

ACADEMIC AND SOCIAL LANGUAGE

UNIT 2

LANGUAGE- DEFINITIONS

- **Noam Chomsky** (Linguist): "A set of sentences, each finite in length and constructed out of a finite set of elements."
- **Edward Sapir** (Anthropologist and Linguist): "A purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols."
- **Ferdinand de Saussure** (Linguist): "A system of signs"

VARIETIES OF LANGUAGE

- **Idiolect**- Individual variety of language
- **Dialect**- Variety of language used in a particular region
- **Sociolect**- Variety of language used by a social group

AIMS OF LANGUAGE - OVERALL GOALS

- **Communication:** The primary aim of language is to facilitate communication by expressing thoughts, emotions, needs, and desires.
- **Social Interaction:** Language enables social bonds and fosters relationships through dialogue, debate, and collaboration.
- **Cultural Transmission:** Language serves as a medium to pass down knowledge, traditions, and values across generations, preserving cultural identity.
- **Cognitive Development:** Language stimulates mental faculties and plays a crucial role in shaping thought processes, reasoning, and problem-solving.
- **Creative Expression:** Through language, individuals engage in artistic forms such as literature, poetry, and storytelling, allowing for imaginative and aesthetic expression.

LANGUAGE- OBJECTIVES

- **Clarity in Communication:** To convey information, ideas, or feelings with precision and clarity.
- **Facilitation of Learning:** Language is essential for education, enabling the acquisition of knowledge and skills across various fields.
- **Societal Integration:** Language acts as a tool for uniting individuals within a community, promoting cooperation and understanding.
- **Adaptation to Technological Advances:** The evolution of language aims to accommodate new technological terms and modes of communication (e.g., digital and online communication).
- **Cultural Enrichment:** Through literary works and media, language aims to enrich cultural experiences and entertain.

LANGUAGE- FUNCTIONS

- **Informative Function:** Language provides factual information and knowledge-sharing, whether in scientific discourse or daily interactions.
- **Expressive Function:** It conveys emotions, feelings, and individual personalities, allowing for emotional release and connection.
- **Directive Function:** Language serves to direct or influence the actions of others through commands, requests, or persuasion.
- **Phatic Function:** It facilitates social interaction by maintaining relationships through small talk, greetings, and other forms of casual communication.
- **Aesthetic Function:** Language is used in art and literature for creative expression, invoking pleasure through rhythm, rhyme, and imagery.

LANGUAGE- FUNCTIONS

- **Regulatory function**
- **Interactional function**
- **Personal function**
- **Heuristic function**
- **Imaginative function**
- **Instrumental function**
- **Referential**
- **Emotive and conative**
- **Phatic and Metalingual**
- **Poetic**

ROMAN JAKOBSON- SIX FUNCTIONS OF LANGUAGE

- **Referential Function:** Language used to convey information or describe the world (e.g., facts, reports). It focuses on the context or referent. Example: "The sky is blue."
- **Emotive Function:** Expresses the speaker's emotions or attitude. It's centered on the speaker. Example: "I'm so happy today!"
- **Conative Function:** Engages the addressee, often used to command, request, or encourage. It's directed toward the receiver. Example: "Please open the door."
- **Phatic Function:** Maintains or opens channels of communication. It's often used in greetings or small talk. Example: "Hello, can you hear me?"
- **Metalinguistic Function:** Discusses the language itself. It's about clarifying or analyzing the code. Example: "What does 'syntax' mean?"
- **Poetic Function:** Focuses on the message for its own sake, including style and aesthetic features. Example: "A thing of beauty is a joy forever."

HALLIDAY'S SEVEN FUNCTIONS OF LANGUAGE

- **Instrumental Function:** Language used to satisfy material needs or desires. Example: "I want milk."
- **Regulatory Function:** Language used to control the behavior of others. Example: "Stop talking."
- **Interactional Function:** Language that helps in building relationships or social interaction. Example: "Let's be friends."
- **Personal Function:** Language used to express personal opinions, feelings, or identity. Example: "I don't like spinach."
- **Heuristic Function:** Language used to explore or learn about the environment. Example: "Why is the sky blue?"
- **Imaginative Function:** Language used to create a world of imagination or play. Example: "Once upon a time, there was a dragon."
- **Representational Function:** Language used to convey facts or information. Example: "Water boils at 100°C."

