Department of English

2nd Term

Curricula

3rd Year Students

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Curriculum

Curriculum: The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools.

Curriculum as a field of study is relatively young. Most place its birth during the second or third decade of this century, often with the publication of Franklin Bobbitt's. In 1918, Denver superintendent Jesse Newlon's suggested use of teachers in curriculum development. It is important to note that the study of curriculum did not begin as an addition to an extant field, say as a subfield of psychology or philosophy. Rather, it began in administrative convenience: professional responsibility for curricular matters. They came from every academic background imaginable. This means different kinds of thinking from the scientific to the artistic have emerged in the curriculum field.

Curriculum as a field includes curriculum theory, development, implementation (that is, instruction), and evaluation. Traditional, conceptual-empiricist, and reconceptualist are theoretical frameworks that govern specific approaches to curriculum issues. Each of these frameworks can be characterized by the dominant and subordinate assumptions that govern the knowledge and values which underline their respective modes of inquiry

Components of a Curriculum

A curriculum has five major components:

(1) A framework of assumptions about the learner and the society such as learners' capacity and ability, aptitudes and potential for learning, motivation, needs, interests and values as well as society's orientation to nurturing or using the individual gainfully.

(2) Aims and objectives (i.e., Why education should be provided and towards what direction).

(3) Content or subject-matter with selection of what is to be taught and learnt, scope of the subject-matter and its sequence.

(4) Modes of transaction which deals with the process of teaching-learning and includes methodology of teaching, learning experiences both within the institution and outside, learning environments, teachers' material as well as students' material.

(5) Evaluation methods and techniques for students.

Curricula differ from each other on the basis of the extent of emphasis given to each of these elements, the extent and manner of linking these elements with each other and the style of decision-making pertaining to each of these elements.

For example, one institution places more emphasis on the intellectual development of students whereas another institution emphasizes developing ideal, democratic citizens.

The selection of subject-matter will, therefore, different these two institutions with the first institution incorporating programs and activities aimed at developing rationality and thinking.

Thus, both these institution; would believe in different theories of learning and teaching thereby differing in the nature and sequence of subject-matter and learning experiences.

Syllabus

A **syllabus** is an academic document that communicates information about a specific course and defines expectations and responsibilities. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus may be set out by an exam board or prepared by the professor who supervises or controls course qualities.

There are seven essential components to an academic syllabus: Instructor information, General course information, Course objectives, Course policies, Grading and evaluation, Learning resources, and the Course Calendar.

Purpose of Syllabus

The syllabus ensures a fair and impartial understanding between the instructor and students such that there is minimal confusion on policies relating to the course, setting clear expectations of material to be learned, behavior in the classroom, and effort on student's behalf to be put into the course, providing a roadmap of course organization/direction relaying the instructor's teaching philosophy to the students, and providing a marketing angle of the course such that students may choose early in the course whether the subject material is attractive.

Key Differences between Syllabus and Curriculum

The basic differences between syllabus and curriculum are explained in the point given below:

1. The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.

2. Syllabus varies from teacher to teacher while the curriculum is same for all teachers.

3. The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.

4. The curriculum has a wider scope than the syllabus.

5. The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.

6. Syllabus is descriptive in nature, but the curriculum is prescriptive.

7. Syllabus is set for a particular subject. Unlike curriculum, which covers a particular course of study or a program.

8. Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.

9. The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

TYPES OF SYLLABUS

There has been much confusion as to what types of syllabus are possible in language teaching and to how different they are in the level of implementation. Knowing the syllabus types will help us to decide and choose the one(s) that is appropriate with our teaching goals and our situations and conditions. The following are some types of language teaching syllabus that will be distinctively discussed (Lingualinks Library, 1999).

1-   .A grammar or structural syllabus. The content of the language teaching is a collection of the forms and structures of the language being taught.

Steps:

a.   We decide on a set of forms and structures that the students have to learn and arrange them in increasing complexity, meaning from simple to complex forms and discourses.

b.   We decide a set of vocabulary to be learned together with forms and structures.

c.   We sequence the vocabulary, considering that concrete nouns and more common forms should be taught.

d.   We fit the vocabulary, forms and the structures together into a set of learning tasks.

