as well as theoretical and applied. This discipline not only explains educational language phenomena but also plays a significant role in their improvement within real educational frameworks.

3.7. Conceptual Rationale for Educational Linguistics

The importance of Educational Linguistics is increasingly apparent when one analyzes the real dynamics present in educational environments, especially in language classrooms. In such settings, language does not serve merely one purpose; instead, it functions concurrently across various dimensions. Language serves as the medium through which educators convey knowledge, students build comprehension, and assessments are carried out. This multifaceted characteristic renders the classroom a remarkably intricate communicative environment where meaning is perpetually negotiated, interpreted, and redefined.

First and foremost, language acts as the essential medium of instruction. Instructors utilize language to elucidate concepts, present new information, and guide students through their learning tasks. Simultaneously, language also becomes the focus of learning, particularly in English as a Foreign Language (EFL) environments, where students are expected to cultivate their linguistic abilities while using language as a tool for learning subject matter. This establishes a dual-layered teaching context in which content learning and language acquisition occur concurrently.

Moreover, language functions as a means of assessment, given that educational systems significantly depend on both written and oral language to measure learner success. Whether through essays, oral presentations, or written assessments, students' academic performance is predominantly evaluated based on their capacity to utilize language effectively. This highlights the pivotal role of language in influencing educational achievement.

Language also serves as a medium for interaction, structuring communication between educators and students, as well as among the learners themselves. These interactions are essential to the learning process because they facilitate explanation, clarification, feedback, negotiation of meaning, and collaborative knowledge construction. Thus, classroom discourse becomes a space where learning is actively co-constructed through interaction.

From this viewpoint, language cannot simply be confined to a fixed collection of grammatical rules or structural patterns that are separate from actual usage. Halliday (1978) encapsulates this notion by characterizing language as a "social semiotic system," highlighting that language is essentially a tool for creating meaning within social contexts. In essence, language attains its complete importance only when utilized by individuals in genuine communicative scenarios; it serves as both a system and a practice for meaning-making.

Likewise, van Lier (2004) conceptualizes language learning as an "emergent and socially situated process." This indicates that language acquisition is not a linear or mechanical phenomenon; it unfolds gradually through interaction, participation, and exposure to meaningful communicative activities. Learners construct their knowledge through engagement with teachers, peers, and their broader educational context.

Together, these viewpoints emphasize a vital truth: language learning is dynamic, socially situated, and context-dependent. It cannot be sufficiently explained by approaches that focus solely on structural rules or internal cognitive mechanisms. While structural linguistics sheds light on language organization, and cognitive linguistics clarifies the mental processes of acquisition, neither perspective alone captures the complexity of classroom interaction.

Therefore, Educational Linguistics emerges as a necessary framework to address this gap. It offers analytical tools for understanding crucial educational realities such as learner diversity, interactional patterns, institutional constraints, and pedagogical decision-making. In this way, it does not supplant earlier linguistic traditions but extends them into educational contexts, offering a more comprehensive understanding of language in authentic learning environments.

3.9. Rationale for a Specialised Educational Focus

The development of Educational Linguistics is further supported by the inherent complexity of language in educational contexts. In classrooms, language functions simultaneously as the medium of instruction and the object of learning, resulting in a layered communicative environment where meaning, form, and function interact continuously. This

dual role creates challenges that surpass the explanatory capacity of general linguistic theories.

One of the main reasons for the rise of Educational Linguistics is the acknowledgment that language learning in formal education is influenced by cognitive, social, and institutional factors. Halliday (1978) conceptualizes language as "a resource for making meaning," highlighting its functional and context-dependent nature. Similarly, van Lier (2004) points out that language learning is a socially situated process where interaction and context are crucial to meaning construction.

These insights collectively reveal the need for a discipline that integrates linguistic theory with educational practice to fully account for the complexities of language use in the classroom. Therefore, Educational Linguistics addresses the limitations of both traditional linguistics and Applied Linguistics. While linguistics provides structural and cognitive explanations of language, and Applied Linguistics deals with practical language challenges, neither adequately captures the complexity of classroom interactions, learner variability, or institutional constraints. For this reason, Educational Linguistics emerges as a bridging and integrative field that systematically connects theory and practice in a context-sensitive manner.

3.10. Interdisciplinary Nature of Educational Linguistics

Educational Linguistics is essentially interdisciplinary, as language in educational environments cannot be fully comprehended through a single disciplinary approach. It is influenced by cognitive, social, cultural, and institutional dimensions, all of which interact in complex ways within classroom settings. Consequently, the field draws upon multiple disciplines to create a well-rounded understanding of language acquisition, usage, and teaching methodologies.

At its core, linguistics provides the structural foundation of the field. It offers analytical tools for the examination of phonology, syntax, semantics, pragmatics, and discourse. These components are essential for understanding how language is structured and how meaning is constructed in both spoken and written forms. Nevertheless, Educational Linguistics goes beyond structural analysis by embedding these linguistic elements within authentic pedagogical contexts.

Psychology contributes by clarifying the cognitive mechanisms involved in language learning, which encompass memory, attention, motivation, and the processing of information.

These insights are valuable for understanding the variations in learner progress and for shaping effective instructional approaches.

Sociology investigates language as a social construct that is intertwined with power dynamics, identity formation, and norms of interaction. It aids in clarifying how communication within the classroom is influenced by social frameworks, including the authority of teachers, the involvement of learners, and the hierarchies present in educational institutions.

Anthropology enriches the discussion by investigating how language mirrors cultural practices, values, and communicative norms. This is particularly relevant in multilingual classrooms, where cultural diversity plays a crucial role in shaping learning processes and interaction styles.

To summarize, the field of education provides the pedagogical foundation that supports Educational Linguistics. It influences curriculum design, teaching techniques, classroom management, and assessment practices, ensuring that linguistic insights are effectively applied to educational strategies. The integration of these disciplines allows Educational Linguistics to embrace a holistic perspective, recognizing language as a complex phenomenon shaped by cognitive, social, cultural, and pedagogical influences.

3.10.1. Developmental Trajectory of Educational Linguistics

The evolution of Educational Linguistics is marked by a clear historical and conceptual direction. Initially, structural linguistics established language as a formal system of signs. Generative linguistics later introduced cognitive theories regarding language acquisition. Applied Linguistics expanded the field to address practical issues such as teaching and language policy. Ultimately, Educational Linguistics emerged as a specialized discipline that focuses specifically on language in educational settings. This development reflects a gradual transition from abstract theory to contextual application, culminating in a pedagogically oriented view of language.

3.10.2. Significance of Educational Linguistics

The importance of Educational Linguistics is highlighted by its capacity to bridge linguistic theory and pedagogical practice, directly addressing the complexities of language education. It improves teaching methodologies by providing insights grounded in research regarding language acquisition and classroom interaction. It also supports bilingual and multilingual education by recognizing the linguistic resources of learners. Additionally, it

enhances literacy development by viewing reading and writing as complex cognitive and social processes.

Moreover, it informs language policy, strengthens communication within the classroom, and ensures fair language assessment. As Richards and Schmidt (2002) point out, knowledge of linguistics contributes to "more effective teaching practices and a deeper understanding of language learning processes."

3.11. Tutorial Activities

Activity 1: Core Concepts Check (MCQ + True/False + Matching)

A. Multiple Choice Questions

Instruction: Choose the correct answer.

1. Educational Linguistics focuses mainly on:
A. Literary analysis
B. Language in educational contexts
C. Phonetics only
D. Translation studies
2. Applied Linguistics is best described as:
A. A narrow teaching method
B. A broad interdisciplinary field
C. A grammar theory
D. A psychology branch
3. Who is associated with Educational Linguistics development?
A. Saussure
B. Chomsky
C. Spolsky
D. Bloomfield

B. True / False

Instruction: Write True or False.

1. Educational Linguistics is broader than Applied Linguistics.
2. Structural linguistics focuses on language as a system.
3. Educational Linguistics ignores classroom interaction.

C. Matching Task

Instruction: Match each approach with its focus.

Structural Linguistics → ?

Generative Linguistics → ?

Applied Linguistics → ?

Educational Linguistics → ?

Answers

MCQ:

1 → B

2 → B

3 → C

True/False:

1 → False

2 → True

3 → False

Matching:

- Structural Linguistics → System / structure
 - Generative Linguistics → Mental language acquisition
 - Applied Linguistics → Real-world language problems
 - Educational Linguistics → Teaching and learning contexts
-

Activity 2: Applied Case Analysis (Understanding → Application)**Instruction**

Read the situation and answer briefly.

Case

A teacher focuses mainly on grammar explanation. Students cannot write coherent paragraphs or communicate ideas effectively.

Questions

1. Identify the main limitation in this teaching approach.
 2. How does Educational Linguistics interpret this problem?
 3. Suggest one pedagogical improvement.
-

Suggested Answers

1. Overemphasis on grammar rules without communicative or contextual practice.
 2. Language is treated as a system of rules rather than a tool for meaning-making and interaction.
 3. Introduce communicative writing tasks, peer feedback, or strategy-based instruction (planning–drafting–revising).
-

Activity 3: Critical Reflection (Higher-Order Thinking)**Question**

How does Educational Linguistics change the understanding of language teaching?

Suggested Answer (Key Ideas)

Educational Linguistics shifts teaching from grammar-centred instruction to communicative, learner-centred practice. It emphasizes interaction, context, and learning strategies, and links linguistic theory with classroom pedagogy to improve real language use.

4. Educational Linguistics and Applied Linguistics

4.1. Applied Linguistics as a Broad Interdisciplinary Framework

Applied Linguistics is broadly perceived as a diverse field that connects linguistic theory with practical language-related concerns in society. It developed in the mid-twentieth century in response to global requirements in language instruction, translation, and communication, particularly in multilingual and postcolonial environments. A defining aspect of Applied Linguistics is its wide-ranging interdisciplinary focus, as it incorporates knowledge from linguistics, sociology, psychology, anthropology, education, and information theory to address real-world language challenges. Richards and Schmidt (2002) characterize it as both the exploration of second and foreign language learning and teaching and the investigation of language in relation to practical issues such as translation and lexicography.

In a similar vein, Brumfit (1997) characterizes Applied Linguistics as "the theoretical and empirical examination of real-world issues where language plays a crucial role." This definition highlights its focus on problem-solving and its dedication to tackling language-related difficulties across various sectors. As time progressed, Applied Linguistics broadened its scope beyond education to encompass areas such as:

- translation studies
 - discourse analysis
 - forensic linguistics
 - language planning and policy
 - computational and professional communication

In spite of this abundance, the extensive range can occasionally result in conceptual dilution, necessitating the creation of more focused subfields when addressing particular contexts like education.



Figure 4 Scope of Applied Linguistics

Tableau 3. Sub-Field of Applied Linguistics

Language and education	Language, work and the law	Language, information and effect
• First language education, • Second language education, • Foreign language education, • Clinical linguistics, • Language testing.	• Workplace communication, • Language planning, • Forensic linguistics.	• Literary stylistics, • Critical discourse analysis, • Translation and Interpretation, • Information design, • Lexicography.

4.2. Educational Linguistics as an Education-Focused Discipline

Educational Linguistics has developed as a distinct area within Applied Linguistics, addressing the necessity for a more concentrated examination of language within educational contexts. It focuses on the teaching, learning, assessment, and social regulation of language in schools and various learning environments. As noted by Hult (2010), Educational Linguistics involves the application of linguistic knowledge "to understand and improve educational processes involving language." This definition underscores its twofold focus:

- Analytical dimension (comprehending language in education)
- Transformative dimension (enhancing educational practice)

Educational Linguistics explores several essential aspects of language in education:

1.

Language Acquisition

It examines how people learn languages, both as their first language and as additional languages, focusing on developmental processes in children and learning strategies employed by adults.

2. Language Use in Education

It assesses classroom communication, the interaction between teachers and students, and the linguistic requirements of different academic subjects.

3. Language Teaching and Learning

It concentrates on instructional strategies, the design of curricula, the development of tasks, and practices related to assessment.

4. Bilingualism and Multilingualism

It explores the coexistence of multiple languages within educational contexts and the pedagogical consequences of linguistic diversity.

5. Sociolinguistics in Education

It studies language variation, attitudes towards language, identity, and the influence of sociocultural factors on learning.

6. Literacy Studies

It investigates reading and writing practices, literacy development, and the acquisition of academic discourse.

In addition, Educational Linguistics is strongly interdisciplinary, drawing from:

- Linguistics (the structure and use of language)
- psychology (the cognitive processes of learning)
- anthropology (cultural influences on language use)
- education (teaching theories and classroom practice)

This integration allows for a comprehensive understanding of language learning as a complex cognitive, social, and cultural phenomenon rather than a simple structural system.

4.2.1. Conceptual Relationship between Applied Linguistics and Educational Linguistics

The connection between Applied Linguistics and Educational Linguistics is characterized by a hierarchical, complementary, and developmental nature. Applied Linguistics serves as the umbrella discipline, whereas Educational Linguistics represents a specialized subfield within it. Both domains:

- ❖ Share foundational elements in linguistics, psychology, and sociology
- ❖ employ empirical research methodologies (such as observation, interviews, and corpus analysis)

- ❖ concentrate on practical language issues

Nonetheless, their analytical levels vary:

- ❖ Applied Linguistics functions at macro and meso levels, tackling societal and institutional language challenges
- ❖ Educational Linguistics operates at the micro level, emphasizing classroom interactions and learning processes.

This specialization illustrates the increasing complexity of language education systems and the necessity for more context-sensitive analyses.

4.3. Similarities between Applied Linguistics and Educational Linguistics

Despite differences, both fields share strong theoretical and methodological foundations.

Tableau 4 Core Characteristics of Educational Linguistics as an Interdisciplinary Field

Aspect	Shared Features	Explanation
Theoretical foundation	Linguistic theory	Syntax, semantics, pragmatics, discourse
Interdisciplinarity	Multiple disciplines	Psychology, sociology, anthropology, education
Real-world orientation	Practical language issues	Authentic language use in context
Research methods	Empirical approaches	Observation, interviews, corpus analysis
Language learning focus	SLA theories	Learner development processes
Educational relevance	Teaching improvement	Better instructional outcomes

These similarities demonstrate that Educational Linguistics does not exist independently but evolves within the broader intellectual and methodological framework of Applied Linguistics.

4.4. Differences between Applied Linguistics and Educational Linguistics

Tableau 5 Differences between Applied Linguistics and Educational Linguistics

Aspect	Applied Linguistics	Educational Linguistics	Explanation
Scope	Broad interdisciplinary field	Narrow, education-focused field	AL covers many domains
Focus	Language problems in society	Language in education	Macro vs classroom focus
Domains	Translation, policy, discourse	Teaching, literacy, classroom interaction	Pedagogical specialization
Context	Multiple professional settings	Educational institutions	Schools and universities
Orientation	General problem-solving	Pedagogical improvement	Teaching effectiveness
Level of analysis	Macro and meso levels	Micro classroom level	Interaction-focused

Interpretation: These differences show that Educational Linguistics is a more specialized, pedagogically driven refinement of Applied Linguistics.

4.5. Educational Linguistics as a Specialised Development within Applied Linguistics

Educational Linguistics emerged as a reaction to the rising complexity of language education, particularly with the increase of:

- ❖ multilingual classrooms
- ❖ communicative language teaching
- ❖ diverse learner populations

It was formally articulated through the work of Spolsky (1978), who maintained that language education requires a dedicated field of inquiry.

Spolsky stressed that Applied Linguistics was too comprehensive because it also includes translation, lexicography, and language policy, and it suggests that linguistics must always be 'applied' to a particular context. Instead, he introduced Educational Linguistics as a distinct area focusing specifically on language-related issues in education.

- ❖ learner errors and development
- ❖ classroom discourse and interaction
- ❖ syllabus and curriculum design
- ❖ literacy development
- ❖ language assessment
- ❖ bilingual and multilingual education

It also contributes to:

- ❖ language policy and planning in education
- ❖ fair and valid assessment systems
- ❖ inclusive and culturally sensitive teaching practices

Essentially, it supports educators by presenting theoretical and practical recommendations on what to teach, how to conduct lessons, and how to assess student learning, ensuring that linguistic theory is in harmony with the realities faced in the classroom.

4.6. Tutorial Activities

Activity 1: Core Concepts Check (MCQ + True/False)

A. Multiple Choice Questions

Instruction: Choose the correct answer.

1. Applied Linguistics is:
 - A. Grammar theory
 - B. A field focused only on teaching methods
 - C. An interdisciplinary field addressing real-world language issues
 - D. A literary discipline
2. Educational Linguistics mainly focuses on:
 - A. Historical language change
 - B. Language in educational contexts
 - C. Phonetics only
 - D. Translation studies
3. The main distinction between Applied and Educational Linguistics is:
 - A. Alphabet system
 - B. Educational focus and scope
 - C. Writing style
 - D. Vocabulary use

B. True / False

Instruction: Write True or False.

1. Educational Linguistics studies language use in classrooms.
2. Applied Linguistics is limited only to language teaching.
3. Both fields rely on empirical research.

Answers

MCQ:

1 → C

2 → B

3 → B

True/False:

1 → True

2 → False → Applied Linguistics is broader than teaching alone.

3 → True

Activity 2: Short Case Analysis (Applied Understanding)

Instruction

Read the situation and answer briefly.

Case

A teacher focuses mainly on grammar explanation. Students rarely communicate and struggle to use English in real situations.

Questions

1. What is the main limitation of this teaching approach?
2. How does Educational Linguistics interpret this issue?
3. Suggest one improvement.

Suggested Answers

1. Lack of communicative practice and real language use.
2. Language is treated as a system of rules rather than a tool for communication in context.
3. Introduce communicative, task-based, or interaction-focused activities.

Activity 3: Reflection Task (Critical Understanding)

Question

Why is Educational Linguistics important for EFL teaching?

Suggested Answer (Key Ideas)

Educational Linguistics links language theory with classroom practice. It improves teaching methods by focusing on real communication, learner needs, and context-based learning rather than only grammar instruction.

5. Interdisciplinary Nature of Educational Linguistics

5.1. Language Education Policy

Language education policy represents a vital macro-level element of Educationa, as it dictates the positioning, organization, and implementation of languages within educational institutions. These policies clarify which languages are to be taught, the extent of instructional time assigned to them, and the aims that steer curriculum formulation. In this manner, they impact not only institutional planning but also classroom dynamics, educators' decision-making processes, and the educational journeys of learners.

Nevertheless, language policy encompasses more than just administrative aspects; it embodies wider ideological perspectives concerning language significance, identity, and social advancement. As Elana Shohamy (2006) posits, language policies are inherently biased and represent "ideological constructs" influenced by power dynamics and societal values. For example, the elevation of English as a global lingua franca frequently results in a heightened focus on examination success, grammatical precision, and writing skills. Although these priorities may enhance academic performance, they can also restrict opportunities for meaningful communication, especially in environments where teaching is heavily focused on examinations.

Additionally, language policy can indirectly affect pedagogical practices by influencing assessment systems and curricular expectations. Instructors may feel driven to emphasize measurable outcomes, such as grammar and writing accuracy, rather than promoting communicative competence or critical thinking skills. This shows that language policy acts as a significant mechanism that organizes both teaching and learning processes, making it a crucial issue within the domain of Educational Linguistics.

5.2. Bilingualism and Multilingualism in Education

Bilingualism and multilingualism are vital components of Educational Linguistics, illustrating the linguistic variety that defines most current educational environments. In many educational settings, students communicate, process information, and create meaning using more than one language. This multilingual situation has important consequences for cognitive development, classroom interactions, and teaching decisions.

Traditional methodologies often regarded languages as distinct and autonomous systems, promoting a clear division between the first language and the target language. Nevertheless,

modern viewpoints contest this notion by highlighting the interconnectedness of learners' linguistic resources. Ofelia García and Li Wei (2014) contend that learners actively engage their entire linguistic repertoire through practices like translanguaging. This method acknowledges that language usage is adaptable and influenced by context, enabling learners to navigate between languages to enhance comprehension and communication.

From an educational angle, multilingualism can be seen as a valuable tool that boosts comprehension, diminishes cognitive load, and encourages participation. For instance, students may leverage their first language to clarify complex ideas or to negotiate meaning in collaborative tasks. However, this requires meticulous pedagogical guidance to ensure that learners keep progressing in their proficiency in the target language. Therefore, Educational Linguistics stresses the importance of balancing linguistic flexibility with structured language advancement, viewing multilingualism not as a limitation but as a strategic resource in the learning process.

5.3. Language Use in Classrooms

Language utilization in classrooms serves as a pivotal micro-level concern within Educational Linguistics, as it explores the functionality of language in instructional exchanges. Classroom discourse includes teacher explanations, questioning strategies, feedback methods, and student engagement patterns. These factors collectively shape the educational environment and impact the degree to which learners can interact with and generate language.

Classroom interaction is systematic rather than random, following established communicative patterns that manage participation. John McH. Sinclair and Malcolm Coulthard (1975) describe this interaction as generally organized through the initiation–response–feedback (IRF) sequence. While this structure provides coherence and clarity, it can also constrain learner participation if the teacher dominates the dialogue and controls the communication flow.

In numerous educational settings, especially in foreign language classes, the amount of teacher talk constitutes a considerable part of classroom discourse. This prevalence can diminish the chances for students to engage actively with the language, consequently hindering the growth of their communicative competence. As a result, Educational Linguistics investigates ways to restructure classroom interaction to foster more student-centered approaches, promoting dialogue, collaboration, and significant language use. Through the

analysis of discourse patterns, educators can establish more inclusive and interactive learning environments that facilitate both linguistic advancement and critical thinking.

5.4. Language Acquisition in Institutional Settings

The process of language acquisition in institutional environments is markedly different from that of naturalistic language learning. In structured educational settings, language learning is methodical, guided by curricular aims, and affected by assessment systems. This methodical approach creates clear learning trajectories but may also limit the range of language experiences offered to learners.

In the Same context, Stephen Krashen (1985) makes a distinction between acquisition, which is an unconscious process driven by meaningful exposure, and learning, which pertains to the conscious grasp of grammatical rules. In classroom settings, these two processes often exist together; however, institutional environments typically favor explicit learning due to the pressures of assessment and curriculum requirements.

Although direct instruction can improve students' comprehension of grammatical frameworks, it does not automatically result in communicative fluency. Successful language acquisition necessitates chances for significant interaction, practice, and constructive feedback. Consequently, Educational Linguistics examines how teaching methods can merge both acquisition and learning processes, guaranteeing that students cultivate not only linguistic precision but also communicative proficiency. This equilibrium is especially crucial in situations where access to genuine language outside the classroom is restricted.

5.5. Institutional Constraints and Opportunities in Language Learning

The learning of languages in educational environments is shaped by a complex interaction of constraints and opportunities. Among the most critical constraints are limited instructional time, large class sizes, and curricula that are oriented towards examinations. These factors can limit learners' opportunities for practice and interaction, often resulting in a focus on memorization and superficial understanding rather than a deep mastery of the language.