LANGUAGE- IMPORTANCE

- **Cognitive Development:** Language is essential for thought processes, conceptualization, and learning. It enhances critical thinking and problem-solving.
- **Cultural Identity:** Language reflects and preserves the cultural heritage, traditions, and values of a society, reinforcing group identity.
- **Social Connectivity:** Language is the foundation of social interaction and cooperation, enabling individuals to form bonds and communities.
- **Economic Development:** In global business and commerce, language is crucial for negotiation, networking, and market expansion.
- **Education and Literacy:** Language is the cornerstone of education, providing a means for individuals to access information, engage with knowledge, and develop literacy skills.

HOME LANGUAGE VS. SCHOOL LANGUAGE

- **Home Language:**

- The language primarily spoken at home by family members and used for daily interactions, cultural practices, and socialization within the household. It is often learned naturally from parents or caregivers and is integral to the individual's cultural identity.

- **School Language:**

- The language used for instruction and learning within an educational setting, often referred to as the "language of instruction" or "academic language." It may or may not be the same as the home language, depending on the educational system and region.

HOME LANGUAGE- FEATURES

- **Informal**: Used in casual, everyday conversations.
- **Emotionally Tied**: Linked to personal experiences, cultural identity, and emotional bonds with family members.
- **Cultural Richness**: Contains idioms, dialects, and cultural references that may not be present in the school language.
- **Multilingual Variations**: In many households, multiple home languages may be spoken, depending on the cultural background.
- **Unstandardized**: Often less rigid in terms of grammar and structure, especially in spoken forms.

SCHOOL LANGUAGE- FEATURES

- **Formal**: Used in structured, formal contexts such as writing essays, academic discussions, and examinations.
- **Academic Vocabulary**: Focuses on technical and subject-specific terms that may not be used in home language settings.
- **Standardized**: Requires adherence to grammatical rules, formal writing styles, and academic standards.
- **Cognitive Development**: Essential for understanding academic subjects and engaging in intellectual discourse.
- **Language of Power**: Often seen as a tool for social mobility and success, as proficiency in the school language can lead to better educational and career opportunities.

SUMMARY OF KEY DIFFERENCES

- **Context:** Home language is used for personal, emotional, and cultural communication, while school language is used for academic purposes.
- **Learning Process:** Home language is acquired naturally, whereas school language often requires formal education.
- **Formality:** Home language tends to be informal and flexible, whereas school language is more structured and rule-bound.
- **Cultural vs. Academic:** Home language reflects culture and tradition, while school language reflects the academic and intellectual framework of society.

SUMMARY OF KEY DIFFERENCES

- **Vocabulary:** The vocabulary in home language often includes idiomatic expressions, local slang, and culturally specific terms, whereas school language emphasizes academic, subject-specific, and technical vocabulary.
- **Emotional vs. Neutral:** Home language is often emotionally charged, reflecting personal relationships and experiences, while school language tends to be more neutral, objective, and focused on delivering clear, logical information.
- **Flexibility:** Home language allows for flexibility, including mixing languages, or using non-standard expressions. In contrast, school language is more rigid, requiring precise adherence to rules and standardized formats, especially in writing.

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1.4 DIFFERENCES BETWEEN HOME AND SCHOOL LANGUAGE

	Home Language	School Language
1.	Begins with telegraphic speech	Can begin with full sentences
2.	Is a natural part of daily life	Is a new aspect in the learner's life
3.	It started no basis in grammar	It has a basis in grammar
4.	Doesn't require conscious effort	Requires conscious effort
5.	Is based in listening as a first resource	Involves technical knowledge of the language
6	Doesn't require instruction	It's require instruction

ACADEMIC LANGUAGE

- Academic language refers to the formal language used in educational settings, including schools, universities, and professional environments.
- It is often used in written texts, lectures, and presentations and is characterized by its precise, structured, and objective nature.
- **Formal Tone:** Avoids colloquialisms and slang; maintains a professional and formal tone.
- **Subject-Specific Vocabulary:** Includes discipline-specific terms (jargon) and technical language.
- **Complex Sentence Structures:** Uses longer, more complex sentences, often with subordinate clauses.
- **Objective:** Focuses on facts and evidence, avoiding personal opinions or emotions.
- **Logical Organization:** Follows clear and coherent structures, with well-defined introductions, arguments, and conclusions.