The benefit of a grammar syllabus is that students move from simpler to more complex structures and they may learn the structures more easily. Even though the materials seem to consider grammar-based arrangement, activities in the book enforce students to learn English through guided conversations. The disadvantage of this syllabus is that students are often preoccupied with grammar when they are learning communicative activities, which may block natural communicative process. This syllabus may be more useful in a context in which the students do not have immediately communication needs.

2-A notional or functional syllabus. The content of the language teaching is a collection of the functions or the notions that are performed when the language is used.

Steps:

a.   We make a list of communication functions of the language that students expect to master.

b.   We make a list of the semantic notions (meanings) based on the culture the speakers of the language.

c.   We group the functions and the notions together into learning tasks.

The benefit of a notional/functional syllabus is that students learn how to use the target language to express their own ideas, notions and purposes. The disadvantage of this syllabus is that different kinds of structures are often used to express the same functions so that it is difficult to arrange the structure of the target language from simpler to more

complex forms. This syllabus may trigger language learners to use the target language to express their own emotions, ideas or purposes.

4-   A situational (topical) syllabus. The content of the language teaching is a collection of imaginary situations where the language is used.

Steps:

a.   We make a list of communications situations that students may face.

b.   We make a list of topics, grammatical forms and vocabulary and sequence them.

c.   We group the topics, forms and structures and fit them with communication situations.

The benefit of a situational syllabus is that students learn how to use the target language in an authentic communication. The advantage of this syllabus is that when unexpectable situations happen in communication language learners are not accustomed to communicate in the language spontaneously. This syllabus is good for language learners who are preparing to go to a country where the language is being learned. This situational teaching has the goal of teaching specific language content that occurs in situation .

    5- A skill-based syllabus. The content of the language teaching is a collection of specific skills in using the target language. Examples of skills in using the target language may include reading for the main idea, writing good paragraphs, and listening for the main idea.

Steps:

a.   We make a list of language skills that students need to acquire.

b.   We make a list of topics, grammatical forms and vocabulary and sequences them.

c.   We group the topics, forms and structures and fit them with the language skills.

The benefit of a skill-based syllabus is that students can specify their learning to reach their communicative competence, such as using telephone, booking a hotel, and others. The disadvantage of this syllabus is that it is harder to sequence the materials. This

syllabus is good for those who want to learn specific language skills, such as the writing skill as the example above.

6-   A task-based syllabus. The content of the language teaching includes a series of purposeful tasks that language learners need to perform; tasks are defined as activities that are needed when using the target language. Examples of a task-based syllabus may include applying for a job, ordering food via the telephone and getting housing information over the telephone. This syllabus is similar to a situational syllabus but it focuses on more general linguistic competence that is less culturally loaded .

Steps:

a.   We make a list of abilities or tasks that students need to acquire.

b.   We make a list of topics, grammatical forms and vocabulary and sequences them.

c.   We group the topics, forms and structures and fit them with the tasks.

The benefit of a task-based syllabus is that students learn to carry out activities using the target language. Language teaching through task-based syllabus occurs only as the need arises during the performance of a given task. The disadvantage is that students often learn to perform tasks and language learning is less emphasized   .

7-   .A content-based syllabus. A content-based syllabus in language teaching is actually not a language syllabus. The primary purpose of instruction is to teach subject matter of the content course or information using the target language. The subject is primary and language learning occurs automatically while language learners are studying the subject. An example of a content-based syllabus is a science class that is taught in the target language .

Steps:

a.   We make a list of topics from the content (subject.(

b.   We make a list of topics, grammatical forms and vocabulary and sequences them.

c.   We group the forms and structures and fit them with the topics.

The benefit of a content-based syllabus is that students feel satisfied with the purpose of learning the target language, namely acquiring information. The feeling of satisfaction will promote their learning. The disadvantage of this syllabus is that the content of instruction is not organized around the language teaching so that there is almost no teaching of the target language even though the students will automatically learn the language. This syllabus is often used in the immersion program, which has been addressed earlier .