These constraints are particularly pronounced in the development of productive skills, where learners need ongoing practice, iterative feedback, and opportunities for revision. When teaching is heavily influenced by examination demands, learners may prioritize the reproduction of memorized content instead of engaging in meaningful language use. This can hinder the development of critical thinking, creativity, and communicative abilities.

At the same time, institutional frameworks offer crucial opportunities for structured education. These consist of access to trained educators, organized curricula, and systematic assessment methods that can support the advancement of learning. When effectively applied, these structures can create a strong foundation for language development. Educational Linguistics seeks to investigate how these constraints and opportunities interact and how teaching practices can be tailored to enhance learning outcomes. It stresses the significance of aligning instructional approaches with communicative goals, ensuring that language learning is both purposeful and effective.

5.6. Tutorial Activities

Activity 1: Core Concept Check (MCQ + True/False)

A. Multiple Choice Questions

Instruction: Choose the correct answer.

1. Educational Linguistics focuses on:
A. Grammar rules only
B. Language in educational contexts
C. Literary analysis
D. Phonetics only
2. Translanguaging refers to:
A. Avoiding L1 use
B. Flexible use of multiple languages
C. Word-for-word translation
D. Grammar memorisation

B. True / False

Instruction: Write True or False.

1. Language policy influences classroom teaching practices.
2. Educational Linguistics is limited to grammar analysis.
3. Multilingualism can support learning processes.

Answer Key

MCQs

- 1 → B
2 → B

True/False

- 1 → True
2 → False → Educational Linguistics includes policy, pedagogy, and classroom interaction, not only grammar.
3 → True

Activity 2: Applied Case Analysis (Integrated Skills)

Instruction

Read the situation and answer briefly.

Case

An EFL program emphasizes grammar teaching, exam-based assessment, and teacher-centred instruction. Students rarely interact orally and rely heavily on memorisation. L1 is frequently used for explanation.

Questions

1. Identify **two effects** of language policy on teaching practices.
2. Explain how **interaction patterns** influence student learning.

3. Suggest **one pedagogical improvement** based on Educational Linguistics.

Suggested Answers (Key Points)

1. Language policy leads to:
 - Grammar-focused instruction
 - Exam-oriented assessment limiting communicative practice
2. Teacher-centred interaction reduces learner production and limits opportunities for communication, which restricts language development.
3. Improvement:
 - Introduce communicative tasks (pair/group work) and process-based writing or formative assessment to increase interaction and reduce memorisation

6. Scope of Educational Linguistics

6.1. Positioning Educational Linguistics within Linguistic Sciences

A significant theoretical distinction within linguistic sciences is the differentiation between pure (theoretical) linguistics and applied linguistics. Pure linguistics is concerned with the structural features of language, which include:

- Phonetics
- Phonology
- Morphology
- Syntax
- Semantics

These fields aim to depict language as a self-sufficient system, detached from social or educational influences. In contrast, applied linguistics focuses on language in practice, particularly in the realms of education, communication, and society. Within this applied context, numerous interdisciplinary areas develop, often referred to as "hyphenated linguistics," including Educational Linguistics, Sociolinguistics, and Cognitive Linguistics. Rather than acting as standalone theoretical disciplines, these areas are more effectively understood as applied extensions of linguistic knowledge. Each provides distinct yet interconnected viewpoints:

- Sociolinguistics: pragmatics, discourse, text, and stylistics
- Cognitive Linguistics: psycholinguistics, neurolinguistics, and clinical linguistics
- Educational Linguistics: teaching, learning, curriculum design, and language policy

Additional domains such as contrastive analysis, error analysis, and second language acquisition further strengthen the applied focus of linguistic studies by establishing a direct connection between linguistic theory and pedagogical practice. Contrastive analysis, for example, methodically compares the structures of learners' first language (L1) and target

language (L2) to anticipate possible learning challenges and areas of interference. Error analysis, conversely, redirects focus from prediction to observation by analyzing the actual linguistic errors made by learners, thus offering valuable insights into the developmental phases of interlanguage and the cognitive mechanisms involved in language acquisition. Likewise, research in second language acquisition (SLA) explores how additional languages are acquired in both naturalistic and instructional settings, providing empirically supported explanations for variations in learner success. While some of these comparative methods have historical ties to structural and historical linguistics, their current importance primarily resides in their pedagogical application, as they guide syllabus design, teaching methodologies, and materials development. In this manner, they enhance a more informed and adaptive understanding of language learning challenges and instructional requirements within educational environments.

Within this conceptual framework, Educational Linguistics is firmly established as a key branch of Applied Linguistics, characterized by its specific emphasis on educational processes and outcomes. Its identity transcends mere definitions or terminology; it is both functional and theoretical, as it methodically links linguistic knowledge with pedagogical practice. Separating Educational Linguistics from the wider applied context would risk diminishing it to a mere descriptive term, rather than acknowledging it as a cohesive academic discipline with its own epistemological and methodological underpinnings. Its importance resides in its ability to convert linguistic theory into educational practice through evidence-based research, classroom studies, and instructional assessments. In doing so, it guarantees that language instruction is guided by systematic analysis rather than solely by intuition, while also permitting classroom experiences to inform and enhance linguistic theory. This mutual relationship between theory and practice positions Educational Linguistics as a vital mediating field that improves the effectiveness, relevance, and scientific basis of language education.

6.1.1. Bridging Theory and Practice in Language Education

One of the most significant contributions of Educational Linguistics is its vital function in closing the ongoing divide between linguistic theory and classroom application. In numerous educational settings, especially within formal schooling systems, there frequently exists a clear disconnection between the theoretical understanding of language and the practical implementation of that knowledge in teaching methods. While linguistic theories may offer comprehensive insights into language structure, acquisition, and usage, these understandings do not always effectively translate into practical classroom strategies. Consequently,

educators may depend on conventional, exam-focused, or experience-driven methods that may not align with contemporary research in linguistics or language education. This disparity between theory and practice can hinder the effectiveness of teaching and diminish opportunities for substantial language learning.

In this context, Applied Linguistics emerges as a vital intermediary framework that plays a significant mediating role by converting abstract linguistic theories into practical pedagogical applications. It provides the theoretical and methodological tools essential for adapting linguistic knowledge for educational purposes, especially in areas such as curriculum design, language teaching methodologies, and assessment practices. Educational Linguistics extends and deepens this intermediary function by placing a stronger emphasis on the realities of classroom environments and the complexities of institutional settings. It not only draws from linguistic theory but also systematically incorporates empirical classroom data, learner feedback, and teacher experiences to ensure that instructional practices are contextually relevant, pedagogically sound, and responsive to actual learning needs.

From an academic perspective, it is widely recognized that linguistic knowledge should not be confined to theoretical abstraction, but must actively inform and shape instructional practices through ongoing cycles of feedback, reflection, and evaluation. Researchers including Guerrero (2005) and Granger (1998) highlight the critical importance of integrating empirical evidence into language teaching, particularly through the systematic analysis of learner language and instructional outcomes. This viewpoint implies that educational resources such as textbooks, teaching materials, and classroom activities cannot be seen as static tools; instead, they must be subject to continuous evaluation and revision based on learners' needs, performance, and developmental progress. Such an approach ensures that pedagogy remains dynamic and informed by evidence rather than being inflexible or tradition-bound.

Consequently, Educational Linguistics operates as a reflective and evaluative discipline that prioritizes evidence-based decision-making in the realm of language education. It encourages educators and researchers to critically analyze the effectiveness of teaching strategies and to consistently refine instructional practices based on observable classroom data. This reflective stance ensures that pedagogical decisions are not merely driven by intuition, personal experience, or institutional tradition, but are instead anchored in validated empirical findings. Importantly, this principle is relevant across all educational contexts, whether in second language learning environments, foreign language classrooms, or native

language instruction. In each scenario, Educational Linguistics fosters a systematic and research-informed approach to teaching that improves both instructional quality and learner outcomes.

6.2. The Scope of Educational Linguistics

The field of Educational Linguistics encompasses a wide range of areas, is interdisciplinary, and is fundamentally based on the combination of theoretical insights and practical implementation. It goes beyond simply describing language systems to tackle intricate and essential inquiries related to language instruction and acquisition in various educational settings. These inquiries encompass how languages are taught effectively, which teaching strategies produce the best results, and why certain teaching methods succeed in particular situations while failing in others. Consequently, this discipline is focused not only on pinpointing optimal practices in language education but also on comprehending the cognitive, social, institutional, and cultural elements that affect the efficacy or limitations of these practices. Therefore, Educational Linguistics integrates knowledge from numerous fields, including linguistics, education, psychology, sociology, and curriculum studies, to offer a thorough and multifaceted perspective on language education processes.

Moreover, the field of Educational Linguistics is dynamic rather than static, continually evolving in response to shifts in educational requirements, globalization, and linguistic diversity. It covers critical areas such as language teaching strategies, curriculum formulation, assessment methods, bilingual and multilingual education, and the implementation of language policies. Each of these domains contributes to a richer understanding of how language operates within structured educational environments and how teaching practices can be enhanced to improve student outcomes. Within this expanding framework, researchers and educators are increasingly focused on developing context-sensitive approaches that consider learner diversity, institutional challenges, and sociocultural contexts. This broad and integrative perspective enables Educational Linguistics to act as a guiding framework for addressing both theoretical and practical challenges in language education.

As articulated by Hult (in Spolsky & Hult, 2008), the discipline of Educational Linguistics has experienced a significant evolution, transitioning from a close and dependent relationship with Applied Linguistics to a more structured, defined, and autonomous area of academic inquiry. Initially, it was primarily viewed as an extension of Applied Linguistics, mainly concerned with the application of linguistic theories to educational contexts. However, over

time, it has developed its own identity, theoretical frameworks, and research methodologies, while still maintaining strong interconnections with both theoretical and applied linguistic traditions. This evolution reflects the growing recognition of Educational Linguistics as a distinct field that not only applies existing theories but also generates new insights based on empirical classroom research and educational practice.

In spite of its increasing autonomy, Educational Linguistics continues to uphold a robust theoretical and methodological interdependence with Applied Linguistics and other associated fields. It does not function in isolation; instead, it draws upon insights from linguistics, cognitive science, sociology, and education to create a holistic understanding of language learning and instruction. This interconnectedness guarantees that the discipline remains both theoretically grounded and practically applicable. By sustaining this equilibrium between independence and collaboration, Educational Linguistics can significantly contribute to the advancement of more effective, evidence-based, and contextually responsive strategies for language education.

- **Core Domains within the Scope**

Educational Linguistics includes:

- Language teaching methodologies
- Language learning strategies
- Second and foreign language instruction
- Language for Specific Purposes (LSP)
- Language for Academic Purposes (EAP)
- Curriculum and syllabus design
- Bilingualism and multilingualism
- Language Teaching Methodology

This area examines the effectiveness of teaching approaches, including:

- Communicative vs. traditional methods
- Contextual suitability of instructional strategies
- Adaptation to learner levels and institutional constraints

A key principle is that no single method is universally effective; effectiveness depends on context, learners, and objectives.

- **Language Learning Methodology**

This domain focuses on how learners acquire language in formal settings, including:

- Cognitive and social dimensions of learning
- Learner strategies and individual differences
- Interaction between explicit instruction and implicit acquisition
- Foreign, Second, and Native Language Contexts

Educational Linguistics distinguishes between:

- Foreign language learning (limited exposure outside classroom)
- Second language learning (societal exposure available)
- Native language development (first language acquisition)

Each context requires different pedagogical approaches and materials.

- **Language for Specific and Academic Purposes**

This includes:

- ESP (English for Specific Purposes): business, science, medicine, tourism
- EAP (English for Academic Purposes): academic writing, reading research, critical discourse

Academic contexts require advanced literacy and disciplinary communication skills (Hyland, 2006; Nation, 2009).

- **Language Skills Development**

Educational Linguistics guides instruction in:

- Speaking and listening (interactive competence)
- Reading comprehension (interpretive skills)
- Writing development (academic production)

Skill development requires progressive scaffolding aligned with learner proficiency levels (Butler, 2002).

- **Bilingualism and Multilingualism**

Multilingual education embodies the linguistic diversity present in contemporary societies. Instead of acting as an obstacle, multilingualism is progressively recognized as a cognitive and educational asset. Educational Linguistics advocates for the creation of inclusive strategies that appreciate the complete linguistic resources of learners.

- **Curriculum and Material Design**

The field contributes to:

- Syllabus design
- Textbook development

- Teaching materials
- Assessment tools

These must be aligned with learner needs, institutional goals, and communicative outcomes.

- **Role of Educational Linguists**

Educational linguists function as mediators between theory and practice. They:

- Evaluate teaching materials
- Design pedagogical frameworks
- Analyse learner needs
- Assess instructional effectiveness

Their role ensures that educational decisions are evidence-based rather than assumption-driven.

- **Research and Evaluation**

A defining characteristic of the field is its empirical orientation. It involves:

- Classroom-based research
- Assessment of teaching effectiveness
- Evaluation of learning outcomes
- Continuous feedback loops for improvement

This ensures that language education remains adaptive and context-sensitive.

6.3. The Integrative Role of Educational Linguistics

Educational Linguistics fulfills a key integrative function by associating diverse domains of knowledge, encompassing linguistics, education, psychology, sociology, and curriculum studies. It bridges:

- Structural linguistics (language systems)
- Applied linguistics (language in use)
- Pedagogical theory (teaching methods)
- Classroom practice (learning realities)

It also integrates major linguistic subfields:

- Sociolinguistics (social interaction and discourse)
- Cognitive linguistics (mental processing of language)
- Educational linguistics (instructional application)

By embracing aspects like error analysis, contrastive analysis, and language acquisition research, it constructs an integrated framework for analyzing learner language and evaluating

instructional success. Notably, it diminishes the persistent divide between theory and practice by translating theoretical linguistic knowledge into effective classroom strategies, while also employing classroom data to refine theoretical frameworks. This reciprocal dynamic promotes ongoing enhancement in language education.

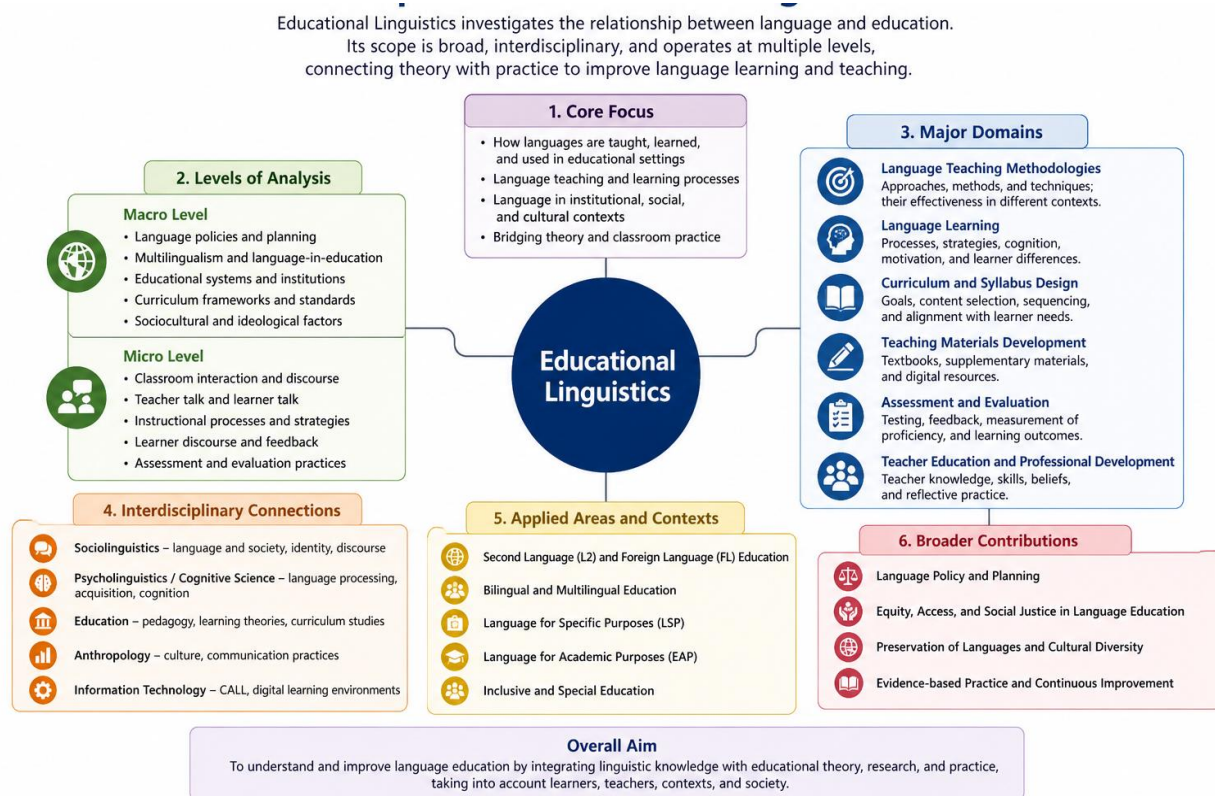


Figure 5 Detailed Scope of Educational Linguistics

6.4. Tutorial Activities

Activity 1: Core Concept Questions (Short Answer)

Questions

1. Define Educational Linguistics.
2. Differentiate between pure linguistics and applied linguistics.
3. Give two macro-level and two micro-level aspects of Educational Linguistics.

Suggested Answers

1. Educational Linguistics studies language teaching, learning, and use in educational contexts by combining linguistic theory with pedagogy.
2. Pure linguistics studies language structure (phonology, syntax, semantics), while applied linguistics focuses on real-life language use such as teaching and communication.
3. Macro-level: language policy, curriculum design. Micro-level: classroom interaction, writing instruction.

Activity 2: Classification Task (Concept Organization)

Instruction: Classify the items.

Phonology – Classroom interaction – Curriculum design – Syntax – Language policy – Writing instruction – Semantics – Multilingual education

Suggested Answers

- Pure Linguistics → Phonology, Syntax, Semantics
- Macro-level → Language policy, Curriculum design, Multilingual education

- Micro-level → Classroom interaction, Writing instruction

Activity 3: Applied Reflection (Theory–Practice Gap)**Question**

How does the gap between linguistic theory and classroom practice affect teaching? Give one example.

Suggested Answer

The gap can lead to teaching that is theoretical but not communicative. For example, a teacher may understand communicative approaches but still use grammar-translation methods, limiting student interaction and communicative competence.

Activity 4: Case Study Analysis (Applied Stage)**Scenario:**

A university focuses on grammar teaching and written exams. Students rarely speak and rely on memorisation.

Questions

1. Identify two limitations.
2. Suggest two improvements.
3. What is the role of classroom discourse reform?

Suggested Answers

1. Overemphasis on grammar; lack of communicative interaction.
2. Introduce communicative activities; integrate speaking and listening tasks.
3. It shifts interaction from teacher-centred to learner-centred, improving participation and communication.

Activity 5: Critical Essay (Integration Stage)**Question**

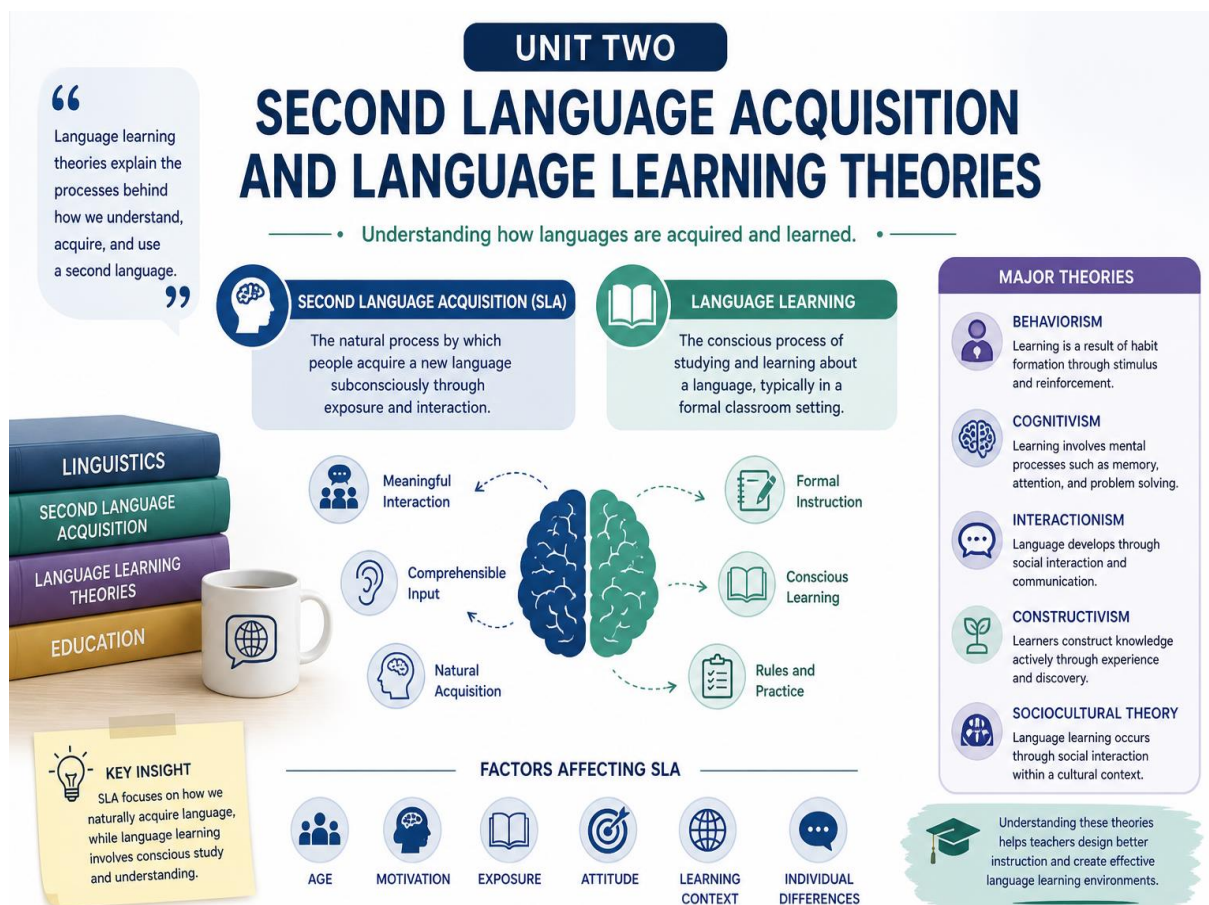
Discuss how Educational Linguistics connects macro-level and micro-level dimensions of language education.

Suggested Answer (Key Ideas)

Educational Linguistics links language policy and curriculum (macro-level) with classroom interaction and teaching practice (micro-level). It ensures that policies are effectively implemented in classrooms and that classroom realities inform educational planning. This creates coherence between institutional decisions and teaching practice, improving language education quality.

UNIT TWO:

SECOND LANGUAGE ACQUISITION AND LANGUAGE LEARNING THEORIES



Unit Two Aims

By the end of this unit, students will be able to:

- Conceptualize Second Language Acquisition (SLA) as an essential component of Educational Linguistics.
- Explain how SLA contributes to understanding language learning in formal educational settings.
- Identify key SLA concepts relevant to classroom practice (e.g., interlanguage, transfer, fossilization).
- Describe the developmental processes and stages of second language learning.
- Analyze the roles of input, interaction, and output in classroom communication.
- Explain cognitive and affective factors influencing second language learning.
- Compare major SLA theories and interpret their pedagogical implications.
- Apply SLA theories to improve language teaching practices within an Educational Linguistics framework.

Unit Structure

Lecture	Title	Theoretical Focus (Educational Linguistics Link)
Lecture 1	Introduction to SLA within Educational Linguistics	Overview of Second Language Acquisition as a cognitive and social process.
Lecture 2	Core SLA Concepts and Learner Language	Interlanguage, learner errors, variability, developmental competence.
Lecture 3	Developmental Stages of Language Learning	Gradual progression in accuracy, fluency, and complexity.
Lecture 4	Input, Interaction, and Output	SLA hypotheses (input, interaction, output) in classroom discourse.
Lecture 5	Affective and Cognitive Factors	Motivation, anxiety, attention, memory in language learning.
Lecture 6	Behaviourism and Innatism	Contrast between habit formation and innate language capacity.
Lecture 7	Cognitive Approaches	Information processing and noticing in language acquisition.
Lecture 8	Sociocultural Perspectives	Mediation, scaffolding, and socially constructed learning.
Unit Synthesis	Integrated Overview	This unit presents SLA as a multi-dimensional process shaped by cognitive, social, and affective factors. It integrates major theoretical perspectives—behaviourist, innatist, cognitive, and sociocultural—showing that language learning is best understood through their combined contribution within Educational Linguistics.

1. SLA within Educational Linguistics

1.1. Definition of Second Language Acquisition

Second Language Acquisition pertains to the systematic examination of how individuals acquire a language distinct from their native language after they have already learned their first language. It emphasizes both the learning process and the evolving linguistic system that arises during this journey. SLA extends beyond mere grammar acquisition; it includes various linguistic aspects such as phonology, syntax, semantics, vocabulary, and pragmatics. Additionally, it explores cognitive processes like memory, attention, and hypothesis generation, which affect how learners interpret linguistic information.

According to Gass and Selinker (2008), Second Language Acquisition (SLA) is defined as "the study of how individuals develop a new language system beyond their native language" (Gass & Selinker, 2008). This definition underscores the dynamic quality of learner language, which is in a state of continuous evolution rather than being statically obtained. Therefore, SLA is both descriptive and explanatory: it details how learners engage with language at different stages and clarifies the reasons for such patterns.

1.2. SLA in Educational Contexts

In educational settings, SLA pertains to the acquisition of a second language that occurs within formal instructional environments such as schools, universities, and language institutes. This learning is structured, directed, and shaped by institutional expectations. Unlike naturalistic acquisition, where learners are immersed in language through everyday interactions, classroom SLA is characterized by limited exposure, controlled input, and explicit instruction. Consequently, learners often develop a strong explicit understanding of grammar but may face challenges in spontaneous communication.

Krashen's (1985) distinction between acquisition and learning is particularly relevant in this context. He contends that acquisition is a subconscious process that takes place through meaningful communication, while learning is a conscious process that involves explicit knowledge of rules. Classroom environments often emphasize the latter due to the demands of curriculum and assessment.

SLA in educational settings is also influenced by teaching methodologies. For example, traditional grammar-based instruction focuses on accuracy, while communicative approaches prioritize meaning and interaction. These pedagogical choices directly affect how learners

develop their interlanguage systems. Therefore, SLA in educational contexts reflects an interaction between internal cognitive processes and external instructional conditions.

1.2.1. Importance of SLA for EFL Teaching

The theory of Second Language Acquisition lays a scientific groundwork for understanding how English as a Foreign Language (EFL) is learned in classroom situations. Its significance is in the shift from intuition-based teaching methods to those informed by research.

One of the most notable contributions of SLA is its redefinition of learner errors. Errors are now viewed not as failures but as indicators of developmental progress. Corder (1967) famously described learner errors as "signs of active learning rather than deficiency" (Corder, 1967). This viewpoint encourages teachers to approach errors in a diagnostic manner rather than a punitive one.

SLA also emphasizes the critical role of input. Krashen (1985) asserts that learners acquire language when they receive comprehensible input that is slightly above their current level ($i+1$). This concept has had a significant influence on communicative language teaching methodologies.

In addition, interaction is crucial for the development of SLA. Long's Interaction Hypothesis (1996) emphasizes that the negotiation of meaning during communication enhances both comprehension and acquisition. Similarly, Swain's Output Hypothesis (1985) posits that producing language helps learners identify gaps in their linguistic knowledge. In EFL contexts, where exposure outside the classroom is limited, these insights are particularly important. Thus, teachers must create opportunities for meaningful interaction and output within their instructional practices.

1.2.2. Key Characteristics of SLA

Second Language Acquisition is characterised by several fundamental features that distinguish it from simple learning:

1.2.2.1. Systematic Development

Learners progress through identifiable stages of development. Language acquisition is gradual, involving continuous restructuring of linguistic knowledge.

1.2.2.2. Interlanguage System

Selinker (1972) introduced the concept of interlanguage, describing the learner's evolving linguistic system that is neither L1 nor L2 but an independent system with its own rules.

1.2.2.3. Learner Variability

No two learners follow identical paths. Differences in motivation, aptitude, exposure, and learning strategies lead to variation in outcomes.

1.3. Role of Input and Interaction

Language development depends heavily on exposure to meaningful input and opportunities for interaction, rather than rote memorisation.

1.3.1. Role of Errors

Errors are systematic and developmental. They reflect hypothesis testing rather than random mistakes.

These characteristics collectively demonstrate that SLA is a dynamic and complex process shaped by multiple interacting factors.

1.4. SLA and the Role of the Teacher

Within SLA-informed pedagogy, the teacher is not merely a transmitter of knowledge but a facilitator of learning. This shift in perspective has significant implications for classroom practice.

Teachers are responsible for :

- Providing comprehensible and meaningful input
- Designing communicative tasks that promote interaction
- Offering scaffolding to support learner development
- Giving feedback that guides rather than penalises learning
- Encouraging learner autonomy and participation

Vygotsky's concept of the Zone of Proximal Development (1978) is particularly relevant, as it emphasises the importance of guided assistance in helping learners achieve higher levels of performance.

Thus, SLA transforms the teacher's role into that of a mediator between linguistic knowledge and learner development.

1.5. Tutorial Activities

Activity 1: MCQs (Core Concepts)**Instruction:** Choose the correct answer.

1. SLA studies:
 - A. Grammar teaching only
 - B. How a second language is acquired
 - C. Translation practice
 - D. Vocabulary memorisation
2. Interlanguage is:
 - A. Native-like language
 - B. Learner's evolving system
 - C. Translation system
 - D. Fixed grammar system
3. Krashen's Input Hypothesis:
 - A. Grammar drills
 - B. Comprehensible input slightly above level
 - C. Error correction focus
 - D. Vocabulary lists

Answers: 1-B, 2-B, 3-B

Activity 2: True / False (Correct the False Statements)**Instruction:** Write T or F. Correct false statements.

1. SLA is only classroom-based.
2. Interlanguage is stable and fixed.
3. Errors are part of language development.

Answers:

- 1 ✗ False → SLA includes natural and classroom learning.
 - 2 ✗ False → Interlanguage is dynamic and evolving.
 - 3 ✓ True
-

Activity 3: Short Applied Tasks**Instruction:** Answer briefly.

1. Define SLA.
2. What is input in SLA?
3. Difference between acquisition and learning?

Answers:

1. Study of how a second language is learned over time.
2. Language exposure that supports understanding and acquisition.
3. Acquisition is natural/subconscious; learning is formal/conscious

2. Core Concepts in Second Language Acquisition (SLA)

2.1. Interlanguage Development

Interlanguage denotes the dynamic linguistic framework that learners develop while acquiring a second language. It exists in a transitional realm between the first language (L1) and the target language (L2), and it is not identical to either system.

Selinker (1972) characterized interlanguage as a unique learner language system that arises from the learner's proactive efforts to convey meaning in the second language. This system adheres to rules, indicating that even erroneous forms often exhibit an internal logic that aligns with the learner's current developmental stage.

A notable characteristic of interlanguage is its systematic variability. Learners may produce accurate grammatical forms in one context and inaccurate ones in another, influenced by cognitive load, task complexity, or familiarity with the structure. This variation does not imply inconsistency; instead, it reflects a system that is evolving.

Another crucial feature is permeability, which indicates that interlanguage is susceptible to external influences. Input, instruction, and interaction consistently reshape the system, allowing learners to modify their hypotheses about language rules. Over time, interlanguage may become increasingly similar to the target language, although complete convergence is not always achieved.

From a teaching perspective, interlanguage theory alters the interpretation of errors from a failure to a demonstration of growth. Errors are recognized as indicators of active hypothesis development, which implies that learners are participating in the creation of linguistic knowledge rather than just passively acquiring it.

2.2. Fossilisation

Fossilisation denotes the process by which certain erroneous linguistic forms become permanently integrated into a learner's interlanguage system. These forms endure despite extensive exposure to the target language and ongoing instruction.

Selinker (1972) characterizes fossilisation as a phase in which interlanguage development seems to stabilize prematurely, even in the presence of continuous learning opportunities. This indicates that learners may still receive input and feedback, yet specific errors persist unchanged.

Fossilised forms can manifest in grammar, pronunciation, vocabulary, or discourse patterns. For instance, a learner might consistently misuse verb tenses or retain incorrect syntactic structures despite repeated corrections.

The factors contributing to fossilisation are intricate and encompass limited corrective feedback, diminished communicative pressure, a lack of motivation, or dependence on simplified communication methods. Additionally, it may stem from the premature solidification of incorrect patterns that are never adequately confronted in meaningful contexts.

From a pedagogical perspective, fossilisation underscores the necessity of ongoing instructional intervention. Mere exposure is not enough; learners need multiple chances for noticing, correcting, and restructuring their language use. In the absence of such intervention, erroneous forms may solidify as permanent aspects of learner language.

2.3. Language Transfer: Positive and Negative Influence

Language transfer signifies the effect of a learner's first language on the learning and application of a second language. It represents a natural cognitive mechanism through which learners utilize their previously acquired linguistic knowledge to understand new language input. According to Odlin (1989), in a reworded context, transfer is defined as the influence that arises from the similarities and differences between a language that has been learned and the target language. This suggests that transfer is not necessarily problematic; rather, its impact is determined by the structural compatibility between the languages.

➤ Positive Transfer

Positive transfer takes place when the similarities between L1 and L2 aid in the learning process. Common grammatical structures, cognates, or analogous word order can enhance comprehension and production, thereby minimizing cognitive load and expediting acquisition.

➤ Negative Transfer

Negative transfer happens when the differences between L1 and L2 lead to mistakes. Learners may incorrectly use L1 structures in L2 contexts, resulting in grammatical or lexical errors. This is particularly clear in writing, where learners tend to rely more on internalized L1 rules due to less time pressure.

Grasping the concept of transfer is crucial for identifying learner challenges and creating instructional strategies that specifically tackle the linguistic differences between languages.

2.3.1. Interaction between Core Concepts

The three fundamental concepts—interlanguage, fossilisation, and language transfer—are intricately linked and operate as components of a cohesive developmental framework.

Interlanguage establishes the foundational structure within which learner language progresses. Language transfer plays a role in shaping this framework by incorporating L1-based patterns into L2 output. Fossilisation can take place when these transferred or initially established patterns become entrenched and resistant to modification.

For example, ongoing negative transfer that is not rectified may eventually become fossilised within the interlanguage framework. On the other hand, positive transfer may aid early development by providing cognitive scaffolding for comprehending new structures.

This interaction highlights that second language acquisition (SLA) is not a linear process but rather dynamic, shaped by the continuous interplay between cognitive processes and linguistic experiences.

2.4. Pedagogical Implications of Core SLA Concepts

Core SLA concepts have profound implications for the practice of language teaching.

- Interlanguage theory encourages instructors to perceive errors as signs of development instead of failures. This approach promotes a more constructive and supportive feedback system..
- Fossilisation points to the necessity for ongoing corrective intervention. Instructors should create situations for learners to identify persistent errors and adjust their linguistic output through guided practice..
- Language transfer highlights the importance of contrastive awareness in teaching. By explicitly discussing the differences between L1 and L2 structures, instructors can lessen negative transfer and enhance accurate language use.

Overall, these concepts promote a shift from strict error correction to a more developmental and learner-centered teaching approach based on linguistic awareness

2.5. Tutorial Activities

Instruction: Choose the correct answer / write True or False.

1. Interlanguage is:
 - A. A perfect L2 system
 - B. A transitional learner language
 - C. Native speaker language
 - D. Grammar rules
2. Fossilisation refers to:
 - A. Successful learning
 - B. Permanent incorrect forms
 - C. Vocabulary growth
 - D. Translation
3. Language transfer is:
 - A. Influence of L1 on L2
 - B. Only errors
 - C. Teaching method
 - D. Writing skill
4. Interlanguage is fixed. (True/False)
5. Transfer can be positive or negative. (True/False)

Suggested Answers:

1. B
2. B
3. A
4. False
5. True

Activity 2: Short Answer (Core SLA Concepts)

Instruction: Answer briefly.

1. Define interlanguage.
2. What is fossilisation?
3. Give one example of language transfer.

Suggested Answers:

1. A developing learner language system between L1 and L2.
2. Stabilisation of incorrect forms in learner language.
3. Example: using L1 word order in English sentences.

Activity 3: Error Analysis (Applied SLA)

Instruction: Identify the SLA concept.

1. She go to school every day.
2. I am agree with you.
3. He no understand the lesson.

Suggested Answers:

1. Interlanguage development (overgeneralisation)
2. Negative transfer (L1 influence)
3. Negative transfer (L1 structure in negation)

3. Stages of Second Language Development

3.1. Developmental Stages

3.1.1. Pre-Production Stage (Silent Period)

The pre-production phase, frequently known as the silent period, represents the first stage of second language development. In this stage, learners are introduced to the target language but generate little or no verbal output. Despite the absence of spoken production, this phase is cognitively active, as learners are involved in decoding meanings, establishing associations, and developing initial comprehension frameworks.

At this stage, learners mainly rely on non-verbal communication, including gestures, facial expressions, and physical reactions. This does not signify a lack of learning; instead, it reflects an internal processing phase in which learners are gradually forming their mental representation of the language system.

According to Krashen (1985), comprehension is fundamentally prior to production, implying that learners must have considerable exposure to meaningful input before they can effectively produce language output (Krashen, 1985). This reinforces the perspective that silence should be seen as a sign of active comprehension growth rather than a deficiency in learning.

From a teaching perspective, instruction during this phase should focus on providing rich input, visual aids, demonstrations, and activities that promote contextualized understanding. Requiring early speech production may lead to increased anxiety and impede natural progression.

3.1.2. Early Production Stage

The early production phase signifies the start of verbal expression in the journey of second language development. At this stage, learners begin to formulate short phrases, single words, or memorized expressions. However, their linguistic production is still quite limited in terms of grammatical accuracy and structural complexity.

During this period, learners often rely on formulaic language chunks, repetition, and imitation. They are starting to test their hypotheses regarding the workings of the language, but their interlanguage system remains highly unstable. Errors are common and expected, reflecting ongoing developmental restructuring rather than a failure to learn.

Lightbown and Spada (2013) characterize this stage as akin to "telegraphic speech," where learners convey fundamental meanings using minimal linguistic tools (Lightbown & Spada,

2013). Despite its basic nature, this stage is vital as it signifies the shift from passive comprehension to active participation.

From an instructional perspective, educators should prioritize fostering engagement without excessive correction. Supportive interactions, activities based on repetition, and guided practice are essential in helping learners gain confidence and gradually enhance their linguistic output.

3.1.3. Speech Emergence Stage

The speech emergence period is characterised by a significant enhancement in linguistic productivity and communicative interaction. Learners begin to generate longer sentences, formulate questions, and engage in basic conversational exchanges.

At this point, the development of interlanguage becomes increasingly visible, as learners actively apply their developing grammatical rules. Errors such as overgeneralization and first language transfer frequently occur, but they are part of a natural hypothesis-testing process in second language acquisition.

Communication becomes more meaningful, allowing learners to express their personal ideas, opinions, and needs. Vocabulary expands, and learners start to move beyond rote expressions towards more creative language use, although accuracy may still be inconsistent.

From an educational standpoint, this phase necessitates a balanced strategy that combines the development of both fluency and accuracy. Task-oriented learning, communicative exercises, and scaffolded interactions are especially effective in fostering language growth while preserving learner confidence.

3.1.4. Intermediate Fluency Stage

The intermediate fluency stage indicates a significant step forward in second language acquisition (SLA). At this level, learners display greater mastery of grammatical structures and an enhanced ability to produce extended discourse, which includes paragraphs, explanations, and well-organized responses.

While errors are still present, they are less frequent and less disruptive to communication. Learners start to utilize more complex syntactic forms, such as subordinate clauses, and show improved cohesion and coherence in both their spoken and written language. Their vocabulary becomes more varied, allowing for a more precise expression of meaning.

However, this stage also brings the potential for fossilisation, where certain incorrect forms may become fixed if not addressed through effective instruction and feedback. This

emphasizes the importance of ongoing attention to accuracy alongside communicative growth.

Thus, educators at this stage should provide form-focused instruction that is woven into meaningful communication, employing feedback strategies like recasts, reformulation, and guided correction.

3.2. Developmental Continuum and Non-Linearity

Although SLA stages are typically illustrated in a linear format, research strongly suggests that the process of second language development is non-linear and dynamic. Learners can advance, regress, or reach a plateau based on a range of factors, including the quality of input, motivation, cognitive load, and the learning environment.

Interlanguage theory supports this notion by portraying learner language as a system that is in constant evolution, shaped by the continuous interaction between internal cognitive processes and external linguistic exposure. As a result, learners may demonstrate features from multiple developmental stages at once.

This non-linear nature poses a challenge to rigid instructional frameworks and implies that teaching should be adaptable, flexible, and responsive to the performance of learners, rather than adhering strictly to predetermined curricular stages.

3.3. Pedagogical Implications of Developmental Stages

Recognizing developmental stages has important ramifications for language teaching. Initially, it supports developmentally appropriate instruction, ensuring that learning tasks are aligned with the current linguistic readiness of students. Furthermore, it emphasizes the critical role of scaffolding, where teacher assistance is gradually withdrawn as learners develop independence.

Additionally, it highlights the necessity for differentiated instruction, as students within the same classroom may be functioning at different developmental levels. Lastly, it encourages the use of a variety of instructional approaches, including visual input, guided practice, collaborative activities, and formative feedback.

In summary, this viewpoint positions the educator as a facilitator of progressive linguistic development rather than merely a provider of static knowledge.

3.4. Tutorial Activities

Activity 1: Developmental Stages (Identification + MCQ)

Instruction: Identify the correct stage.

1. Learner understands but does not speak →
 - A. Speech emergence
 - B. Pre-production
 - C. Intermediate fluency
2. Learner produces single words →
 - A. Early production
 - B. Silent period
 - C. Fluency stage
3. Learner writes and speaks with some errors but communicates ideas →
 - A. Pre-production
 - B. Speech emergence
 - C. Intermediate fluency
4. Learners progress at the same speed. (True/False)
5. Silent period means no learning. (True/False)

Suggested Answers:

1. B
2. A
3. C
4. False
5. False

Activity 2: Short Answer (Core Concepts)

Instruction: Answer briefly.

1. What is the silent period in SLA?
2. Why is SLA development non-linear?
3. What characterises speech emergence?

Suggested Answers:

1. A phase where learners actively understand language but do not yet produce it.
2. Because development depends on input, motivation, cognition, and instruction, and learners do not progress in a fixed order.
3. Learners begin producing short sentences and communicate basic meaning with errors.

Activity 3: Case & Error-Based Analysis

Instruction: Match each output to the stage and justify briefly.

- A. "Water... book... teacher write."
- B. "I go school yesterday."
- C. "Can I go toilet, please?"
- D. No speech, only gestures

Suggested Answers:

- A. Early production → single words/telegraphic speech
- B. Early production → simple sentences with errors
- C. Speech emergence → functional communication
- D. Pre-production → comprehension without speech

4. Input, Interaction, and Output in Second Language Acquisition

4.1. Input in Second Language Acquisition

Input refers to all linguistic data that learners are exposed to through listening or reading. It forms the essential groundwork for language learning, as it provides learners with insights into how the target language is structured and utilized in genuine communication. However, research in Second Language Acquisition (SLA) draws an important distinction: not all input automatically results in acquisition. For input to be effective, it must be acknowledged, processed, and understood by the learner. Without these cognitive processes, mere exposure is insufficient for learning.

Krashen's significant Input Hypothesis posits that acquisition occurs when learners are exposed to "comprehensible input slightly above their current level of competence" (commonly known as $i + 1$) (Krashen, 1985). This implies that effective input must strike a balance between familiarity and challenge, enabling learners to extend their interlanguage system without encountering excessive difficulty.

In classroom practice, teachers facilitate input through various strategies such as repetition, paraphrasing, gestures, visual aids, and contextualization. These modifications enhance language accessibility, particularly for lower-level learners. However, a critical pedagogical tension exists: overly simplified input may restrict exposure to authentic structures, while overly complex input may impede comprehension.

Another important dimension of input is the concept of noticing. Learners must consciously or subconsciously attend to linguistic features for them to be integrated into their developing system. In this sense, input is not simply "received language," but rather "processed language," filtered through attention and cognitive engagement.

4.2. Interaction and the Negotiation of Meaning

Interaction signifies the dynamic process through which input is altered, clarified, and collaboratively constructed during communication. It holds a pivotal position in Second Language Acquisition (SLA) as it converts input into meaningful and understandable language through social interaction.

The Interaction Hypothesis, proposed by Long (1996), contends that conversational interaction enhances language acquisition by fostering the negotiation of meaning among speakers. When communication failures arise, learners and their interlocutors modify their language to re-establish understanding using strategies such as clarification requests, confirmation checks, repetition, and reformulation.

Through this process, language becomes more understandable and linguistically significant. As Long (1996) paraphrases, interactional modifications of input assist learners in both grasping language more clearly and noticing linguistic forms more effectively.

Interaction is not merely a cognitive function but also a social practice. It allows learners to engage in meaningful communication, develop discourse strategies, and build confidence in their communicative abilities. In classroom settings, interaction can take various forms, including pair work, group discussions, teacher-student dialogues, and task-based collaboration.