SUMMARY

To reach the goal, teaching materials may be arranged in different considerations and based on the considerations the materials will be arranged in different types of language syllabus. In language teaching contexts, there are six types of language syllabus, namely grammar syllabus, situational syllabus, notional syllabus, task-based syllabus, skill-based syllabus and content-based syllabus. Each syllabus has strengths and weaknesses and it tells us how the target language should be presented. Even though we have different types of syllabus in isolated contexts, we often combine them in actual teaching settings. We may combine them in more or less integrated ways, with one type as the basis with which the others are related.

Techniques and Principles In Language Teaching

Introduction

Increasing globalization has created a great need for people in the workforce who can communicate in multiple languages, the need for methods of language learning as well as language teaching become a must. The uses of common languages are in areas such as trade, tourism, international relations, technology, media, and science. It is debatable which method can be useful to learn a second language and the way of teaching it. Different views and trials concerning language learning but all of them try to improve the success of learning and effectiveness of teaching. It is advisable to start teaching as early as possible, learning in our tender years leads to a better retention. Because of its special nature, second language learning established itself as a field of its own. Today, the study of language learning as well as language teaching as a branch comprise an important branch or perhaps the core of the applied linguistics. Researchers within this field talk about the ways that language is impacted for instance by social factors and individual differences. They also paid intention to a kind of learning outside the classroom, it is called the natural, informal or untutored learning as a way of learning just like one grows up in an area dominated by certain language and learns a language naturally for communication. A lot of methods had been suggested for language learning \ teaching however, what suits a person might not be helpful for the other. I will try to capture the major methods adopted by the scholars starting Grammar –translation approach.

1. The Grammar-Translation Method

The Grammar-Translation Method is not new in techniques language teaching. It had different names, but it has been used by language teachers for many years. At one time it was called classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in this century, this method was used for the purpose of helping student read and appreciate foreign language literature. The teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to literature written in the target language.

The roles of the teacher in this method are very traditional, the teacher is the authority in the classroom. The students do as he/she says to they can learn what he knows. The characteristic of the teaching/learning process, students are taught to translate from one language to another language. Often what they translate are readings in the target language about some aspect of the culture of the foreign language community. Most of the interaction in the classroom is from the teacher to the students. There is

little student's initiation and little students interaction. There are no principles of the method which relate to this area.

Literary language is considered superior to spoken language and is therefore the language students study. Culture is viewed as consisting of literature and the fine arts. In the Grammar-Translation Method the students should translating it into the students' native language. The language that is used in class is mostly the students' native language. Written test in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the foreign culture or questions that ask students to apply grammar rules are also common. Having the students get the correct answer is considered very important. If students make errors or don't know an answer, the teacher supplies them with the correct answer.

2. The Direct Method

The Direct Method has one very basic rule: No translation allowed. In fact, The Direct Method receive its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students native language. The goals of the teacher who use the direct method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language. Although the teacher directs the class activities, the student's role is less passive than in the Grammar-Translation method. The teachers and the students are more like partners in the teaching/learning process. The teachers who use the direct method believe students need to associate meaning and the target language directly. The initiation of the interaction goes both ways, from teacher to student and from student to teacher, although the latter is often teacher-directed. Student converse with one another as well.

3. THE AUDIO-LINGUAL METHODE

The audio-lingual method, like the direct method we have just explained, has a goal very different from that of the Grammar-Translation method. The audio lingual method was developed in the United State during World War II. At that time there was a need for people to learn foreign language rapidly for military purposes. As we have seen, the Grammar-Translation method did not prepare people to use the target language. While communication in the target language was the goal of the direct method, there were at the time exciting new ideas about language and learning and emanating from the disciplines of descriptive linguistic and behavioral psychology.

The goal of teachers who use the Audio-Lingual Method is the students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target

language, to learn to use it automatically without stopping to think. The teacher is like an orchestra leader, directing and controlling the language behavior of her/his students. The characteristics of the teaching/learning process is the new vocabulary and structures are presented through dialogs. The dialogs are learned through imitation and repetition. There is students to students' interaction in chain drills or when the students take different roles in dialogs, but this interaction is teacher directed. Most of the interaction is between teacher and students and is initiated by the teacher. The role of the students native language are thought to interfere with the students attempts to master the target language.