Significantly, interaction serves as a mediating link between input and output. It ensures that language learners do not remain passive recipients of language but become active participants in the construction of meaning.

4.3. Output and Language Production

Output refers to the language that learners create through speaking or writing. According to Swain's Output Hypothesis, language production is not just a consequence of learning but a significant driver of it. Swain (1985) asserts that the act of producing language compels learners to engage with linguistic knowledge more thoroughly than comprehension alone demands. When learners endeavor to articulate meaning, they must retrieve vocabulary, apply grammatical rules, and organize discourse, all of which encourage cognitive restructuring of their interlanguage system.

Output also fulfills a diagnostic role in Second Language Acquisition (SLA). It allows learners to recognize gaps between their intended expressions and their actual production abilities. This "noticing gap" is vital for stimulating further learning and refining hypotheses. Additionally, output creates avenues for feedback. When learners generate spoken or written language, they may receive corrective input from teachers or peers, which fosters accuracy development over time.

In EFL contexts, output is particularly important due to the limited opportunities for authentic communication. Thus, structured speaking and writing tasks are essential, as they offer learners the chance to actively construct language rather than simply receive it.

4.4. The Dynamic Relationship between Input, Interaction, and Output

Input, interaction, and output operate as a continuous and interdependent cycle rather than as isolated processes. Input presents linguistic forms, interaction enhances understanding through negotiation, and output solidifies learning through production and feedback.

In a typical classroom sequence, a learner may initially encounter new language through teacher input, subsequently clarify meaning through interaction with peers, and ultimately apply the language in speaking or writing tasks. Each stage reinforces the others, fostering a dynamic learning loop.

This integrated model challenges previous approaches that divided comprehension and production or placed excessive emphasis on explicit grammar instruction. Instead, modern SLA theory advocates for a balanced perspective in which learning arises from the ongoing interplay of exposure, communication, and production.

The differences observed in learner progress can often be elucidated by the variations in the quality and quantity of these three processes. Learners who are subjected to rich input, engaged in substantial interaction, and mandated to produce frequent output usually display more advanced interlanguage development.

4.5. Pedagogical Implications

The interplay of input, interaction, and output has significant consequences for language teaching methodologies. Firstly, input needs to be meticulously crafted to ensure it is both understandable and linguistically diverse. Educators should employ contextualization, visual aids, and scaffolding strategies to facilitate comprehension without diluting the complexity of the language.

Secondly, interaction ought to be methodically incorporated into classroom activities. Communicative tasks, paired work, and collaborative exercises should be utilized to promote the negotiation of meaning instead of relying on teacher-led instruction.

Thirdly, output should be emphasized through organized speaking and writing assignments. Students must be motivated to generate language in a meaningful context, receiving feedback that fosters reflection and enhancement rather than merely correcting mistakes.

In conclusion, assessment practices should reflect this integrated perspective by evaluating not only grammatical accuracy but also fluency, coherence, and communicative effectiveness.

4.6. Tutorial Activities

Activity 1: Short Definitions

Instruction: Define briefly.

1. Input in SLA
2. Interaction in SLA
3. Output in SLA

Suggested Answers:

1. Linguistic exposure through listening and reading that supports acquisition.
 2. Communication where learners negotiate meaning and co-construct language.
 3. Language produced by learners that helps develop and refine interlanguage.
-

Activity 2: True or False

Instruction: Write True or False.

1. All input leads to acquisition.
2. Interaction helps make input more understandable.
3. Output contributes to language learning.

Suggested Answers:

1. False → Only comprehensible input supports acquisition.
 2. True
 3. True
-

Activity 3: Matching Task

Instruction: Match.

Input → A. Language exposure

Interaction → B. Meaning negotiation

Output → C. Language production

Suggested Answers:

Input → A

Interaction → B

Output → C

Activity 4: Mini Case Analysis

Instruction: Answer briefly.

A teacher explains a topic → students write individually → no discussion or feedback.

1. Identify input, interaction, output.
2. What is missing?
3. One improvement.

Suggested Answers:

1. Input: teacher explanation; Output: writing; Interaction: absent
2. Lack of interaction and feedback cycle
3. Add peer discussion and revision-based writing tasks

5. Affective Factors in Second Language Acquisition

5.1. Motivation in Second Language Learning

Motivation is often considered one of the most influential affective factors in second language acquisition (SLA), as it dictates the extent of effort, persistence, and engagement that learners apply to language learning. It pertains to the internal and external influences that initiate and uphold learning behavior over time. Gardner and Lambert's early socio-educational framework differentiates between integrative motivation, where learners are motivated by a wish to merge into the target language community, and instrumental motivation, which is directed towards practical aims such as academic success or career opportunities.

In contemporary views, motivation is recognized in more complex and multifaceted terms. Dörnyei (2001) reconceptualizes motivation through the L2 Motivational Self System, suggesting that learners are motivated not only by immediate needs but also by their imagined future identities. In this regard, motivation is closely associated with how learners perceive themselves as capable users of the target language and how realistically they envision that future self.

From a pedagogical viewpoint, motivation is closely associated with classroom practices. Meaningful tasks, supportive feedback, and positive teacher-learner relationships have been shown to enhance motivational levels. As Dörnyei (2005) notes, motivation is highly sensitive to classroom dynamics and can be significantly strengthened or weakened by the instructional environment and teacher behavior. Thus, sustaining motivation requires continuous pedagogical attention rather than isolated interventions.

5.2. Language Anxiety

Language anxiety represents a significant affective factor in second language acquisition (SLA), encompassing feelings of nervousness, tension, or fear that emerge when individuals are required to utilize or learn a second language. It is widely acknowledged as a distinct form of situational anxiety linked to language learning environments.

Horwitz, Horwitz, and Cope (1986) characterize foreign language anxiety as a multifaceted psychological phenomenon that encompasses learners' beliefs, self-perceptions, and emotional reactions in classroom settings (Horwitz et al., 1986). This form of anxiety is frequently

manifested through fears of making errors, worries about negative assessments, and challenges in engaging in oral communication.

Anxiety can significantly disrupt language processing. Learners who experience high anxiety levels may struggle to retrieve vocabulary, may avoid speaking tasks, or may withdraw from classroom interactions. In the context of SLA, this reduces the opportunities for both input processing and output production, which are essential for the development of interlanguage.

In EFL environments, anxiety is regularly intensified by correction-oriented teaching strategies and high-pressure testing conditions. When learners perceive language use as tied to evaluation instead of communication, the emotional stress escalates, often resulting in avoidance behaviors. As a result, addressing anxiety becomes a crucial educational focus to enable more active participation and effective language use.

5.3. Attitudes Toward Language Learning

Attitudes denote the evaluative orientations that learners possess regarding the target language, its speakers, and the learning process itself. Positive attitudes are typically associated with enhanced engagement, persistence, and achievement, while negative attitudes may result in disengagement or resistance to the learning experience.

These attitudes are molded by both individual and contextual influences. Factors such as past learning experiences, cultural perceptions of the language, and the classroom environment all contribute to the formation of learners' affective orientation. When learners perceive the target language as valuable, useful, or socially esteemed, they are more likely to invest effort in mastering it.

Research in Second Language Acquisition (SLA) has consistently demonstrated a strong connection between attitudes and motivation, as both factors affect the willingness to engage in learning activities. Positive experiences in the classroom and supportive teaching practices are essential in fostering favorable attitudes, reinforcing the notion that affect is constructed socially within educational settings rather than being solely an individual matter.

5.4. Self-Confidence and Willingness to Communicate

Self-confidence in Second Language Acquisition (SLA) denotes the learners' conviction in their ability to effectively employ the target language. This conviction has a direct effect on their willingness to communicate (WTC), which refers to the readiness to initiate communication in the second language when the chance presents itself.

According to MacIntyre et al. (1998), willingness to communicate is conceptualized as a complex construct that is influenced by both stable personality traits and situational factors such as the classroom environment, the type of tasks, and the dynamics of interlocutor relationships. Learners who possess greater self-confidence are more likely to take risks in communication, participate actively in discussions, and experiment with their language skills.

In contrast, a lack of self-confidence frequently leads to a reluctance to communicate, even when learners have adequate linguistic knowledge. This reluctance restricts their exposure to opportunities for output and diminishes their level of interaction, both of which are vital for the advancement of SLA. Consequently, it is crucial to cultivate self-confidence to encourage active language engagement.

5.5. The Affective Filter Hypothesis

Krashen's Affective Filter Hypothesis provides a conceptual framework for understanding the role of emotional factors in language acquisition. According to this hypothesis, affective elements such as anxiety, motivation, and self-confidence function as a filter that determines the quantity of input that reaches the language acquisition system.

When the affective filter is low, learners are more receptive to input, which aids in acquisition. However, when it is elevated, emotional barriers obstruct the full processing of input, thus limiting the potential for learning. Krashen (1985) asserts that even if the input is understandable, acquisition will not occur if learners are emotionally hindered or lack motivation.

In practical classroom settings, reducing the affective filter entails fostering a supportive atmosphere where learners feel secure, motivated, and self-assured. This approach includes minimizing excessive corrections, encouraging active participation, and promoting collaborative learning frameworks that alleviate individual performance pressure.

5.6. Pedagogical Implications of Affective Factors

The integration of affective elements into language teaching has profound pedagogical implications. First and foremost, educators must prioritize the development of a supportive classroom environment where learners feel psychologically secure to experiment with language without the fear of criticism. This type of environment encourages participation and mitigates emotional barriers to learning.

Secondly, instructional design should actively encourage motivation through engaging, meaningful, and appropriately challenging tasks. When learners perceive tasks as relevant and attainable, their willingness to invest effort increases significantly.

Thirdly, anxiety needs to be managed thoughtfully through non-threatening feedback practices, balanced correction approaches, and chances for collaborative learning. A strong focus on correcting errors can have a detrimental effect on learners' confidence and their readiness to communicate.

Fourthly, self-confidence should be cultivated gradually through scaffolded instruction that permits learners to succeed at increasingly complex levels. The role of positive reinforcement is significant in bolstering learners' faith in their own abilities.

Overall, affective factors should not be viewed as secondary but as vital elements of effective SLA pedagogy, consistently interacting with cognitive and linguistic dimensions of the learning process.

5.7. Tutorial Activities

Activity 1: MCQs (Core SLA Concepts)

Instruction: Choose the correct answer.

1. The Affective Filter Hypothesis is associated with:
A. Chomsky
B. Krashen
C. Vygotsky
D. Swain
2. Motivation in SLA refers to:
A. Grammar rules only
B. Internal and external drives for learning
C. Memory capacity
D. Teacher correction methods
3. Foreign language anxiety mainly refers to:
A. Fear of speaking and negative evaluation
B. Vocabulary size
C. Reading speed
D. Writing mechanics

Suggested Answers

1. B
2. B
3. A

Activity 2: True / False (Concept Check)

Instruction: Write True or False. Correct false statements.

1. Motivation is fixed and does not change.
2. Anxiety can reduce language performance.
3. The affective filter blocks or facilitates input processing.

Suggested Answers

1. False → Motivation is dynamic and changes over time.
2. True
3. True

Activity 3: Short Answer + Case (Integrated Understanding)

Instruction: Answer briefly.

1. Define language anxiety in SLA.
2. What is the affective filter?

3. Case: A learner avoids speaking in class but performs well in writing. Identify the main issue and suggest one solution.

Suggested Answers

1. Language anxiety is fear or tension when using a second language.
2. The affective filter is an emotional barrier that can block or allow language input to be processed.
3. Issue: High anxiety / low willingness to communicate.
Solution: Use pair/group work and low-pressure speaking tasks.

Activity 4: Analytical Reflection (Higher-Order Thinking)**Instruction: Answer in a short paragraph.****Question:** How do affective factors influence SLA development in EFL classrooms?**Suggested Answer**

Affective factors such as motivation, anxiety, attitudes, and self-confidence significantly influence second language acquisition. High motivation increases engagement and persistence, while anxiety reduces participation and limits oral production. Positive attitudes and self-confidence encourage learners to take risks and interact more in the target language. According to Krashen's Affective Filter Hypothesis, emotional states regulate how much input is actually processed and acquired. Therefore, a supportive classroom environment is essential for lowering anxiety and improving communicative competence.

6. Theories of Language Learning I –Behaviourism and Innatism

6.1. Behaviourism in Language Learning

6.1.1. Epistemological Foundations and Scientific Orientation

Behaviourism developed as a response to introspective methodologies in psychology, advocating for a scientific and observable interpretation of learning. Researchers such as Watson asserted that the study should focus solely on observable behavior, thereby omitting internal mental processes from scientific investigation.

Within this theoretical framework, language is viewed not as a cognitive system but as a series of conditioned responses. According to Hutchinson and Waters (1986), the process of language learning is understood as habit formation through repeated stimulus–response associations. This perspective aligns with the general Behaviourist assumption that all learning operates under the same fundamental principles, regardless of the area of study.

6.1.2. Classical Conditioning and Associative Learning

The roots of Behaviourism can be linked to the research conducted by Ivan Pavlov, whose studies on dogs illustrated how connections between stimuli can lead to learned reactions. In the context of language acquisition, this implies that learners connect sounds, words, and structures with meanings through consistent exposure.

While classical conditioning offers a fundamental framework for associative learning, its ability to explain Second Language Acquisition (SLA) is restricted due to the intricate rule systems inherent in language, as opposed to mere stimulus-response associations.

6.1.2. Operant Conditioning and Reinforcement Cycles

A more advanced Behaviourist perspective is offered by B. F. Skinner, who introduced the idea of operant conditioning. In contrast to Pavlov, Skinner emphasized the role of consequences in shaping behaviour rather than the stimuli that precede it. Skinner suggested that learning occurs in a three-stage cycle:

- A stimulus triggers a response.
- The response is evaluated.
- Reinforcement strengthens or weakens the behaviour.

He contended that "behaviours that receive reinforcement are more prone to reappear" (Skinner, 1957). In the context of language acquisition, this suggests that accurate linguistic structures become ingrained through positive reinforcement, including commendation or effective communication.

This framework was implemented in experimental environments, like the operant conditioning chamber, where animals acquired task performance via reinforcement. Although these experiments offered empirical backing for Behaviourist theories, their relevance to human language acquisition continues to be a topic of discussion.

6.1.3. The Law of Effect and Habit Strengthening

In addition to Skinner's contributions, Edward Thorndike developed the Law of Effect, which asserts that behaviors that yield satisfying results are reinforced over time. This concept supports the Behaviourist perspective that learning is a cumulative and incremental process, achieved through repeated successful actions.

6.1.4. Language Learning as Habit Formation

From a Behaviourist viewpoint, the acquisition of language is primarily a process of automatization. Learners are anticipated to internalize accurate structures through:

- imitation of models,
- repetitive practice,
- reinforcement of correct responses.

As noted by Demirezen (1989), language learning is fundamentally a "verbal behaviour shaped through practice and reinforcement". This highlights the importance of drills and pattern practice in methodologies such as the Audiolingual Method.

However, this perspective diminishes language to a mechanical skill, similar to physical activities like walking or dancing, thereby disregarding its cognitive and creative dimensions.

6.1.5. Error, Transfer, and the Limits of Behaviourism

Behaviourism considers errors to be undesirable as they can result in the establishment of incorrect habits. This belief gave rise to the Contrastive Analysis Hypothesis (CAH), which anticipated that variations between L1 and L2 would lead to challenges in learning.

However, empirical studies have called this perspective into question. Lightbown and Spada (2002) noted that learners from various linguistic backgrounds frequently make similar developmental errors, indicating that errors are not merely a consequence of L1 interference.

This limitation highlights a significant flaw in Behaviourism: it fails to sufficiently account for the systematic creativity and developmental trends of learners, which are crucial to SLA.

6.2. Innatism and the Cognitive Turn in SLA

6.1.1. The Shift Toward Mentalism

The constraints of Behaviourism resulted in the rise of Innatism, which is chiefly linked to Noam Chomsky. Chomsky dismissed the notion that language could be understood through conditioning, contending instead that humans have an inherent linguistic ability. He notably illustrated that children learn language swiftly, even when exposed to incomplete and flawed input, a phenomenon commonly known as the "poverty of the stimulus."

6.1.1.1. Universal Grammar and the Structure of Language

Chomsky's Universal Grammar (UG) theory suggests that all human languages share fundamental structural principles. This internal mechanism empowers learners to understand input and create grammatically accurate sentences. According to Lightbown and Spada (2002), UG is described as a biologically pre-configured system that directs language acquisition, permitting learners to surpass the input they receive.

6.1.1.2. Language Acquisition Device and Cognitive Processing

The notion of the Language Acquisition Device (LAD) clarifies how learners change input into structured knowledge. Rather than simply imitating language, learners engage actively:

- form hypotheses,
- test them against input,
- revise them when necessary.

This procedure underscores the constructive aspect of language acquisition, wherein knowledge is generated internally rather than imposed from outside.

6.1.1.3. Competence, Performance, and Linguistic Creativity

Chomsky's differentiation between competence and performance is crucial for comprehending language usage. Competence pertains to the internalized knowledge of

language, whereas performance represents its practical application in real-world situations. This distinction clarifies why learners are capable of generating novel sentences, illustrating that language is not merely a static collection of habits but rather a rule-governed generative system..

6.1.1.4. Errors as Evidence of Learning

Unlike Behaviourism, Innatism perceives errors as significant in terms of development. They suggest that learners are engaged in the active construction and refinement of their linguistic systems. Therefore, errors should not be seen as failures, but rather as essential phases in language development, illustrating hypothesis testing and cognitive restructuring.

6.1.1.5. Innatist or Mentalist Theory and Its Classroom Relevance

The Innatist or Mentalist Theory, closely linked to Noam Chomsky, signifies a significant theoretical transformation in Second Language Acquisition (SLA), particularly in contrast to Behaviourist interpretations of learning. While Behaviourism accounts for language development through imitation, repetition, and reinforcement, Chomsky's viewpoint regards language as a biologically inherent human ability. From this perspective, learners are not mere empty vessels molded solely by environmental influences; rather, they possess an internal mechanism that allows them to construct language in a creative and rule-governed manner.

Chomsky (1968) posits that children acquire their first language rapidly and effectively, even when faced with incomplete and imperfect linguistic input. This observation led to the hypothesis that humans are born with an inherent capacity for language, often referred to as the Language Acquisition Device (LAD). This theoretical construct enables learners to analyze linguistic input, identify patterns, and formulate grammatical rules without explicit guidance. In subsequent developments, this idea evolved into Universal Grammar (UG), which Spada and Lightbown (2002, p. 116) define as “a specialized module of the brain, pre-programmed to process language.”

From the perspective of educational linguistics, this theory holds significant implications for classroom practice. It suggests that learners are not solely dependent on explicit teaching to acquire language structures; rather, they are active processors who construct their internal grammatical systems through exposure and cognitive engagement. This challenges the traditional teaching models that heavily rely on the explanation and memorization of rules.

In the EFL classroom, Innatist theory supports the notion that learners should be exposed to rich and meaningful input instead of being confined to controlled drills. Therefore, teachers are encouraged to design learning environments that allow students to encounter language

naturally, infer rules, and develop their own hypotheses. For example, instead of explicitly teaching all grammatical rules, teachers might guide learners through contextualized reading or listening activities that enable them to “notice” language patterns.

A crucial element of this theory is the focus on error as a sign of development. Within an educational framework, errors are not merely regarded as failures to be swiftly corrected, but as proof of active hypothesis generation. When learners create incorrect forms, they are indicating that they are experimenting with internal rules. This understanding is in line with modern EFL teaching methodologies, where feedback is often given later or reformulated rather than interrupting communication right away.

Chomsky’s theory also brings forth the notion of a critical period, indicating that language acquisition is most effective during the early stages of development. This idea has shaped curriculum design in educational contexts, particularly in early language teaching, where exposure is given precedence over formal grammar instruction. However, despite its strong theoretical foundation, Innatism has been criticised for underplaying the role of social interaction and classroom environment. As Demirezen (1989) notes, learners do not acquire language in isolation; rather, interaction with teachers, peers, and family members plays a crucial role in shaping linguistic development. This highlights the need for a balanced pedagogical approach that integrates both cognitive capacity and social mediation.

To summarize, the Innatist theory characterizes learners as dynamic, rule-generating individuals whose language development is guided by internal mechanisms. In the EFL classroom, this philosophy is reflected in teaching practices that focus on exposure, meaningful input, learner independence, and the tolerance of errors as a natural aspect of the learning process.

5.3. Monitor Theory (Stephen Krashen) and Classroom Application

The Monitor Theory, created by Stephen Krashen, is regarded as one of the most influential theories in Second Language Acquisition (SLA), especially in language teaching methodologies. It asserts that the process of second language acquisition is guided by a set of interconnected hypotheses that clarify how learners develop and utilize language in both natural and instructional contexts. Unlike models that are exclusively behaviorist or strictly cognitive, Krashen’s theory integrates linguistic, cognitive, and emotional dimensions of the learning experience.

The theory’s foundation is the differentiation between acquisition and learning. Acquisition is an unconscious process that occurs when learners are exposed to meaningful

communication in the target language. This process is similar to the development of a first language and results in fluent, instinctive language use. In contrast, learning is a conscious process that involves explicit instruction in grammatical rules and structures. Krashen (2003) argues that while learning has a supportive role, acquisition is the primary force driving spontaneous language use. In classroom practice, this distinction is particularly significant. It suggests that language teaching should not rely exclusively on grammar explanation and memorisation. Instead, learners should be engaged in communicative activities that simulate real-life language use, allowing acquisition to occur naturally.

The Monitor Hypothesis provides insight into how learned knowledge interacts with acquired competence. Krashen states that consciously learned rules act as a 'monitor' that allows learners to adjust their output. However, the success of this monitoring relies on specific conditions: learners must understand the rule, concentrate on form, and have sufficient time to utilize it. This explains why learners may excel in written grammar tasks but face challenges in spontaneous speaking situations within classroom contexts. Additionally, it highlights the importance of maintaining a balance between fluency-focused and accuracy-focused activities.

The Input Hypothesis is crucial for pedagogical implementation. It suggests that language acquisition happens when learners are exposed to comprehensible input that is slightly above their current proficiency level, referred to as $i+1$. In EFL classrooms, this necessitates the development of instructional materials that are both understandable and challenging. Teachers play a key role in supporting input through simplified explanations, visual aids, repetition, and contextualization.

The Natural Order Hypothesis posits that grammatical structures are acquired in a predictable order, independent of explicit teaching. This has significant implications for curriculum development. While teachers may present grammatical structures, the actual acquisition will adhere to its own developmental path. Consequently, instruction should be adaptable and responsive rather than strictly organized around grammatical advancement.

The Affective Filter Hypothesis incorporates emotional elements into Second Language Acquisition (SLA). Krashen contends that factors such as anxiety, motivation, and self-confidence can either enhance or hinder language acquisition. In practical classroom settings, this highlights the necessity of fostering a supportive and low-stress environment. Educators are urged to minimize learner anxiety, promote engagement, and cultivate positive attitudes towards language learning. An educational atmosphere that prioritizes communication over perfection aids in lowering the affective filter and enhances language absorption.

From the perspective of educational linguistics, Monitor Theory has had a significant effect on communicative language teaching. It has altered the focus of classrooms from instruction based on form to interaction that emphasizes meaning. Teachers are now viewed not only as the main conveyors of knowledge but also as facilitators of environments abundant in input, enabling learners to acquire language in a more natural way.

However, the theory has been criticized for its limited empirical validation and for minimizing the importance of explicit instruction and interactional negotiation. Despite these criticisms, its influence on pedagogy remains noteworthy, particularly in the context of developing learner-centred and input-driven teaching methodologies.

In summary, Krashen's Monitor Theory offers an extensive framework that links linguistic theory to classroom application. It emphasizes the significance of meaningful input, emotional preparedness, and the differentiation between explicit learning and implicit acquisition, all of which are crucial factors in contemporary EFL teaching practices.

5.4. Limitations of Innatism

Although Innatism offers substantial explanatory insights, it has been critiqued for neglecting the impact of social interaction and environmental contributions. Language acquisition does not take place in isolation; it is shaped by communicative contexts, cultural practices, and instructional frameworks.

5.4.1. Comparative Synthesis: Behaviourism and Innatism

The distinction between Behaviourism and Innatism highlights two contrasting yet complementary viewpoints:

- Behaviourism explains how learning is reinforced externally.
- Innatism explains how knowledge is constructed internally.

Current research in Second Language Acquisition (SLA) suggests that language acquisition is a result of the interaction between these two aspects, rather than stemming from just one of them alone.

5.5. Pedagogical Implications for EFL Contexts

In current teaching methodologies, the fusion of Behaviourist and Innatist concepts creates a comprehensive instructional strategy:

- Structured practice supports accuracy (Behaviourist insight).
- Meaningful communication fosters cognitive development (Innatist insight).

Thus, teachers are encouraged to blend controlled practice with communicative tasks, ensuring that students develop both fluency and precision.

5.6. Tutorial Activities

Activity 1: Conceptual Understanding (Core Theories in SLA)

Task: Define briefly and answer questions.

Concepts:

Stimulus–Response – Reinforcement – Habit Formation – Universal Grammar – LAD – Competence vs Performance

Questions:

1. How does Behaviourism explain learning?
2. How does Innatism explain language acquisition?
3. Differentiate competence and performance.

Suggested Answer:

Behaviourism explains learning as habit formation through stimulus–response associations strengthened by reinforcement. Innatism argues that language acquisition is guided by an innate cognitive system (Universal Grammar and LAD) enabling learners to construct grammatical rules internally. Competence refers to internal linguistic knowledge, while performance is its actual use in communication.

Activity 2: Theory Comparison (Behaviourism vs Innatism)

Task: Complete and interpret briefly.

Aspect	Behaviourism	Innatism
Language view	Habit system	Innate rule system
Learner role	Passive	Active
Errors	Incorrect habits	Developmental evidence

Questions:

1. Which theory is more cognitive?
2. How do both interpret errors?

Suggested Answer:

Innatism is more cognitive because it focuses on internal mental processes. Behaviourism sees errors as incorrect habits, while Innatism considers them part of developmental language construction.

Activity 3: Application & Error Analysis

Task: Analyse sentences using both theories.

Sentences:

- “She go to school every day.”
- “He don’t likes football.”

Questions:

1. Behaviourist explanation?
2. Innatist explanation?

Suggested Answer:

Behaviourism explains errors as weak reinforcement or incorrect habit formation. Innatism interprets them as natural developmental stages within interlanguage and hypothesis testing.

Activity 4: Critical Synthesis (Integrated Understanding)

Task: Answer in a short paragraph.

Question:

Can Behaviourism and Innatism together explain SLA? Justify.

Suggested Answer:

Neither Behaviourism nor Innatism alone fully explains second language acquisition. Behaviourism highlights the role of practice, repetition, and reinforcement in developing accuracy, while Innatism explains learners’ ability to generate new structures through internal rule systems. A combined perspective is more effective, as SLA involves both environmental input and cognitive processes. Therefore, effective teaching should integrate controlled practice with communicative and discovery-based learning.

6. Theories of Language Learning II – Cognitive Approaches

6.3. Piaget and Cognitive Development in Language Learning

6.3.1. Cognitive Development and Learning Stages

Jean Piaget's theory regarding cognitive development provides a crucial framework for understanding how learners' intellectual capacities evolve over time. Although it was originally intended to explain child development, its implications for second language acquisition (SLA) are significant, particularly in illustrating how learners' cognitive maturity influences their language processing abilities.

Piaget characterizes learning as an active construction process, where individuals develop knowledge through their engagement with the environment. Learners navigate through developmental stages that gradually facilitate their transition from concrete understanding to abstract reasoning. This progression has a direct effect on language learning, as the ability to understand complex grammatical structures and discourse relies on cognitive readiness.

From the perspective of educational linguistics, this highlights the necessity of aligning language instruction with the developmental levels of learners. Teaching that disregards cognitive readiness may overwhelm learners or limit their potential for deeper understanding.

6.3.1.1. Assimilation and Accommodation in SLA

At the foundation of Piaget's theory are the processes of assimilation and accommodation, which describe how learners absorb new knowledge. Assimilation consists of incorporating new linguistic elements into current cognitive frameworks. Accommodation, in contrast, involves altering those frameworks when new information does not correspond with existing knowledge.

In SLA, these processes are distinctly evident in the evolution of interlanguage. Initially, learners perceive the second language through the framework of their first language; however, as inconsistencies emerge, they modify their internal system. This continuous restructuring demonstrates that language acquisition is not a straightforward process but rather developmental and adaptive.

6.3.2. Pedagogical Implications

According to Piagetian theory, effective teaching should:

- Honor the cognitive developmental stages of learners
- Offer scaffolded tasks that progressively become more complex
- Foster discovery-based learning and problem-solving

This perspective aligns with the principle in educational linguistics that pedagogy must be based on an understanding of learners' cognitive engagement with language.

6.3.3. Information Processing Theory (Anderson)

6.3.3.1. Language Learning as Mental Processing

According to Information Processing Theory, the mind is conceptualised as a system that processes information through various stages, namely encoding, storage, and retrieval. In the realm of Second Language Acquisition (SLA), this model clarifies how linguistic input is converted into internalised knowledge.

Cognitivism stresses that learning necessitates active mental rehearsal and organisation, with repeated exposure reinforcing memory connections. Thus, learning is not a swift process but develops incrementally through practice and meaningful usage.

6.3.3.2. Declarative and Procedural Knowledge

A major contribution of Anderson's theory lies in the distinction made between:

- Declarative knowledge (awareness of language rules)
- Procedural knowledge (the proficiency to use language smoothly)

Learners start by depending on explicit knowledge, but through consistent practice, this knowledge is transformed into an automatic skill. This change is vital for language acquisition, as fluency is contingent upon the ability to utilize language without conscious thought.

6.3.3.3. Automatization and Cognitive Efficiency

Automatization denotes the process through which repetitive practice diminishes cognitive load, thereby enabling learners to execute tasks with greater efficiency. This elucidates the reason why novices encounter difficulties with basic tasks, whereas proficient learners can articulate language with fluency. From a cognitive standpoint, practice transcends simple repetition; it is a mechanism for fortifying mental pathways, which facilitates quicker retrieval and application of language.

6.3.3.4. Pedagogical Implications

This theory supports instructional practices that:

- Merge form-focused instruction with communicative usage
- Offer repeated exposure and significant practice
- Slowly shift from regulated exercises to free communication

In the field of educational linguistics, this underscores the necessity for a balanced approach to teaching that harmonizes accuracy with fluency.

6.4. Schema Theory and Knowledge Organisation

6.4.1.1. Schemas as Cognitive Frameworks

Schema Theory provides insight into the organization of knowledge in the mind through mental constructs that signify earlier experiences. These schemas support comprehension and production by guiding learners in the interpretation of new information. Within SLA schemas are pivotal for text understanding, as learners draw upon their prior knowledge to make sense of new input.

6.4.1.2. Interaction of Top-Down and Bottom-Up Processing

Schema Theory distinguishes between:

- Bottom-up processing (decoding linguistic input)
- Top-down processing (using prior knowledge to interpret meaning)

For effective comprehension, both processes must interact, indicating that language understanding is a combination of linguistic and cognitive functions.

6.4.1.3. Schema Activation and Learning

Cognitive theory stresses that the enhancement of learning occurs when new information is associated with existing knowledge. By activating prior knowledge before the introduction of new content, comprehension and retention are notably improved.

6.4.1.4. Pedagogical Implications

Teachers should:

- Activate learners' prior knowledge
- Use contextualised and meaningful materials
- Encourage prediction and inference

These strategies are consistent with educational linguistics, which underscores the need for instruction that is contextualized and prioritizes the learner.

6.4.2. Cognitivism within Educational Linguistics

Within the field of Educational Linguistics, cognitivism serves as a vital theoretical framework for comprehending the mechanisms of language acquisition in educational contexts. It underscores that:

- Learning is an active mental process rather than a passive reception.
- Instruction must correspond with cognitive mechanisms.
- Language teaching should encourage in-depth processing rather than superficial memorization.

Cognitivism also synthesizes perspectives from both Behaviourism and Innatism. While it recognizes the significance of practice (derived from Behaviourism) and inherent ability (influenced by Innatism), it stresses that the essence of learning is contingent upon how learners interpret and structure knowledge.

6.4.3. Comparative Perspective

Cognitive approaches differ from earlier theories in significant ways:

- Behaviourism focuses on external behaviour, whereas cognitivism focuses on internal mental processes.
- Innatism highlights biological predispositions, in contrast, cognitivism elucidates the mechanisms of learning through cognitive processing.

This positions cognitivism as a more all-encompassing framework, integrating both cognitive activity and experiential learning.

6.5. Pedagogical Implications for SLA

Cognitive theories collectively suggest that effective teaching should:

- Promote active learner engagement
- Encourage meaningful processing of input
- Provide structured practice leading to automatization
- Activate prior knowledge and schemas
- Balance accuracy and fluency development

This characterizes cognitivism as a more inclusive framework, merging cognitive functions with experiential learning.

6.6. Tutorial Activities

Activity 1: Conceptual Comparison & Analysis (Cognitive Theories in SLA)

Task: Answer briefly.

1. How do cognitive theories differ from Behaviourism and Innatism?
2. What is the difference between declarative and procedural knowledge?
3. What is the role of schema in language learning?

Suggested Answer:

Cognitive theories explain SLA as an active mental process involving attention, memory, and information processing, unlike Behaviourism (habit formation) and Innatism (innate grammar). Declarative knowledge refers to explicit rule knowledge, while procedural knowledge is the ability to use language automatically. Schema theory explains how learners understand new input by connecting it to prior knowledge.

Activity 2: Cognitive Processes in Language Learning (Application Task)

Task: Analyse and classify.

Sentences:

- “She go to school every day.”
- A learner explains a grammar rule but cannot speak fluently.

Questions:

1. Identify assimilation and accommodation.
2. Identify declarative vs procedural knowledge.

Suggested Answer:

The first sentence reflects assimilation (overgeneralisation of existing rules), while correction leads to accommodation (rule adjustment). The second case shows declarative knowledge without proceduralisation, meaning the learner knows rules but cannot use them fluently. Cognitive development requires practice to transform declarative knowledge into automatic procedural use.

Activity 3: Cognitive Task Design & Reflection (Integrated Practice)

Task: Design briefly and reflect.

1. Design a simple lesson using schema activation, practice, and communication.
2. Explain how cognitive processes support learning.

Suggested Answer:

A lesson may start with schema activation (discussion of a topic), followed by structured grammar practice (declarative knowledge), and end with a communicative task (procedural use). Cognitively, learning occurs through attention, encoding, and repeated practice, which helps transfer knowledge from short-term awareness to automatic use in communication.

7. Theories of Language Learning III – Sociocultural and Constructivist View

7.1. Constructivism in Language Learning (Jean Piaget)

Constructivism, as articulated by Jean Piaget, provides a cognitive framework for understanding how learners develop knowledge through active interaction with their surroundings. Piaget posits that learning is not merely about receiving information; instead, it is a process of creating meaning through experiences. Learners consistently interpret new information in the context of their prior knowledge, and this interplay between new and existing knowledge underpins cognitive development.

A key element of Piaget's theory is the schema, which denotes the mental frameworks that organize knowledge and experiences. When learners come across new linguistic input, they strive to incorporate it into their pre-existing schemas. If the new information aligns with their current understanding, it is easily assimilated; if not, learners are required to modify their cognitive frameworks. This dynamic interaction elucidates why language acquisition is not a straightforward process but one that is continually evolving.

Piaget describes this process through two complementary mechanisms: assimilation and accommodation. Assimilation occurs when learners integrate new linguistic forms into their pre-existing cognitive frameworks without altering those frameworks. In contrast, accommodation involves adjusting existing schemas to incorporate new linguistic realities. The continuous interaction between these two processes results in cognitive equilibrium, a state of balance that is consistently disrupted and restored throughout the learning journey. In second language acquisition (SLA), this mechanism is especially pertinent in clarifying interlanguage development, where learners gradually enhance their linguistic systems through exposure and restructuring.

Piaget further asserted that cognitive development advances through distinct stages, each marked by different levels of mental maturity. In the sensorimotor stage, learning is entirely based on sensory experiences and physical engagement with the environment. In the preoperational stage, learners develop symbolic thinking but are still limited in their logical reasoning abilities. During the concrete operational stage, learners begin to think logically about concrete situations, which facilitates more structured language learning. Finally, in the formal operational stage, learners cultivate abstract and analytical thinking capabilities, enabling them to comprehend complex grammatical rules and participate in metalinguistic

reflection. These stages imply that language instruction should be adapted to the cognitive readiness of learners to ensure effectiveness.

From an Educational Linguistics viewpoint, Piaget's theory has had a profound effect on learner-centered teaching strategies, particularly in discovery learning and inductive grammar instruction. These strategies promote active engagement with language input, enabling learners to recognize patterns and build their grammatical knowledge autonomously. Rather than receiving straightforward explanations, learners are directed to examine linguistic structures through significant interactions, thus facilitating deeper cognitive processing.

7.2. Social Constructivism (Lev Vygotsky)

Unlike Piaget's concentration on individual cognition, Vygotsky's Sociocultural Theory underscores that learning is primarily a social endeavor. Vygotsky asserts that cognitive development stems from social interactions and is mediated through language and cultural tools. Learning does not happen in a vacuum; it is facilitated by engagement with others, particularly those who are more knowledgeable and can provide assistance and direction.

A crucial aspect of Vygotsky's theory is the significant role of language, which functions not only as a means of communication but also as a cognitive tool that influences thought processes. Through social engagement, external dialogue eventually evolves into internal speech, which learners utilize to control their own thinking. This transition from social speech to inner speech demonstrates how learning is socially mediated prior to being individually internalized.

One of the most significant concepts in this theory is the Zone of Proximal Development (ZPD), which denotes the difference between what a learner can achieve independently and what they can accomplish with help. Learning is most effective within this zone as it signifies the ideal balance between challenge and support. When learners engage within their ZPD, they are encouraged to extend beyond their current level of ability while still receiving sufficient support to succeed.

Closely associated with the ZPD is the idea of scaffolding, which refers to the temporary assistance provided by educators or peers to enable learners to complete tasks they cannot manage on their own. This support can manifest in various ways, including modeling language, posing guiding questions, offering feedback, or organizing tasks. As learners develop confidence and skill over time, this support is gradually withdrawn, facilitating

independent performance. This process underscores the dynamic and adaptable nature of effective teaching.

Vygotsky further introduced the principle that learning precedes development, which implies that cognitive growth is activated through social interaction rather than occurring in advance. This challenges Piaget's premise that development must transpire before learning can happen. Instead, Vygotsky maintains that learners achieve higher mental functions specifically due to their exposure to collaborative and mediated learning environments.

7.3. Constructivism and Sociocultural Theory : An Integrated Perspective

Although constructivism and sociocultural theory place different emphases, they are not contradictory; rather, they serve to complement one another. Piaget concentrates on the internal cognitive processes through which learners construct knowledge, while Vygotsky emphasizes the external co-construction of knowledge through social interactions. Together, these theories furnish a more holistic understanding of language learning as a process that involves both cognitive restructuring and social participation.

From a combined viewpoint, language learning can be understood as a continuous interplay between internal cognitive development and external social mediation. Learners interpret input based on their prior knowledge while simultaneously reshaping that knowledge through interactions with others. This integrated perspective is particularly significant in second language acquisition as it reflects the true complexity of classroom learning environments.

7.4. Pedagogical Implications for EFL Teaching

The implications of constructivist and sociocultural theories for language instruction are substantial. Firstly, they highlight the critical role of interaction in the classroom. Language learning should not be confined to individual tasks but should include meaningful communication, collaboration, and the negotiation of meaning. Secondly, educators should take on the role of facilitators rather than authoritative providers of knowledge, guiding learners through structured support instead of relying solely on direct instruction.

Additionally, these theories stress the importance of scaffolding, where instruction is tailored to the developmental stage of learners and is gradually withdrawn as their competence improves. Tasks should be designed within the learners' Zone of Proximal Development (ZPD) to ensure they are both challenging and feasible. For instance, in writing instruction, learners benefit from guided paragraph construction, peer feedback, and collaborative writing activities that aid them in gradually achieving independence.

Moreover, constructivist pedagogy fosters discovery-oriented learning, wherein learners actively participate in recognizing linguistic patterns and creating meaning. This method enhances cognitive engagement and supports long-term retention. Ultimately, these theories highlight the importance of learner autonomy, motivating students to assume responsibility for their own education through reflection, self-evaluation, and active involvement.

7.5. Tutorial Activities

Activity 1: Concept Identification (Core Theories in Learning)

Task: Define briefly.

Schema – Assimilation – Accommodation – ZPD – Scaffolding

Suggested Answer:

Schema refers to prior knowledge structures used to interpret new input. Assimilation is the integration of new information into existing knowledge without change, while accommodation involves modifying existing knowledge to fit new input. The Zone of Proximal Development (ZPD) is the gap between what learners can do alone and with help. Scaffolding is temporary support provided by teachers or peers to help learners achieve tasks within the ZPD.

Activity 2: Theory Application & Comparison

Task: Analyse briefly.

Situation: Teacher models a paragraph, guides students, then lets them write independently.

Questions:

1. Identify the theory and key concept.
2. How does learning occur here?
3. Piaget vs Vygotsky: main difference?

Suggested Answer:

The situation reflects Vygotsky's ZPD and scaffolding, where learning is supported through guided assistance gradually removed. Piaget explains learning as internal cognitive construction through schemas, while Vygotsky emphasises social interaction and mediation. Here, learning occurs through both guidance and gradual learner independence.

Activity 3: Integrated Task & Reflection (Sociocultural Learning)

Task: Design and reflect briefly.

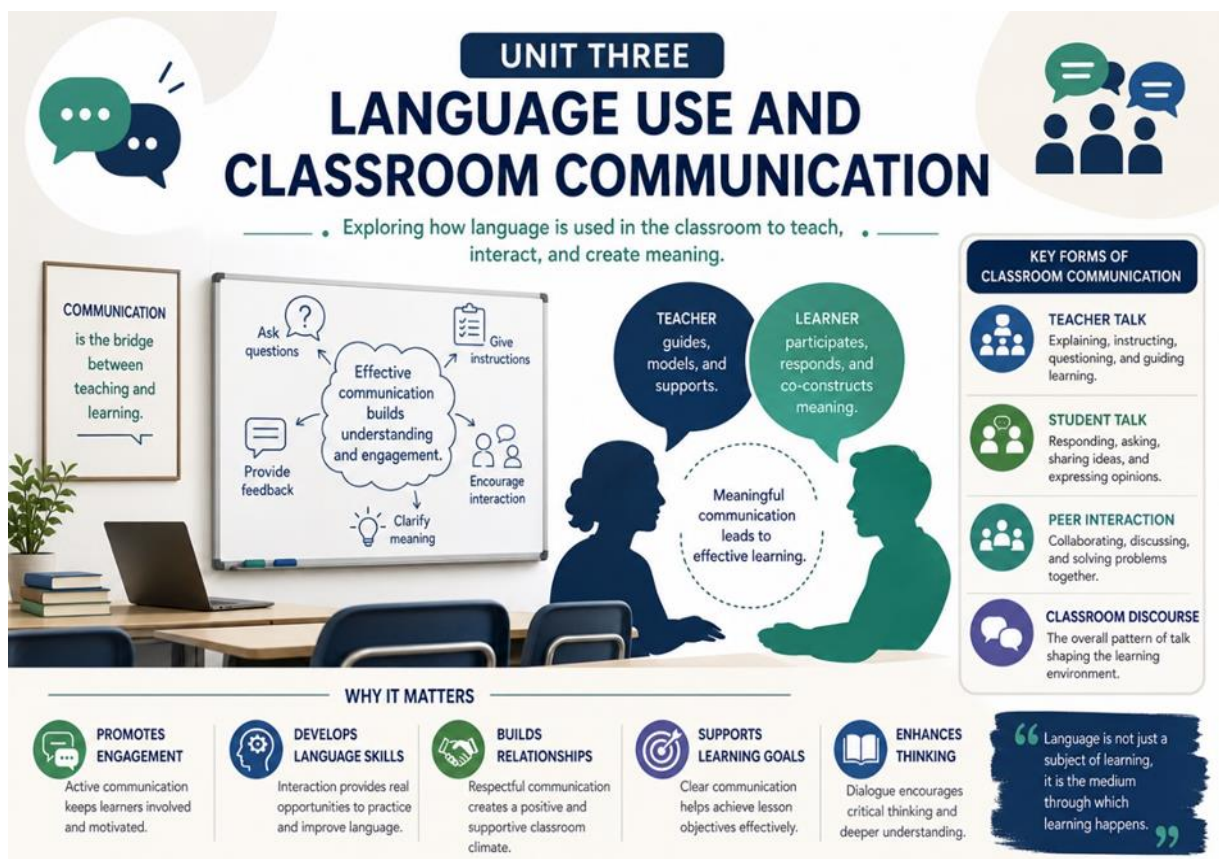
1. Design a simple EFL writing activity using scaffolding and interaction.
2. Explain why interaction is important in learning.

Suggested Answer:

A writing task may begin with a model text, followed by guided group analysis, then pair writing, and finally independent production. Scaffolding is gradually reduced across stages. Interaction is essential because it allows learners to co-construct meaning, receive feedback, and develop language through social mediation within the ZPD, leading to deeper learning and autonomy.