4. The Silent Way

Although people did learn languages through the Audio-Lingual Method, and indeed it is still being widely practiced today, the idea that learning a language means forming a set of habits was seriously challenging the early 1960s. The goals of the teacher who use the Silent Way, the students should be able to use the language for self-expression- to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher, to develop their own inner criteria for correctness. Students become independent by relying on themselves. The teacher, therefore, should give them only what they absolutely need to promote their learning.

The role of the teacher is as a technician or engineer. "Only the learners can do the learning," but the teacher only relying what his students already know. The role of the students is to make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to the learning test, and to actively engage in exploring the language.

The characteristics of the teaching/learning process are students begin their study of the language through its basic building block, its sounds. The teacher sets up the situations that focus students attention on the structure of the language, the students receive a good deal of the practice with a given target language structure without repetition for its own sake.

The evaluation accomplished is the teacher assesses students learning all the time. Since "teaching is subordinate to learning," the teacher must be responsive to immediate learning needs. The teacher does not praise students' behavior since this would interfere with students' developing their own inner criteria. When students error, how respond the teachers. The teacher uses the student errors as a basic for deciding where further work is necessary. Students need to learn to listen to themselves and to compare their own production with their developing inner criteria.

5. Suggestopedia/ Desuggestopedia

Often considered to be the strangest of the so-called "humanistic approaches", suggestopedia was originally developed in the 1970s by the Bulgarian educator Georgi Lozanov. Extravagant claims were initially made for the approach with Lozanov himself declaring that memorization in learning through suggestopedia would be accelerated by up to 25 times over that in conventional learning methods. The approach attracted both wild enthusiasm in some quarters and open scorn in others. On balance, it is probably fair to say that suggestopedia has had its day but also that certain elements of the approach survive in today's good practice.

The approach was based on the power of suggestion in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

The goals of the teachers who use Suggestopedia, teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this, more of the students' mental powers must be tapped. This is accomplished by desuggesting the psychological barriers learners bring with them to the learning situation. So, the students in this method, they should study hard. The role of the teachers who use the Suggestopedia Method is the teachers as the authority in the classroom. In order for the method to be successful, the students must trust and respect her/him. The students will retain information better for someone in whom they have confidence since they will be more responsive to her "desuggesting" their limitations and suggesting how easy it will be for them to succeed. And how is the evaluation accomplished? Evaluation usually is conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for accelerated learning.

6. Community Language Learning

In the early seventies, Charles Curran developed a new education model he called "Counceling-Learning". This was essentially an example of an innovative model that primarily considered affective factors as paramount in the learning process. Drawing on Carl Rogers' view that learners were to be considered not as a *class*, but as a *group*, Curran's philosophy dictated that students were to be thought of

as "clients" – their needs being addressed by a "councelor" in the form of the teacher. Brown (1994:59), in commenting on this approach also notes that "In order for any learning to take place what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group." Curran was best known for his extensive studies on adult learning, and some of the issues he tried to address were the threatening nature of a new learning situation to many adult learners and the anxiety created when students feared making "fools" of themselves. Curran believed that the counceling-learning model would help lower the instinctive defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive community of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as councelor) outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of dependence on the teacher-councelor to a state of independence.

The Objective of The Community Language Learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to "learn about their learning", so to speak. Learning in a nondefensive manner is considered to be very important, with teacher and student regarding each other as a "whole person" where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learner-clients and the teacher-councelor

The teachers who use the Community Language Learning Method want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it. Both of these are to be accomplished in a nondefensive manner. Nondefensive learning can result when teaher and learner treat each other a sa whole person, and do not separate each other's intellect from his or her feelings.

7. The Total Physical Response Method

Originally developed by James Asher, an American professor of psychology, in the 1960s, Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.

A typical TPR activity might contain instructions such as "Walk to the door", "Open the door", "Sit down" and "Give Maria your dictionary". The students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves.