Unit Three :

Language Use And Classroom Communication



3.1. Unit Aims

By the end of this unit, students will be able to:

- Conceptualize classroom discourse as a central element of language learning in educational settings.
- Explain the role of interaction and communication between teachers and students in shaping learning opportunities.
- Identify and analyze patterns of teacher–student interaction in classroom discourse.
- Examine classroom communication structures and their pedagogical implications for language learning.
- Distinguish between academic language and conversational language in educational contexts.
- Understand the role of turn-taking and discourse management in organizing classroom interaction.
- Explain basic principles of pragmatics in classroom communication.
- Critically evaluate classroom interaction patterns in EFL learning environments.
- Apply discourse analysis concepts to interpret real classroom communication practices

Unit Three Structure :

Lecture	Title	Theoretical Focus (Educational Linguistics Link)
Lecture 1	Classroom Discourse and Interaction	Classroom interaction as a site of meaning-making in Educational Linguistics.
Lecture 2	Academic vs Conversational Language	Differences between academic registers and everyday communicative language in educational contexts.
Lecture 3	Pragmatics in Classroom Communication	Speech acts, implicature, and context-dependent meaning in classroom discourse.
Unit Synthesis	Integrated Overview	This unit conceptualizes classroom discourse as a structured interactional system where language is used for learning. It shows how pragmatics, turn-taking, and communication structures shape classroom interaction, emphasizing that effective teaching depends on managing discourse as a dynamic and context-sensitive process within Educational Linguistics.

1. Classroom Discourse and Interaction

1.2. Classroom Discourse: Definition and Characteristics

Classroom discourse can be defined as the formalized use of language that occurs between educators and learners within structured educational settings. Unlike casual conversation, which is often spontaneous and loosely organized, classroom communication is influenced by pedagogical objectives, institutional norms, and assessment criteria. As shown by Sinclair, John McH. and Coulthard, Malcolm (1975), interactions in the classroom adhere to identifiable patterns and are governed by a set of implicit rules that reflect their instructional purpose. This indicates that classroom discourse is not arbitrary but is carefully structured to support teaching and learning processes, ensuring that communication aligns with curricular aims and educational expectations.

The structured and goal-oriented characteristics of classroom discourse yield several defining features that distinguish it as a specialized communicative system:

- Institutional control: Interaction is predominantly regulated by the teacher, who oversees participation, allocates turns, and directs the discourse flow in accordance with instructional objectives and classroom norms.
- Goal orientation: Each contribution within the discourse serves a clear pedagogical function, such as explaining concepts, eliciting responses, clarifying meaning, or evaluating learner performance.
- Asymmetry of roles: There is a natural imbalance in authority, with teachers holding a dominant role in organizing and controlling communication, while learners often take on more responsive positions.
- Predictability and routine: Classroom interaction often follows established patterns and structured sequences, which enhance its organized and systematic nature.
- Instructional mediation: Language serves as a tool for facilitating learning, allowing teachers to guide comprehension, support cognitive growth, and aid in knowledge construction.

These attributes indicate that classroom discourse is intrinsically shaped by its educational function. While such organization enhances clarity, coherence, and efficiency in teaching, it might also limit spontaneity and restrict students' opportunities for active participation unless it is accompanied by more flexible and interactive approaches.

1.3. Classroom Interaction as a Site of Learning

Classroom interaction embodies the dynamic process through which learning takes place in real time. It is through interaction that learners encounter input, generate output, and participate in the negotiation of meaning—processes that are fundamental to second language acquisition.

From an interactionist viewpoint, language development is intricately connected to communicative engagement. Long (1996) posits that interaction aids acquisition by providing opportunities for learners to negotiate meaning, rectify misunderstandings, and modify their linguistic output. In essence, learning is not merely a consequence of exposure to language, but rather of active involvement in communicative exchanges.

Classroom interaction represents the dynamic process through which learning takes place in real time. It is through this interaction that learners are introduced to input, produce output, and engage in the negotiation of meaning—processes that are integral to second language acquisition.

In a similar context, Swain (2005) highlights the importance of output, indicating that producing language drives learners to process linguistic forms more thoroughly. Through speaking and writing, learners become aware of the gaps in their knowledge and are motivated to refine their language application.

Therefore, classroom interaction functions not only as a teaching strategy but also as a cognitive and social mechanism for learning. It enables learners to test hypotheses, receive feedback, and gradually develop their communicative competence.

1.3.1. Teacher–Student Interaction Patterns

Teacher-student interaction patterns play a crucial role in shaping communication within the classroom environment. In many conventional EFL contexts, the interaction is largely centered around the teacher, with students primarily responding to questions initiated by the teacher. A prominent model in this regard is the Initiation–Response–Feedback (IRF) sequence, which was identified by John McH. Sinclair and Malcolm Coulthard in 1975. This model involves the teacher asking a question, the student replying, and the teacher giving feedback or evaluation. While this approach is effective for maintaining control and assessing comprehension, it can also limit the opportunities for learners to engage in extended discourse.

Current strategies support more dialogic methods of interaction. According to Robin Alexander (2008), dialogic teaching is defined as interaction that "involves learners in

extensive dialogue and reasoning" (p. 37). In these environments, learners are encouraged to ask questions, voice their opinions, and engage in collaborative meaning-making. This transition illustrates a larger pedagogical movement from transmission-based approaches to interaction-centered learning, where knowledge is constructed collectively rather than passed down.

1.3.2. Classroom Communication Structures

Classroom communication structures refer to the organizational arrangements that facilitate interaction in instructional contexts, and they are crucial in shaping both the level and quality of learner engagement. These arrangements determine the distribution of speaking opportunities, the ways in which learners engage with tasks, and the construction of meaning through interaction. Rather than being neutral formats, they significantly influence the dynamics of classroom discourse and the degree of active learner involvement in the educational process. From the perspective of Educational Linguistics, choosing suitable interactional formats is therefore an essential pedagogical decision, as it impacts not only participation patterns but also the development of communicative competence.

Several typical classroom communication structures can be identified, each with distinct pedagogical implications:

- **Whole-class interaction:** This format is usually led by the teacher and is effective for conveying new information or managing the class collectively. However, it often restricts individual student participation, as only a few learners may have the opportunity to engage actively.
- **Pair work:** This arrangement allows students to collaborate in pairs, thereby increasing participation opportunities and enabling more concentrated and controlled language practice. It is particularly advantageous for encouraging learners to produce language in a less intimidating context.
- **Group work:** Interaction within small groups fosters collaboration, dialogue, and the negotiation of meaning. It establishes a more vibrant communicative atmosphere where learners can share ideas and enhance their language abilities through collective activities.
- **Individual tasks:** These activities support learner autonomy by encouraging independent thinking and reflection. They allow learners to process information at their own pace and to develop self-regulated learning strategies.

From a theoretical standpoint, these interactional formats are not simply organizational choices; they are pivotal to the creation of learning opportunities. van Lier, Leo (2004) underscores that language development is closely related to the presence of participatory interactional environments, suggesting that learning occurs when learners are offered meaningful opportunities to engage in communication. Consequently, classroom structures that support interaction and active involvement are more likely to promote communicative competence than those that are primarily teacher-centered, as they afford learners richer and more enduring exposure to language use in context.

1.3.3. Turn-Taking and Discourse Management

Turn-taking is an essential mechanism that structures classroom interaction by deciding who speaks and when. In many educational environments, turn allocation is managed by the teacher, which helps maintain order but may stifle learner initiative.

Discourse management consists of the strategies that teachers use to organize interaction, including:

- Questioning techniques
- Turn allocation
- Reformulation of learner responses
- Use of wait-time
- Topic management

Studies indicate that prolonged wait times can greatly enhance student engagement. Mary Budd Rowe (1986) discovered that providing additional time for responses results in lengthier and more intricate answers from students. Nevertheless, an overabundance of teacher control may limit chances for student interaction. Thus, effective management of discourse necessitates a balance between structure and flexibility to foster meaningful communication.

1.4. Classroom Management as Interactional Regulation

From the perspective of Educational Linguistics, classroom management is defined as a pedagogical practice that extends significantly beyond the regulation of learner behavior, encompassing the organization and control of classroom interaction. It involves structuring participation, maintaining sustained engagement from learners, and shaping communicative exchanges in ways that actively promote learning. This understanding aligns with discourse-oriented perspectives, which view classroom interaction as a crucial site where teaching and learning are co-constructed rather than merely transmitted.

Teachers are constantly required to make real-time interactional decisions that shape the dynamics of classroom discourse. These decisions include determining when to intervene in learner contributions, when to allow pauses that support thinking and language processing, and how to scaffold responses so that learners can gradually develop more accurate and extended forms of expression. Such decisions are not incidental; they directly influence the quality of learning opportunities available in the classroom. In this regard, interaction is not simply managed for order, but for pedagogical effectiveness and language development.

This perspective is bolstered by interactionist and discourse-focused research within applied linguistics. For instance, Sinclair and Coulthard (1975) reveal that classroom interactions conform to structured patterns regulated by institutional guidelines, emphasizing the organized character of classroom discourse. In a similar vein, Walsh (2011) posits that the effectiveness of teaching is closely tied to the teacher's skill in organizing interactional processes that enhance learning opportunities, rather than simply overseeing classroom behaviour. Additionally, Rowe (1986) demonstrates that teacher decisions, such as prolonging wait-time, can significantly enhance both the length and quality of student responses, further highlighting the critical role of interactional management. From this perspective, classroom management is not merely a technical or administrative skill; it signifies a form of interactional competence that requires teachers to adeptly manage discourse to maximize learner participation, engagement, and language development.

1.5. Pedagogical Implications for EFL Contexts

The scrutiny of classroom discourse has significant implications for EFL teaching. It underscores the importance of moving away from teacher-centered instruction towards more interactive and learner-focused practices. Effective pedagogy should:

- Increase learner talk time
- Reduce overuse of IRF patterns
- Encourage open-ended (referential) questions
- Promote peer interaction
- Foster dialogic learning environments

These instructional strategies are consistent with the fundamental principles of communicative language teaching, which emphasize the importance of using language for meaningful communication rather than simply mastering linguistic forms. In this educational framework, learning is understood to be most effective when learners are actively engaged in

using language to express their ideas, negotiate meaning, and complete purposeful tasks. In this regard, Richards (2006) highlights that communicative approaches view interaction not only as a channel through which learning occurs but also as the central objective of the learning process itself, reinforcing the idea that communication is both the method and the ultimate outcome of instruction.

In EFL contexts, this perspective becomes particularly significant due to the limited exposure learners often have to authentic language use outside the classroom. As a result, the classroom takes on a critical role as the primary environment in which learners can encounter, practice, and develop the target language. This highlights the considerable importance of creating rich interactional opportunities within instructional settings. When classroom discourse promotes meaningful participation, negotiation of meaning, and sustained engagement from learners, it becomes a key factor in fostering communicative competence and supporting learners' ability to use the language effectively in real-life situations.

1.6. Tutorial Activities

Activity 1: Classroom Discourse – Concept & Analysis

Task: Answer briefly.

1. Define classroom discourse.
2. What is the IRF pattern?
3. Give one difference between classroom discourse and everyday conversation.
4. Why is classroom discourse goal-oriented?

Suggested Answers:

Classroom discourse refers to the structured language used between teachers and learners for instructional purposes. The IRF pattern consists of Initiation (teacher question), Response (student answer), and Feedback (teacher evaluation). Unlike everyday conversation, classroom discourse is structured and controlled by pedagogical goals. It is goal-oriented because it aims to achieve learning outcomes such as explaining, practising, and assessing knowledge.

Activity 2: Interaction Analysis & Pedagogical Improvement

Task: Analyse and suggest improvements.

Situation:

A teacher dominates talk, uses mostly closed questions, and students give short answers.

Questions:

1. Identify the interaction pattern.
2. What are two limitations?
3. Suggest two ways to improve interaction.
4. Why is learner talk important in EFL classrooms?

Suggested Answers:

The interaction reflects a teacher-dominated IRF pattern with limited learner participation. Limitations include reduced communicative practice and low student engagement. Improvements include using open-ended questions and introducing pair/group work. Learner talk is essential because it develops communicative competence, allows negotiation of meaning, and increases language production opportunities.

2. Academic Language vs Conversational Language

2.1. Conceptualising Academic Language

Academic language can be characterised as a specialised register that allows learners to interact with disciplinary knowledge in formal educational contexts. It is distinguished by its precision, explicitness, and a high degree of organisation, all of which are vital for articulating complex ideas and constructing coherent arguments. In contrast to conversational language, which often relies on shared context, academic language must be self-contained, supplying sufficient information for interpretation without depending on situational cues.

Schleppegrell (2004) defines academic language as a collection of linguistic resources that hold social value within educational institutions, as they aid in accessing knowledge. This viewpoint underscores that academic language is not impartial but mirrors the epistemological standards of academic communities. Recent research expands on this notion by stressing that academic language is also intricately linked to disciplinary practices, indicating that its forms and functions differ across various subject areas such as science, literature, and social sciences (Hyland, 2018).

Additionally, academic language is significantly tied to the development of advanced literacy. It requires learners to not only interpret complex texts but also to formulate structured and logically coherent discourse. This process involves the mastery of rhetorical conventions such as argumentation, evidence-based reasoning, and critical evaluation. As noted by Uccelli et al. (2015), academic language proficiency includes a diverse set of competencies, including vocabulary knowledge, syntactic control, and discourse organization, all of which are crucial for effective participation in academic settings. Consequently, the evolution of academic language should be viewed as a gradual and cumulative process that unfolds across educational levels.

2.2. Linguistic Features of Academic Language

Academic language is characterized by a collection of linguistic features that enhance its density, abstraction, and precision. A key attribute is lexical density, which denotes the substantial ratio of content words in comparison to function words. Academic writings frequently utilize specialized vocabulary and technical terms to express exact meanings, facilitating detailed and nuanced communication. Nevertheless, this lexical specificity can present considerable difficulties for EFL learners, especially when they face unfamiliar concepts within specific disciplines.

One important characteristic is nominalisation, which transforms verbs and adjectives into nouns, thus raising the level of abstraction. M. A. K. Halliday (1985) explains that nominalisation allows for the encapsulation of complex processes into concise forms, thereby facilitating the communication of dense information. Current research has revealed that this feature is fundamental to academic discourse as it enables the creation of abstract concepts and the organization of knowledge into hierarchical structures (Fang & Schleppegrell, 2010).

Beyond lexical and morphological complexity, academic language is distinguished by syntactic elaboration. Sentences frequently contain multiple clauses, passive constructions, and embedded structures that illustrate relationships such as causality, contrast, and condition. These syntactic configurations permit the precise expression of intricate ideas but necessitate advanced processing abilities. Cohesion is also an essential characteristic, accomplished through the use of connectors and reference devices that navigate the reader through the text. Collectively, these linguistic tools establish a highly organized and information-dense system that requires explicit instruction and ongoing engagement.

2.2.1. Conceptualising Conversational Language

Conversational language signifies the informal and spontaneous use of language in daily interactions. It is typically acquired through natural exposure rather than formal education and is characterized by its flexibility, immediacy, and context-dependence. In contrast to academic language, which prioritizes clarity and structure, conversational language heavily relies on shared knowledge and situational cues to convey meaning.

From a functional viewpoint, conversational language primarily fulfills interpersonal roles. It enables individuals to form social bonds, exchange information, and negotiate meaning in real-time. This type of language is often enhanced by non-verbal indicators such as gestures, facial expressions, and intonation, which diminish the requirement for complex linguistic encoding. As a result, conversational language may seem less complicated than academic language, although it entails sophisticated interactional abilities.

Recent investigations underscore the critical importance of conversational language in language acquisition. It grants learners the opportunity to engage in communication, improve fluency, and cultivate self-assurance. However, its dependence on context suggests that it does not necessarily prepare learners for the challenges of academic discourse, where meaning must be articulated independently of contextual cues (Biber & Gray, 2016).

2.2.2. Linguistic Features of Conversational Language

Conversational language is marked by its lexical simplicity and the frequent employment of high-frequency vocabulary. This attribute makes it suitable for routine communication, though it is less precise compared to academic language. Speakers often utilize general-purpose words and phrases, relying on context to elucidate meaning.

In terms of syntax, conversational language generally consists of shorter and simpler structures. Utterances are frequently incomplete, reflecting the immediate nature of spoken communication. Features like repetition, hesitation, and reformulation are common, as speakers adapt their language throughout interactions. These characteristics enhance fluency but may not possess the structural complexity needed for academic tasks.

A key characteristic of conversational language is its embeddedness in context. M. A. K. Halliday (1985) observes that spoken discourse relies significantly on situational context, indicating that a substantial portion of the message is communicated implicitly rather than explicitly. Interactional elements such as turn-taking, interruptions, and backchanneling further emphasize the collaborative aspect of conversational communication. Meaning is dynamically negotiated among participants, in contrast to the pre-constructed nature found in written academic discourse.

2.2.3. Functional Differences between Academic and Conversational Language

The differentiation between academic and conversational language is fundamentally functional, reflecting diverse communicative purposes and cognitive challenges. Academic language is aimed at knowledge development, critical analysis, and argument presentation. It demands precision, coherence, and logical organization, along with the ability to engage with abstract concepts.

Conversational language, conversely, is focused on social interaction and immediate communication. It prioritizes fluency, spontaneity, and interpersonal connection, often compromising formal accuracy. This functional divergence accounts for why learners proficient in everyday communication may face challenges with academic tasks.

According to Cummins (2008), academic language proficiency is characterized by the use of higher-order cognitive functions like reasoning, hypothesising, and evaluating. Such functions demand not only a solid foundation in linguistic knowledge but also the integration of cognitive and metacognitive skills. Thus, the process of developing academic language is inherently more challenging and requires dedicated instructional support.

2.3. Implications for EFL Learners

The distinction between conversational fluency and academic proficiency presents a notable challenge for EFL learners. While learners may quickly develop the capacity to communicate in everyday contexts, they often face challenges when asked to engage with academic texts or produce structured written discourse. This discrepancy can result in frustration and may hinder academic success.

One significant implication is the necessity for explicit instruction in academic language. As it is not typically learned through informal interactions, learners require guided exposure to its linguistic features and functions. This includes systematic teaching of vocabulary, grammar, and discourse structures, along with opportunities to practice these skills in meaningful contexts..

Another implication pertains to the function of scaffolding. Studies indicate that students gain from instructional assistance that diminishes progressively as their skills improve (Gibbons, 2015). This approach enables learners to enhance their confidence and cultivate autonomy in utilizing academic language. Furthermore, instruction should highlight the fusion of language and content, guaranteeing that students acquire both linguistic proficiency and subject matter expertise concurrently.

2.4. Pedagogical Implications for EFL Teaching

From a pedagogical viewpoint, the differentiation between academic and conversational language necessitates a comprehensive instructional strategy. Teachers are required to promote the growth of communicative fluency while also equipping learners for the linguistic expectations of academic situations.

One successful tactic is to integrate academic language into classroom tasks. Instead of considering it as a separate entity, teachers can create activities that require students to employ academic language in meaningful contexts, such as summarizing texts, constructing arguments, and engaging in organized discussions. Ken Hyland (2007) posits that academic literacy is developed through active participation in disciplinary practices, highlighting the critical role of contextualized learning.

Moreover, instructional strategies should focus on fostering interaction and collaboration. Engaging students in discussions, peer feedback, and collaborative projects can aid in the advancement of both conversational and academic language. By establishing opportunities for real-world language use, teachers can support learners in transitioning from informal communication to formal academic discourse.

2.5. Tutorial Activities

Activity 1: Concept & Comparison Task (Understanding–Analysis)

Task: Define briefly: *Academic language*, *Conversational language*, *BICS*, *CALP*. Then complete a mini-comparison of **BICS vs CALP** (purpose + cognitive demand).

Suggested Answers (Key points):

- **Academic language:** formal, abstract language used in education
- **Conversational language:** informal, everyday communication
- **BICS:** basic everyday communication skills
- **CALP:** cognitively demanding academic language proficiency
- BICS = context-supported, low cognitive demand / CALP = decontextualised, high cognitive demand

Activity 2: Identification & Transformation (Application)

Task A: Identify the type of language (academic or conversational)

- “I think this topic is hard, but I like it.”
- “The findings indicate a significant relationship between exposure and performance.”

Task B: Rewrite academically

- “Kids learn better when they talk a lot in class.”

Suggested Answers:

- Conversational / Academic
- “Learners demonstrate improved outcomes through increased classroom interaction.”

Activity 3: Critical & Pedagogical Task (Analysis–Creation)

Task: Answer briefly:

1. Why do learners show spoken fluency but weak academic writing?
2. Transform into academic language: “Students don’t use English outside class so they forget it.”
3. Design one activity to develop academic language (objective + simple procedure).

Suggested Answers (Key ideas):

- Fluency (BICS) develops faster than CALP; writing needs abstract, structured language
- “Limited exposure to English outside the classroom leads to reduced language retention.”
- Activity: summarising academic texts / using key vocabulary / guided writing → builds CALP through structured practice and scaffolding

3. Pragmatics in Classroom Communication

3.1. Understanding Pragmatics in Educational Contexts

In educational contexts, pragmatics pertains to the utilization of language for instructional purposes, managing classroom interactions, and developing interpersonal relationships. It underscores that language serves not merely as a medium for instruction but also as a mechanism for facilitating participation, influencing behavior, and directing learning processes.

Educators frequently make pragmatic decisions when they create questions, issue instructions, or provide feedback. These decisions shape how students interpret messages and how they respond. For example, feedback may be viewed as either encouraging or discouraging based on its tone, phrasing, and the context in which it is presented. Similarly, a question may serve as a genuine inquiry for information or as a pedagogical assessment of comprehension..

This viewpoint is consistent with sociocultural and interactionist theories of language acquisition, which perceive meaning as constructed socially through interaction. Hymes (1972) introduced the notion of communicative competence, positing that linguistic ability encompasses both grammatical understanding and the capacity to use language suitably within context. Recent research in Educational Linguistics further supports this perspective by highlighting that pragmatic awareness is crucial for effective engagement in classroom discourse, especially in situations where authentic communicative exposure is restricted.

3.1.1. Speech Acts in Classroom Interaction

3.1.1.1. Concept of Speech Acts

Speech acts refer to the actions executed through language, which include requesting, instructing, apologizing, or evaluating. In the realm of classroom communication, they embody the primary mechanisms through which teaching and learning are facilitated.

Austin (1962) proposed the concept that language is performative, indicating that utterances do not simply depict reality but also perform actions. This theory was further elaborated by Searle (1969), who categorized speech acts into groups such as directives, assertives, expressives, commissives, and declarations. These classifications offer a structured approach to analyzing communicative intent within classroom discourse.

3.1.1.2. Types of Speech Acts in Classroom Interaction

In EFL classrooms, speech acts are often found in these forms:

- Directives: instructional commands like "Open your books" or "Complete the exercise"
- Elicitations: questions intended to elicit responses from learners
- Feedback acts: correction, evaluation, or reinforcement of what learners produce
- Expressives: expressions of encouragement or appreciation such as "Well done"

These speech acts shape the dynamics of classroom interaction and manage participation. Their success is contingent upon contextual relevance, the clarity of intent, and the learners' skill in interpreting them correctly..