The above examples, however, also illustrate some of the potential weaknesses inherent in the approach. Firstly, from a purely practical point of view, it is highly unlikely that even the most skilled and inventive teacher could sustain a lesson stage involving commands and physical responses for more than a few minutes before the activity became repetitious for the learners, although the use of situational role-play could provide a range of contexts for practicing a wider range of lexis. Secondly, it is fairly difficult to give instructions without using imperatives, so the language input is basically restricted to this single form. Thirdly, it is quite difficult to see how this approach could extend beyond beginner level. Fourthly, the relevance of some of the language used in TPR activities to real-world learner needs is questionable. Finally, moving from the listening and responding stage to oral production might be workable in a small group of learners but it would appear to be problematic when applied to a class of 30 students, for example.

The goals of the teacher who use the Total Physical Response Method is they believe in the importance of having their students enjoys their experience in learning to communicate in a foreign language. In fact, the Total Physical Response Method was developed in order to reduce the stress of the students when studying foreign languages and there by encourage students to persist in their study beyond a beginning level of proficiency.

8. The Communicative Approach

Its origins are many, in so far as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the Audiolingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular. In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The goals of the teacher who use The Communicative Approach is to have one's students become communicatively competent. While this has been the stated goal of many the other methods, in the communicative approach the notion of what it takes to be communicatively competent is much expanded.

9. Immersion

Language immersion is basically a method developed to teach people a second language, in which the language being taught is used specifically for instruction purposes. Unlike more traditional language teaching programs, where the language is taught simply as a subject to be learned, language immersion focuses more on the second language being a tool which is used to immerse the student completely within the subject. There are mainly three different types of language immersion that are primarily dependent on age group the students fall into. The first stage is early immersion, where students begin to learn their second language between the age of 5 or 6. The second stage is middle immersion, where students begin learning their second language around the age of 9 or 10. And the final stage is late immersion, which is typically the most popular, where the students learn between the ages of 11 and 14. It is based on the idea

that learners can pick up a foreign language in the same way as children pick up their native language because people are immersed in the language (Johnson, 9:2008).

10.The content- Based Instruction

Content based instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about language itself. In other words the language becomes the medium through which something new is learned. For example studying the French Revolution while using the French language. The language being learned and used is taught within the context of the specific topic. Proponents of this method are Brinton and Snow. The goals of CBI are:

1- To provide a meaningful context for language teaching to occur.
2- The organization of CBI course centers on content.
3- Language & content are taught concurrently.
4- Comprehensible input, provided through the content material leads to language acquisition.

There are different types of CBI used across the world:

A- Sheltered Model

Sheltered CBI is called "sheltered" because learners are given special assistance to help them understand regular classes. Two teachers can work together to give instruction in a specific subject. One of the teachers is a content specialist and the other an ESL specialist.

B- Adjunct Model

Adjunct classes are usually taught by ESL teachers. Adjunct classes may resemble ESP classes where emphasis is placed on acquiring specific target vocabulary

C- Theme-Based Model

Theme based CBI is usually found in EFL contexts. Theme based CBI can be taught by an EFL teacher or team taught with a content specialist. The teacher(s) can create a course of study designed to unlock and build on their own students' interests and the content can be chosen from number of diverse topics (Hinkel, 693-95: 2005).

11.Task- Based Instructions

Task-based is a kind of instruction in which language learners, performing activities, are engaged in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions. The goal is to develop the learner's ability to take part in spontaneous and meaningful communication in different contexts, with different people, on different topics, for different purposes (Ismail, 1:2012).

 What is task?

"A task is an activity which learners carry out using their available language resources and leading to a real outcome. Examples real world task or activity. Activities such as a job interview or taking telephone messages are regarded as collections of competencies or units of competency learners are said to take part in such processes which are thought to lead to successful language development." (Richards, 99:2010).

Three arguments in favor of task-based. First, it is based on the theoretical view that instruction needs to be compatible with the cognitive processes involved in L2 acquisition. Second, the importance of learner's engagement is emphasized. Third, tasks serve as a suitable unit for specifying learners needs and thus for designing specific purpose courses. One of the main advantages of task-based instruction is that well-designed tasks facilitate noticing of L2 syntax, vocabulary, and phonology that may lack perceptual and psychological saliency in untutored conversational settings and so may go unnoticed and unlearned (Ismail, 3-4:2012).

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