3.2. Pedagogical Role of Speech Acts

From an Educational Linguistics viewpoint, speech acts significantly influence classroom dynamics and student engagement. For instance, open-ended questions are known to facilitate prolonged discourse, whereas closed questions typically confine responses to concise answers. This structural variation impacts the extent of learner involvement.

Recent studies centered on discourse in language education suggest that many EFL learners encounter difficulties with pragmatic production owing to a lack of exposure to authentic communicative scenarios. Therefore, explicit instruction in speech acts is increasingly acknowledged as essential for cultivating both communicative and pragmatic competence. Teaching students how to effectively perform language functions is becoming equally important as instructing them in linguistic forms.

3.2.1. Politeness and Interactional Norms

3.2.1.1. Concept of Politeness

Politeness pertains to the communicative strategies employed to sustain social harmony and navigate interpersonal relationships during interactions. In the context of classroom discourse, it is instrumental in shaping the relationships between teachers and learners, as well as in cultivating a supportive educational environment.

According to Brown and Levinson (1987), politeness is explained through the idea of face, which refers to an individual's public self-image. Speakers implement politeness strategies to lessen the impact of potential face-threatening actions and to preserve positive social relationships. This theoretical approach has been broadly applied in Educational Linguistics to clarify behaviors in classroom interactions.

3.2.1.2. Politeness Strategies in Classroom Communication

Within educational contexts, politeness strategies are expressed via:

- Indirect requests (e.g., "Could you explain your answer?")

- Mitigated correction (softening error feedback)
- Positive reinforcement (praise and encouragement)

Such strategies are vital in EFL classrooms, where learners can experience anxiety or fear of negative judgment. Therefore, politeness plays a key pedagogical role by alleviating emotional barriers and promoting a greater willingness to engage in communication.

3.2.1.3. Interactional Norms and Classroom Culture

Interactional norms denote the communication patterns that are governed by cultural and institutional regulations, which define how individuals participate in the classroom setting. These norms specify who speaks, the timing of their speech, and the manner in which interactions progress.

In various educational contexts, classroom discourse may be heavily teacher-centered, thereby constraining learner initiative. In other scenarios, participatory norms promote spontaneous interaction and collaboration among peers. Educational Linguistics perceives these norms as dynamic and socially constructed, implying that they can be transformed through pedagogical intervention. Consequently, classroom culture is not immutable but is continuously negotiated through discourse practices, highlighting interactional norms as a vital area of pedagogical focus.

3.2.2. Context and Meaning Negotiation

3.2.2.1. Role of Context in Pragmatic Interpretation

Context is vital for pragmatic interpretation because it influences the comprehension of utterances. It includes linguistic, situational, institutional, and interpersonal dimensions that collaboratively form meaning. Yule (1996) asserts that meaning is not confined to linguistic forms but arises from the interaction between language and context. This means that the same utterances can have different interpretations based on situational factors like tone, relationship roles, and the classroom setting.

3.2.2.2. Meaning Negotiation in Classroom Interaction

Meaning negotiation signifies the interactive process through which speakers seek to clarify, confirm, or modify their understanding during communication. It plays a significant role in second language development as it fosters active engagement with input and encourages learners to refine their output.

In classroom discourse, meaning negotiation consists of:

- Clarification requests
- Repetition or reformulation
- Confirmation checks

➤ Feedback exchanges

Interactionist SLA studies consistently indicate that the negotiation of meaning promotes comprehension and supports language development by making input clearer and more engaging on a cognitive level.

3.3. Pedagogical Value of Meaning Negotiation

The process of meaning negotiation bolsters learner-centered pedagogy by augmenting interactional opportunities and stimulating active participation. It provides learners with the chance to experiment with language, receive corrective feedback, and enhance their communicative output. Instructors can encourage this process through collaborative tasks, information-gap activities, and discussion-based learning, which collectively create authentic communicative contexts within the classroom.

3.4. Pedagogical Implications for EFL Teaching

To effectively integrate pragmatics into EFL instruction, it is essential to move away from a form-centric teaching model towards one that prioritizes communication. Students must not only achieve grammatical competence but also gain pragmatic insight to use language fittingly in a range of contexts.

Effective instructional methods should:

- Develop awareness of pragmatic appropriateness
- Integrate speech acts and politeness strategies into instruction
- Promote authentic communicative tasks
- Encourage interaction and negotiation of meaning
- Include cultural dimensions of language use

Recent studies in pedagogy reveal that individuals who are provided with explicit pragmatic instruction show improved communication skills, greater adaptability during interactions, and a deeper understanding of sociolinguistic nuances.

3.5. Tutorial Activities

Activity 1: Core Concept Check (True/False + MCQ)

Task: Indicate True/False or choose the correct answer.

1. Pragmatics studies language in context. (T/F)
2. IRF stands for: a) Input–Response–Feedback b) Initiation–Response–Feedback c) Interaction–Role–Flow
3. Speech acts are actions performed through language. (T/F)
4. A directive speech act is: “Could you open your book?” (T/F)

Suggested Answers (Key ideas):

1. True
 2. b
 3. True
 4. True
-

Activity 2: Discourse & Pragmatic Analysis (Identification)

Task: Identify the pragmatic feature.

1. “That’s not quite correct.”
2. Students working in groups to solve a task.
3. “Could you possibly repeat that?”
4. Teacher: “Interesting answer...” (but incorrect)

Suggested Answers (Key ideas):

- Mitigated feedback / politeness strategy
 - Learner-centred interaction
 - Indirect request (negative politeness)
 - Face-saving indirect correction
-

Activity 3: Interaction Design & Reflection (Application–Production)

Task A: Rewrite more politely

- “Answer now.” → polite version
- “You are wrong.” → polite version

Task B: Mini design

Design a short activity to teach *polite classroom requests* (objective + interaction type + example)

Suggested Answers (Key ideas):

- “Could you please answer the question?”
- “That’s not quite correct, try again.”
- Role-play / pair work / indirect speech acts / feedback-focused interaction

Reflection (brief): Pragmatics improves communication quality, reduces anxiety, and supports effective classroom interaction.

Unit Four:

Technology And Language Learning: An Educational Linguistics Perspective



LANGUAGE

- System
- Use
- Meaning

UNIT FOUR

TECHNOLOGY AND LANGUAGE LEARNING: AN EDUCATIONAL LINGUISTICS PERSPECTIVE

Exploring how technology shapes language learning through the lens of educational linguistics.





TECHNOLOGY

- Digital Tools
- Online Platforms
- Multimedia Resources



LEARNING

- Interaction
- Collaboration
- Engagement



EDUCATIONAL LINGUISTICS

- Language in Context
- Discourse
- Pedagogy



INTEGRATING THEORY AND TECHNOLOGY

Bridging linguistic theory and digital innovation.



ENHANCING COMMUNICATION

Promoting authentic language use and meaningful interaction.



SUPPORTING LEARNERS

Personalized, accessible, and inclusive learning.



DEVELOPING COMPETENCIES

Building linguistic, digital, and critical thinking skills.

“Technology is not just a tool for language learning; it is a context for meaning-making, communication, and growth.”

Unit Aims :

By the end of this unit, students will be able to:

- Conceptualize the role of technology in language learning within an Educational Linguistics framework.
- Explain how ICT tools influence language teaching methodologies and classroom practices.
- Describe the relationship between technology and Second Language Acquisition (SLA), particularly in terms of input, interaction, and output
- Analyze how digital tools reshape classroom discourse and interactional patterns.
- Understand sociocultural perspectives on technology-mediated language learning and their pedagogical implication
- Recognize the role of digital literacy in developing communicative and academic language competence.
- Evaluate the pedagogical potential of emerging technologies in English Language Teaching (ELT) contexts.
- Interpret technology as a mediational tool that shapes language learning processes, interaction, and meaning-making.

Unit Structure

Lecture	Title	Theoretical Focus (Educational Linguistics Link)
Lecture 1	Technology as a Mediational Resource in Language Learning	Mediation and cognitive engagement grounded in Lev Vygotsky; technology as a learning tool shaping interaction and meaning-making.
Lecture 2	Technology and Second Language Acquisition Processes	SLA processes: input, interaction, and output (Ellis; Michael Long; Merrill Swain) enhanced through digital environments.
Lecture 3	Classroom Discourse and Interaction in Digital Learning Environments	Discourse analysis and interactional competence; shift to multimodal, asynchronous, and decentralized communication.
Lecture 4	Sociocultural Perspectives on Technology-Mediated Language Learning	Social constructivism, scaffolding, and collaboration; learning through mediated interaction (Lave & Wenger).
Unit Synthesis	Integrated Overview	Integration of theoretical and pedagogical dimensions within an Educational Linguistics framework.

1. Technology as a Mediation Resource in Language Learning

1.1. Technology as a Mediating Tool in Language Development

In the field of Educational Linguistics, mediation denotes the concept that all learning is influenced by tools and social interactions. In this context, technology serves as a semiotic link between learners and linguistic knowledge, allowing for access to input, promoting interaction, and aiding in the production of output.

Digital environments broaden the range of language exposure by granting learners access to authentic multimodal resources, such as videos, podcasts, interactive texts, and online forums. These resources enable learners to participate in meaning-making processes that are dynamic, contextually embedded, and not strictly linear.

Levy (1997) describes this relationship as an interaction among the learner, the task, and the tool, stressing that learning outcomes arise from their interdependence rather than solely from technology. This relational perspective underscores that technology is not independent; it is integrated within pedagogical actions and learner engagement.

Thus, mediation operates across three interconnected dimensions:

- Input mediation: access to enriched linguistic exposure
- Interaction mediation: collaborative and communicative engagement
- Output mediation: supported language production in multimodal formats

These processes come together to aid in the construction of meaning and the development of cognition, as demonstrated below.

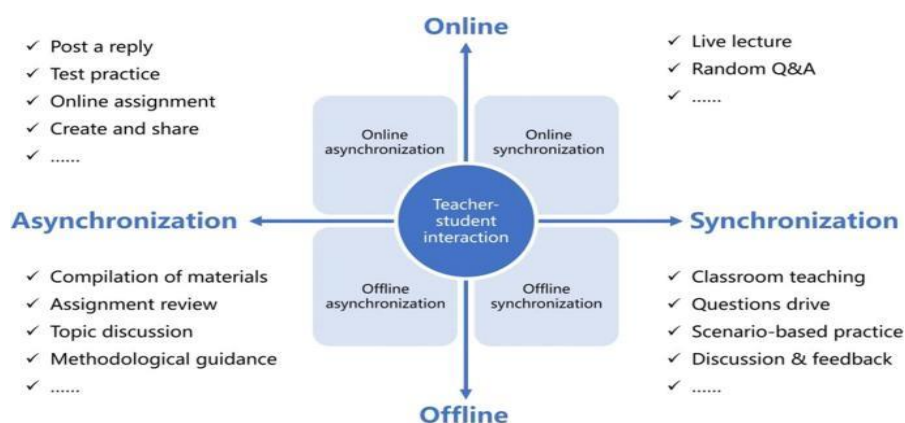


Figure 6 Mediation Model of Technology in Language Learning

The mediation model exemplifies how digital technologies function as intermediary tools in the context of language learning processes. Input is augmented through multimodal exposure, while interaction is enhanced through collaborative digital platforms such as forums and chats. Output is enabled through writing, speaking, and tasks that involve multimodal

production. These interconnected processes culminate in meaning construction, which is central to language learning from an Educational Linguistics viewpoint. Crucially, this model illustrates the sociocultural principle that cognition is socially mediated rather than produced individually, highlighting that technology significantly influences learning processes rather than just offering assistance.

1.2. ICT and the Reconfiguration of Language Teaching Practices

The adoption of Information and Communication Technologies (ICT) has significantly reshaped pedagogical frameworks in language education. Traditional teacher-centered models, which are defined by the transmission of knowledge, are increasingly being replaced by constructivist and learner-centered strategies. In these approaches, learners actively participate with the content and collaboratively construct knowledge through digital engagement.

In this context, educators serve as facilitators of learning, guiding students in their exploration of digital resources, evaluating information, and fostering independent learning strategies. Beatty (2010) highlights that technology-enhanced environments promote instructional flexibility and support personalized learning pathways, allowing instruction to adapt to the diverse needs of learners. This pedagogical transition is not merely a technical adjustment but also an epistemological shift, as it redefines the ways in which knowledge is generated, shared, and validated in language classrooms.

Tableau 6 Shifts in Language Learning Environments

Dimension	Traditional Classroom	Technology-Mediated Classroom
Role of teacher	Knowledge transmitter	Facilitator / guide
Learner role	Passive receiver	Active participant
Input type	Textbook-based	Multimodal (video, audio, digital text)
Interaction	Teacher-centred	Collaborative and distributed
Feedback	Delayed	Immediate and continuous
Learning space	Physical only	Hybrid (physical + digital)
Communication	Linear	Multimodal and dynamic
Autonomy	Limited	Enhanced

Table 1 underscores a crucial pedagogical change in language education. The movement from transmission-based teaching to interactive, multimodal learning environments indicates a broader rethinking of learning as a participatory activity. Technology broadens learners' roles from being passive recipients to becoming active builders of knowledge, while also

enhancing the immediacy of feedback and the range of communicative channels. This change is in strong alignment with the principles of Educational Linguistics, which highlight language learning as a socially and cognitively mediated process.

1.3. Blended and Hybrid Learning Environments in Language Education

Blended learning merges traditional face-to-face instruction with online learning platforms, establishing a continuous educational environment that transcends the confines of the classroom. Hybrid learning further enhances this by incorporating synchronous interactions alongside asynchronous digital participation, enabling learners to engage with content across different times and locations.

From the standpoint of Educational Linguistics, these environments greatly improve exposure to input, opportunities for interaction, and cycles of feedback, all of which are crucial for the development of a second language.

Garrison and Kanuka (2004) characterize blended learning as a "transformative pedagogical approach" that combines the advantages of both conventional and digital learning settings. In the context of English as a Foreign Language (EFL), this method fosters communicative competence by facilitating more flexible, authentic, and contextually rich language usage.

1.4. Technology and Transformations in Classroom Communication Patterns

One of the most important contributions of technology is its ability to transform communication within the classroom. Traditional interaction methods are generally linear and controlled by the teacher, usually adhering to the Initiation–Response–Feedback (IRF) model. In contrast, digital environments facilitate distributed, multimodal, and non-linear communication frameworks.

Students now have the opportunity to engage in synchronous chats, asynchronous discussions, collaborative writing platforms, and multimedia exchanges. These practices alter the organization of discourse by broadening participation opportunities and diminishing the dominance of the teacher.

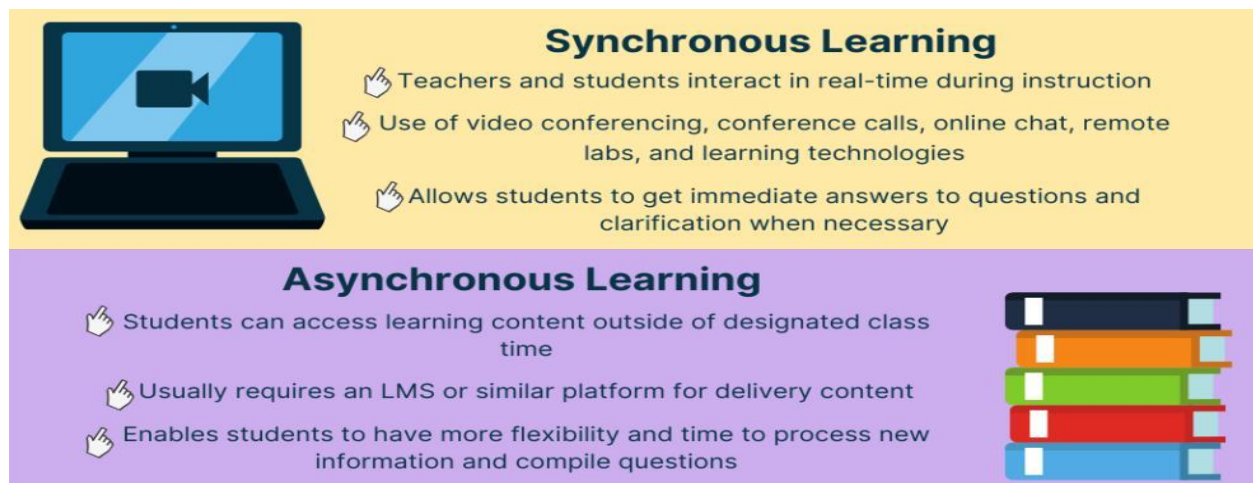


Figure 7: Evolution of Classroom Interaction Patterns

Figure 2 depicts the shift from hierarchical interaction patterns found in traditional classrooms to distributed communication networks present in digital environments. The IRF structure progressively transforms into a more decentralized model, allowing learners to engage not only with the instructor but also with their peers and various digital platforms. This transition signifies a wider pedagogical change in Educational Linguistics, where communication is perceived as multimodal, participatory, and socially distributed.

This transformation should not be regarded as merely technological or limited to the introduction of digital tools in the classroom. Instead, it signifies a fundamental change in the pedagogical organization of teaching and learning processes. The integration of technology redefines how learners participate in classroom activities, shifting from passive reception to active engagement in communication, collaboration, and knowledge construction.

In this context, participation is no longer restricted to responding to teacher prompts within fixed interactional patterns; rather, learners engage in more distributed and dynamic forms of interaction. Digital environments enable various channels of communication—synchronous and asynchronous—which broaden opportunities for learners to express ideas, negotiate meaning, and interact with both peers and content in more flexible ways. Consequently, classroom discourse becomes less hierarchical and increasingly participatory.

Moreover, the process of meaning-making transitions from a linear, instructor-led approach to a collaborative and multimodal endeavor. Students create meaning by integrating textual, visual, and auditory elements, immersing themselves in language within contextually rich settings. This transformation improves interactional competence, enabling learners to navigate communication across various platforms, adjust to different communicative contexts, and engage effectively in more intricate discourse practices.

1.5. Tutorial Activities

Activity 1: Conceptual Understanding (Guided Check)

Task: Answer briefly.

1. What is meant by *technology as mediation* in language learning?
2. How does ICT change the teacher's role?
3. Why is blended learning pedagogically useful?

Suggested Answers (Key points):

- Technology is a mediating tool that shapes learning processes, not just supports them (Vygotsky, 1978).
 - Teachers become facilitators who design and guide digital learning environments.
 - Blended learning combines online + face-to-face instruction, increasing interaction, flexibility, and autonomy.
-

Activity 2: Applied Analysis (ICT in Practice)

Task: Read and answer briefly.

A teacher uses WhatsApp for tasks, Google Docs for group writing, and online feedback.

1. Identify forms of mediation.
2. How is interaction different from traditional classrooms?
3. Give one advantage and one limitation.

Suggested Answers (Key points):

- Mediation: communication tools, collaborative writing, feedback systems
 - Interaction: more flexible, asynchronous, collaborative, less teacher-controlled
 - Advantage: increased autonomy and collaboration
 - Limitation: unequal access or weak engagement without structure
-

Activity 3: Critical & Applied Reflection (Evaluation)

Task: Answer briefly.

1. How does technology affect input, interaction, and output?
2. What is blended learning?
3. Mention one pedagogical implication for EFL teaching.

Suggested Answers (Key points):

- Input becomes multimodal, interaction becomes continuous, output becomes more varied
- Blended learning = integration of online and classroom learning
- Teachers must design structured, meaningful digital interaction to support learning outcomes

2. Technology and SLA Processes

2.1. Technology-Mediated Input, Interaction, and Output in SLA

One of the most notable contributions of technology to Second Language Acquisition (SLA) is its enhancement of language input exposure. Digital platforms grant learners access to authentic linguistic materials, including videos, podcasts, online articles, and social media interactions. In contrast to conventional textbooks, these materials showcase language in diverse communicative contexts, mirroring real-world usage patterns. Research in computer-assisted language learning (CALL) indicates that this type of exposure heightens learners' awareness of lexical diversity and pragmatic usage, especially in foreign language settings where authentic input is scarce.

Moreover, interaction is fundamentally altered through digital communication tools. Platforms such as discussion forums, messaging apps, and video conferencing systems allow learners to engage in the negotiation of meaning, a process deemed crucial in interactionist SLA theories. Through clarification requests, confirmation checks, and reformulation, learners collaboratively build understanding. Long's Interaction Hypothesis (1996) underscores that such negotiation aids acquisition by rendering input comprehensible and illuminating linguistic gaps that necessitate modification.

The production of output is also enhanced in digital environments. Learners frequently find themselves needing to produce written posts, engage with peers, or undertake multimodal tasks like video or audio production. Swain's Output Hypothesis, which was first established in face-to-face contexts, gains particular importance in digital learning settings, where learners are motivated to reorganize their linguistic resources to achieve their communicative goals. This process aids in the awareness of linguistic gaps and plays a role in the development of interlanguage.

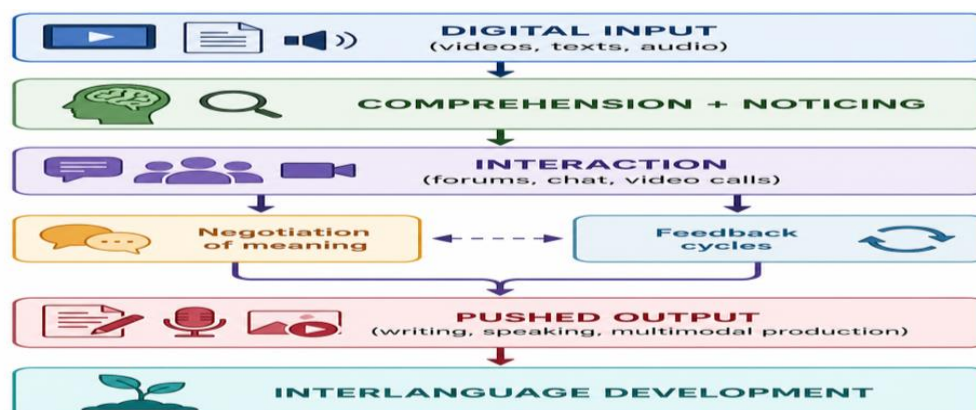


Figure 8 : SLA Processes in Technology-Mediated Environments

This model exemplifies how technology mediates the three essential processes of Second Language Acquisition (SLA): input, interaction, and output. Digital tools augment input through multimodal exposure, while interaction is rendered more dynamic and collaborative via synchronous and asynchronous communication channels. Output is similarly expanded, requiring learners to engage in meaningful production across diverse formats. From the standpoint of Educational Linguistics, this cycle illustrates a continuous process of noticing, interaction, and restructuring, with technology acting as a mediational space that fosters linguistic development rather than merely transmitting content.

2.3. Digital Environments and Exposure to Meaningful Language Use

Digital environments greatly expand learners' access to genuine and contextually rich language usage. In contrast to conventional teaching materials, online platforms showcase language as it naturally appears across various communicative contexts, such as academic, professional, and informal settings. This variety fosters both linguistic competence and pragmatic awareness, which are crucial for effective communication.

One significant benefit of digital environments is their ability to facilitate personalized input selection. Learners have the option to select content according to their interests, proficiency levels, and learning goals, which boosts motivation and encourages ongoing engagement. Studies in motivational second language acquisition indicate that autonomy in choosing input has a positive effect on persistence and investment in language learning.

Nonetheless, Educational Linguistics maintains a critical perspective on unregulated digital exposure. Not all online input is suitable for educational purposes; learners may encounter fragmented, informal, or linguistically inaccurate content that does not facilitate systematic acquisition. Thus, teacher mediation is essential in curating, structuring, and contextualizing digital input to ensure its pedagogical relevance and cognitive depth.

2.4. Online Interaction and Negotiation of Meaning

Online interaction is one of the most impactful mechanisms in technology-mediated second language acquisition (SLA). Via digital communication platforms, learners take part in collaborative tasks that require them to clarify meanings, reformulate their ideas, and respond to feedback. This interactional process is crucial for language development, as it fosters active engagement with linguistic forms.

According to Long's Interaction Hypothesis (1996), the negotiation of meaning aids acquisition by making input understandable and drawing attention to linguistic

inconsistencies. In digital settings, this process is enhanced by greater opportunities for interaction, lessened time constraints, and various multimodal communication options.

However, the teaching effectiveness of online interaction is largely contingent upon the design of tasks and the scaffolding provided for instruction. Without properly structured tasks, learners may resort to superficial communication that focuses on completing tasks instead of fostering linguistic growth. This reveals an important limitation: technology alone cannot guarantee meaningful interaction unless it is situated within a sound pedagogical framework.

2.4.1. Learner Autonomy and Self-Regulated Learning in Digital Contexts

One of the most notable pedagogical changes linked to technology in Second Language Acquisition (SLA) is the rise of learner autonomy. Digital tools empower learners to assume greater control over their educational journeys by choosing resources, establishing goals, and tracking their progress. This transformation is consistent with modern perspectives in Educational Linguistics that prioritize learner-centered pedagogy.

Self-regulated learning is additionally facilitated by platforms that provide instant feedback, adaptive learning systems, and tools for monitoring progress. These functionalities motivate learners to evaluate their performance and modify their strategies as needed. Studies in educational psychology indicate that such autonomy boosts motivation and supports long-term language retention.

Nevertheless, autonomy does not automatically result from the use of technology. It necessitates deliberate scaffolding and strategic instruction. In the absence of pedagogical support, learners might resort to superficial browsing or passive consumption of digital content instead of engaging in meaningful learning. Therefore, teacher intervention is essential for fostering effective self-regulated learning behaviors.

Tableau 7: Pedagogical Dimensions of Technology in SLA

Dimension	Function	SLA Contribution
Input enhancement	Multimodal exposure to language	Supports noticing and comprehension
Interaction facilitation	Online communication tools	Enables negotiation of meaning
Output expansion	Digital writing and production	Promotes interlanguage restructuring
Feedback provision	Immediate correction systems	Supports accuracy development
Autonomy development	Self-directed learning tools	Enhances learner regulation

This table consolidates the educational functions of technology in Second Language Acquisition (SLA), demonstrating how digital resources aid various facets of language

growth. Input enhancement aids understanding through multimodal exposure, whereas interaction fosters the negotiation of meaning. Output expansion motivates learners to generate language in diverse formats, and feedback mechanisms encourage precision and improvement. Ultimately, the development of autonomy signifies a transition towards self-directed learning. Together, these aspects illustrate that technology functions as a cohesive mediational system that simultaneously supports numerous elements of SLA.

2.4.2. Critical Perspective: Limits of Technology in SLA

Although technology offers various benefits, it does not guarantee successful language acquisition. A critical analysis within Educational Linguistics points out several limitations. To begin with, unequal access to digital resources results in disparities in learning opportunities. Additionally, excessive dependence on technology can lessen the depth of cognitive engagement if tasks are poorly structured. Furthermore, learners may suffer from cognitive overload due to the sheer volume of digital information.

Moreover, contemporary research in applied linguistics warns against the notion of technological determinism—the idea that technology inherently leads to improved learning outcomes. Instead, the effectiveness of technology is reliant on pedagogical design, teacher mediation, and learner engagement. This reinforces the concept that technology acts as a conditional facilitator rather than a direct driver of acquisition.

2.5. Tutorial Activities

Activity 1: True or False (Correct the False Statements)

1. Technology-mediated input refers only to textbooks.
2. Online interaction supports negotiation of meaning.
3. Learner autonomy means teacher control of learning.
4. Digital environments provide authentic language exposure.
5. Output refers only to listening comprehension.

Answers:

- 1 **✗** False – includes multimodal digital input (videos, apps, online texts).
 - 2 **✓** True
 - 3 **✗** False – learners manage their own learning.
 - 4 **✓** True
 - 5 **✗** False – output is speaking and writing production.
-

Activity 2: Matching (Core SLA Concepts)

Match:

1. Input → ____
2. Interaction → ____
3. Output → ____
4. Learner autonomy → ____

- A. Language production
- B. Exposure to language
- C. Negotiation of meaning
- D. Self-directed learning

Answers: 1-B, 2-C, 3-A, 4-D

Activity 3: Short Analysis (Technology & SLA)

1. Define technology-mediated input.
2. How does online interaction support SLA?
3. Why is learner autonomy important?

Answers (very concise):

1. Digital multimodal language exposure (videos, apps, online texts).
2. Enables negotiation of meaning and comprehension development.
3. Encourages self-directed learning and responsibility.

3. Classroom Discourse and Interaction in Digital Learning Environments

3.1. Digital Classroom Discourse and Interactional Patterns

Digital classroom discourse pertains to the utilization of language for structuring teaching and learning via digital platforms. In contrast to conventional classrooms, where discourse tends to be linear and primarily oral, digital discourse is characterized by its multimodal, fragmented, and non-linear nature. Learners now engage through:

- Written chat messages
- Discussion forums
- Voice recordings
- Collaborative documents (e.g., Google Docs)
- Video conferencing platforms

The variety of communication channels results in a merging of the lines between spoken and written discourse, creating what researchers refer to as hybrid discourse forms. These hybrid forms necessitate that learners manage various semiotic modes at the same time. From the standpoint of Educational Linguistics, this change is crucial as it emphasizes that discourse is no longer a static structure but rather a dynamic system influenced by technological affordances. As Kress (2010) discusses in his examination of multimodality, meaning within digital contexts is generated through the coordination of multiple semiotic resources instead of relying solely on language.

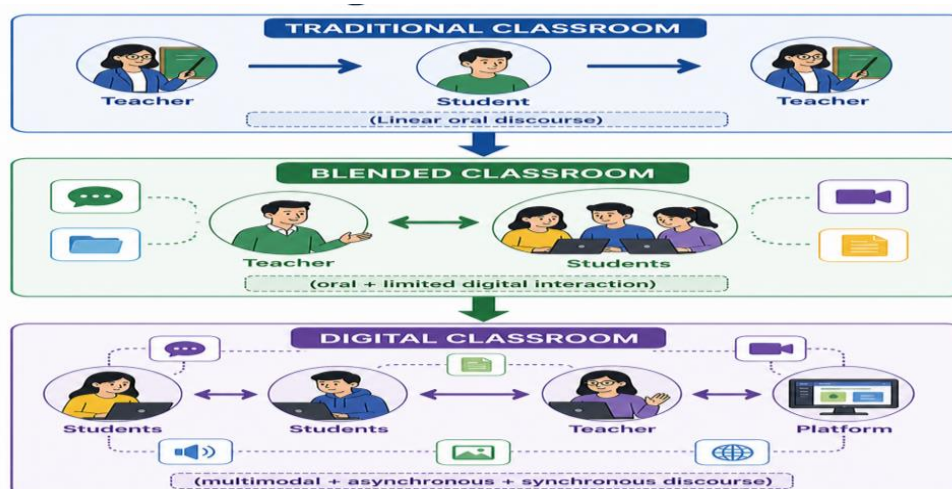


Figure 9 Transformation of Classroom Discourse in Digital Environments

This progression shows that discourse evolves from a teacher-centered linear interaction to a distributed multimodal system, in which communication becomes less hierarchical and more inclusive. However, this change also introduces difficulties related to coherence, imbalances in participation, and fragmentation of interactions.

3.2. Teacher–Learner Interaction in Online and Blended Contexts

In digital environments, the interaction between teachers and learners is no longer reliant on immediate verbal exchanges; rather, it is progressively facilitated through technological tools. Teachers now take on the roles of facilitators, moderators, and designers of interactive spaces, moving away from being the sole authorities in classroom discussions.

Feedback practices have also undergone substantial changes. Rather than offering oral corrective feedback, teachers now provide:

- Written comments
- Audio feedback
- Automated corrections (learning apps)
- Inline annotations in shared documents

This distributed feedback system increases immediacy but may reduce the interpersonal dimension of interaction if not carefully designed. As Laurillard (2012) notes, digital learning environments require teachers to redesign pedagogy as a “conversational framework,” where interaction is structured across multiple digital channels rather than occurring spontaneously in classroom talk. However, Educational Linguistics also warns that without pedagogical structuring, digital interaction risks becoming mechanical, fragmented, or overly task-driven, limiting meaningful language use.

3.2.1. Turn-Taking, Participation, and Engagement in Virtual Classrooms

Turn-taking is an essential aspect of classroom discourse that undergoes significant changes in digital settings. In conventional classrooms, the teacher manages speaking turns to maintain order and coherence. Conversely, digital environments permit:

- Simultaneous contributions (chat functions)
- Delayed responses (forums)
- Multiple parallel discussions

This shift towards decentralization expands the possibilities for participation, but it also presents new challenges, such as:

- Unequal participation distribution
- Reduced coherence in discussion threads
- Overlapping or fragmented contributions

Tableau 8: Shift in Turn-Taking Systems

Dimension	Traditional Classroom	Digital Classroom
Turn allocation	Teacher-controlled	Self-initiated or platform-based
Participation	Sequential	Simultaneous / asynchronous
Interaction flow	Linear	Non-linear
Student voice	Limited	Expanded but uneven
Discourse control	High teacher control	Distributed control

The table indicates that while digital settings facilitate democratic involvement, they also demand substantial pedagogical frameworks to preserve coherence and ensure fair engagement.

3.2.2. Synchronous and Asynchronous Communication in Language Learning

Digital classroom discourse operates through two main communication modes: synchronous and asynchronous interaction. Each contributes differently to language development.

Synchronous communication (e.g., Zoom, live chats) supports:

- Spontaneous interaction
- Real-time negotiation of meaning
- Development of fluency

Asynchronous communication (e.g., forums, recorded tasks) supports:

- Reflection and planning
- Greater linguistic accuracy
- Reduced time pressure

From an SLA viewpoint, Ellis (2009) underscores the necessity of both time-sensitive and reflective interactional conditions for balanced language development. However, contemporary studies suggest that learners frequently struggle to maintain an effective balance between these modes without explicit guidance, particularly in EFL settings where digital literacy varies greatly.

3.3. Multimodality and Expansion of Semiotic Resources

One of the most significant transformations in digital discourse is the expansion of semiotic resources. Learners no longer rely solely on linguistic expression but also use:

- Emojis
- Images
- Voice notes
- Videos
- Hyperlinks and digital artefacts

This corresponds with the idea of multiliteracies, introduced by the New London Group in 1996, which stresses that understanding and creating meaning in today's communication landscape demands skills across diverse semiotic systems. Nonetheless, Educational Linguistics emphasizes that although multimodality enhances expression, it simultaneously raises the cognitive burden for learners who might not possess adequate digital literacy skills.

3.4. Tutorial Activities

Activity 1: True / False (Basic Level – Correction Required)

1. Digital classroom discourse refers only to spoken interaction.
2. Technology enables synchronous and asynchronous communication.
3. Turn-taking is identical in digital and traditional classrooms.
4. Virtual participation is more complex than face-to-face interaction.
5. Multimodality includes text, audio, and visual modes.

Answers:

- 1 ✗ False → includes spoken, written, and multimodal interaction.
 - 2 ✓ True
 - 3 ✗ False → turn-taking is more flexible and less teacher-controlled online.
 - 4 ✓ True
 - 5 ✓ True
-

Activity 2: Matching (Core Concepts)

Match:

1. Digital classroom discourse → ____
2. Turn-taking → ____
3. Asynchronous communication → ____
4. Multimodality → ____

- A. Communication at different times
- B. Organization of participation roles
- C. Online/blended language interaction
- D. Use of multiple communication modes

Answers: 1-C, 2-B, 3-A, 4-D

Activity 3: Short Analysis (Applied Understanding)

1. Define digital classroom discourse.
2. How does technology change turn-taking?
3. Why is participation more complex online?

Answers (concise):

1. Language use across online/blended multimodal environments.
2. It decentralizes speaking turns and allows simultaneous/asynchronous participation.
3. Due to multiple platforms, timing differences, and digital literacy demands.

4. Sociocultural Perspectives on Technology-Mediated Language Learning

4.1. Sociocultural Foundations of Technology-Mediated Learning

The model presented below illustrates that learning arises from an ongoing mediated cycle instead of a straightforward linear process. Social interaction serves as the initial catalyst for learning, whereas language and technology act as mediational instruments that shape and enhance communicative activities. Through collaborative meaning-making, learners engage in the active construction of linguistic knowledge, which is progressively internalized as cognitive competence. From the standpoint of Educational Linguistics, this model emphasizes that technology not only aids learning processes but also fundamentally alters the conditions in which learning takes place.

**Social Interaction→Mediational Tools (Language + Technology)→Collaborative
Meaning-Making→Internalization (Learning)**

Figure 10: Sociocultural Mediation in Technology-Mediated Language Learning

From a sociocultural viewpoint, acquiring a language involves not merely memorizing forms but engaging in socially structured practices where meaning is collaboratively created through interaction. Drawing on Lev Vygotsky (1978), the Zone of Proximal Development (ZPD) characterizes learning as the distance between independent capabilities and what can be accomplished with assistance, emphasizing the importance of scaffolding and teamwork. In the field of Educational Linguistics, digital technologies enhance this mediation by facilitating collaborative writing, providing immediate feedback, and fostering interaction beyond the confines of the classroom.

Tableau 9 Key Principles of Sociocultural Theory in Language Learning

Principle	Description	Educational Linguistics Interpretation
Mediation	Learning is shaped by tools and social interaction	Technology functions as a mediational system that structures learning
ZPD	Learning occurs with guidance before independence	Digital scaffolding expands learner developmental potential
Internalization	Social interaction becomes individual cognition	Online discourse supports language acquisition processes
Collaboration	Knowledge is co-constructed socially	Digital environments enhance peer-based meaning-making

The table demonstrates that sociocultural theory redefines learning as a process mediated by social interactions rather than merely an individual cognitive endeavor. In the

field of Educational Linguistics, mediation encompasses not only human interactions but also technological tools that restructure access to linguistic input and engagement. The Zone of Proximal Development (ZPD) holds particular importance in digital contexts, where scaffolding is continuous and multimodal, facilitated by automated feedback, peer collaboration, and teacher support. Internalization signifies the conversion of shared social activities into personal competence, while collaboration underscores the importance of interaction in knowledge construction. Together, these principles illustrate that technology actualizes sociocultural theory by broadening both cognitive and interactional aspects of learning.

4.2. Technology as a Mediation Means in Language Learning

Within sociocultural theory, technology serves as a mediational tool that links learners to linguistic input, opportunities for interaction, and tasks related to language production. Digital resources like learning management systems, collaborative writing platforms, and communication applications significantly alter the ways in which learners interact with language.

Instead of acting merely as external aids, these tools are woven into the very fabric of the learning experience. For example, collaborative platforms such as shared documents allow learners to co-create texts, negotiate meaning in real-time, and offer peer feedback. This approach redefines writing and interaction as socially distributed endeavors rather than solitary activities.

From the standpoint of Educational Linguistics, technology thus integrates into the cognitive framework of learning, shaping the construction of meaning and the development of linguistic competence.

4.2.1. Scaffolding and Collaborative Learning in Digital Environments

Scaffolding is defined as a temporary and flexible support mechanism that empowers learners to undertake tasks that surpass their independent abilities. Within digital settings, scaffolding becomes increasingly dynamic, continuous, and multimodal, as it is provided via multiple channels and formats. Instructors can deliver scaffolding through:

- online feedback and annotations
- model texts and guided examples
- prompts and instructional hints
- interactive correction tools

Peers significantly contribute by participating in collaborative discussions, peer correction, and joint problem-solving. These exchanges aid in the co-creation of knowledge and strengthen learning through the negotiation of meaning.

Tableau 10 Forms of Scaffolding in Digital Language Learning

Type of Scaffolding	Example	Function in Learning
Teacher scaffolding	Online feedback and corrective comments	Guides linguistic and cognitive development
Peer scaffolding	Collaborative writing in shared platforms	Promotes negotiation of meaning
Technological scaffolding	Automated feedback and prompts	Supports autonomous learning
Task scaffolding	Structured online learning activities	Organizes cognitive engagement

The table emphasizes that scaffolding within digital environments is shared among teachers, peers, technological systems, and task design. From the viewpoint of Educational Linguistics, this distribution signifies a transition from teacher-centered instruction to a networked mediation model. Each type of scaffolding plays a distinct role in language development: teacher scaffolding guarantees accuracy and direction, peer scaffolding promotes interactive learning, technological scaffolding fosters autonomy, and task scaffolding organizes cognitive engagement. Collectively, these elements form a comprehensive support system that improves both interaction and language acquisition.

4.2.2. Social Interaction and Knowledge Construction in Online Settings

Social interaction serves as the primary mechanism for knowledge construction according to sociocultural theory. In digital environments, this interaction is considerably amplified through forums, chat systems, collaborative documents, and video communication tools. These environments allow learners to encounter various perspectives, fostering critical thinking and enhancing communicative competence. However, interaction alone does not assure effective learning. The quality of knowledge construction is influenced by task design, pedagogical guidance, and learner engagement. In the absence of structured mediation, digital interaction may become fragmented or superficial, which limits deeper cognitive processing and the meaningful use of language.

4.3. Communities of Practice in Digital Learning Environments

The concept of Communities of Practice, as proposed by Lave and Wenger (1991), serves as an effective framework for interpreting learning as involvement in shared social activities,

through which knowledge is collectively constructed. Within digital contexts, learners take part in virtual communities where they:

- share resources and information
- collaborate on communicative tasks
- negotiate meaning through interaction

Participation is dynamic; it advances over time from marginal involvement to total engagement as learners acquire confidence, competence, and communicative mastery.

**Peripheral Participation→Active Participation→Central Participation
(Full Competence)**

Figure 11 : Development of Participation in Digital Communities of Practice

This illustration shows that engagement in digital learning communities is a developmental journey rather than an immediate occurrence. At first, learners engage peripherally, which is defined by observation and limited input. Through continuous interaction and support, they move towards active participation, where they contribute more often and meaningfully. Eventually, they may attain central participation, where they assume responsibility for discourse and make significant contributions to the construction of collective knowledge. Viewed through the lens of Educational Linguistics, this progression highlights how technology provides continuous access to interactive spaces that promote gradual communicative advancement.

4.4. Educational Implications for Language Teaching

Sociocultural perspectives suggest a shift in language pedagogy towards instruction that is centered on interaction and rich in mediation. Effective teaching practices ought to emphasize:

- collaborative learning tasks
- scaffolded instruction
- meaningful interactional design
- technology-supported engagement

Instructors are reconceptualized not as mere transmitters of knowledge but as facilitators of mediated learning settings and designers of interactive opportunities. This viewpoint stresses that the integration of technology is not simply a technical option but a pedagogical and theoretical decision that is in harmony with the understanding of language learning.

4.5. Tutorial Activities

Activity 1: True / False (Correct the False Statements)

Instructions: Write True (T) or False (F). If False, correct the statement.

1. Learning is individual only.
2. Technology mediates learning.
3. Scaffolding is permanent support.
4. Interaction is essential for learning.
5. Learning can be social.

Answers:

- 1 ✗ False → Learning is a social and mediated process.
- 2 ✓ True
- 3 ✗ False → Scaffolding is temporary support.
- 4 ✓ True
- 5 ✓ True

Activity 2: Matching (Table Format)

Instructions: Match each concept with its correct meaning.

Concepts	Meanings
Mediation	Tools shaping learning
ZPD	Potential level of learning
Scaffolding	Temporary support
Internalization	Becoming independent knowledge
Community of practice	Learning through participation

Answers:

Mediation → Tools shaping learning///ZPD → Potential level of learning///Scaffolding → Temporary support
Internalization → Becoming independent knowledge///Community of practice → Learning through participation

Conclusion

This polycopie presents a cohesive investigation of Educational Linguistics as an interdisciplinary area that explores the interplay between language, cognition, and education. It highlights that the process of language learning cannot simply be reduced to the delivery of grammatical rules; instead, it should be recognized as a dynamic process of meaning creation influenced by cognitive development, social engagement, teaching practices, and shifting educational contexts. Thus, language is portrayed as a crucial medium through which learning, communication, and academic advancement occur.

The course unfolds across four units, developing a systematic theoretical-to-practical framework. The first unit introduces the essential principles of Educational Linguistics, emphasizing its interdisciplinary essence and its connections with Applied Linguistics, while demonstrating the effects of psychological, social, and institutional factors. The second unit focuses on Second Language Acquisition, examining cognitive processes, emotional aspects, and interaction, while engaging with key theoretical perspectives such as behaviourism, cognitivism, innatism, and sociocultural theory.

The third unit delves into classroom discourse and interaction, emphasizing that language learning is developed through communicative exchanges. It points out interactional patterns such as turn-taking and IRF sequences, and emphasizes the importance of pragmatics in the negotiation of meaning. The fourth unit examines technology-mediated language learning, presenting digital tools as mediational resources that influence input, feedback, interaction, and collaborative learning, thus making them an essential part of the learning environment.

In summary, the course maintains a consistent conceptual thread: language education is a socially situated, cognitively mediated, and pedagogically structured process. Therefore, linguistic competence is understood as the product of interactions between language, cognition, social context, pedagogy, and technology.

Apart from theoretical knowledge, the module cultivates students' analytical and interpretive skills, guiding them from simple description to critical evaluation through tutorial activities that integrate theory with classroom practice.

In the end, this polycopie furnishes students with the intellectual and pedagogical instruments required to critically grasp language learning and teaching. By merging theory with practice, it encourages reflective and contextually aware professionals capable of making informed pedagogical decisions rooted in cognitive, social, discourse-oriented, and technological dimensions of education.

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