SOCIAL LANGUAGE

- Social language refers to the everyday, informal language used in social interactions, such as conversations with friends, family.
- **Informal Tone:** Relaxed, conversational, often using casual expressions, idioms, and slang.
- **Simple Vocabulary:** Uses everyday language that is familiar and accessible.
- **Shorter, Less Complex Sentences:** Often uses short, simple sentences or sentence fragments.
- **Personal and Subjective:** Frequently involves personal opinions, emotions, and experiences.
- **Flexible Structure:** Conversations often jump from topic to topic without a rigid structure.
- **Implicit Understanding:** Sometimes relies on shared knowledge or context, meaning not everything needs to be explicitly stated.

LANGUAGE LEARNING STRATEGIES

- **Cognitive**—making associations between new and already known information. This would include strategies that include the learner using reasoning or analysis of the grammar to find understanding.
- **Mnemonic**—making associations between new and already known information through use of formula, phrase, verse or the like;
- **Metacognitive**—controlling own cognition through the co-ordination of the planning, organization and evaluation of the learning process;
- **Compensatory**—using context to make up for missing information in reading and writing;
- **Affective**—regulation of emotions, motivation and attitude toward learning;
- **Social**—the interaction with other learners to improve language learning and cultural understanding. The purpose of this strategy is to help the students understand and cooperate with those that speak the language they are learning

COGNITIVE STRATEGIES

- **Repetition:** Practicing new words or phrases repeatedly.
- **Note-taking:** Writing down new vocabulary, grammar rules, and useful expressions.
- **Summarizing:** Condensing long pieces of text or spoken language into shorter summaries to aid comprehension and retention.
- **Elaboration:** Connecting new information with previously learned knowledge, such as using familiar words or concepts to understand new ones.
- **Translation:** Translating words, phrases, or sentences from the second language into the learner's native language (though it can be limiting in certain contexts).

METACOGNITIVE STRATEGIES

- **Planning:** Setting language learning goals, scheduling study time, and selecting materials or methods.
- **Monitoring:** Checking for comprehension during reading or listening, and evaluating speaking or writing accuracy.
- **Self-assessment:** Reflecting on progress and identifying areas for improvement, like tracking what was learned or what needs more practice.
- **Organizing learning environment:** Creating a conducive setting for language learning, like reducing distractions or gathering helpful resources.

SOCIAL STRATEGIES AND AFFECTIVE STRATEGIES

- **Asking for clarification:** Seeking help from teachers, classmates, or native speakers to clarify meanings of words or phrases.
- **Group work:** Engaging in peer-learning activities, practicing with others to reinforce learning.
- **Using language in real-life contexts:** Engaging in conversations with native speakers or participating in cultural activities that use the target language.
- **Affective Strategies**
 - **Managing emotions:** Learning how to deal with anxiety or frustration when making mistakes in language learning.
 - **Self-encouragement:** Motivating oneself through positive reinforcement and celebrating small achievements.
 - **Relaxation techniques:** Using stress-relief methods such as deep breathing to reduce language learning anxiety, especially before speaking or listening exercises.

MEMORY STRATEGIES AND COMMUNICATIVE STRATEGIES

- Memory Strategies
- **Mnemonic devices**: Using associations, rhymes, or imagery to remember words or phrases.
- **Visualization**: Creating mental images or scenarios where new vocabulary or grammar is used.
- **Grouping**: Organizing words into categories, such as by theme or part of speech, to aid retention.
- Communicative Strategies
- **Guessing meaning**: Using context to deduce the meaning of unfamiliar words.
- **Paraphrasing**: Restating concepts using simpler language when vocabulary is limited.
- **Code-switching**: Mixing elements of the native language and the second language to maintain fluency when vocabulary is limited.

DRAMA

- Drama is a genre of literature and performance that involves the enactment of stories, typically through dialogue and action by characters.
- It is designed to be performed on stage or in other forms of media, such as film or television. .
- The word "drama" comes from the Greek word 'draō' which means "to do" or "to act."

DRAMA- LANGUAGE PROFICIENCY

- **Improvisation:** Encourages spontaneous use of language, helping learners to think quickly and apply grammar and vocabulary in real-time conversations.
- **Role-Play:** Students act out scenarios that simulate real-life situations, such as ordering food at a restaurant, traveling, or interviewing for a job. This enhances speaking skills and builds confidence in **practical language use**.
- **Dialogue Practice:** Performing scripted plays allows students to **practice pronunciation, intonation, and rhythm in a structured format**.
- **Collaboration and Communication:** In drama activities, learners must work together, leading to collaborative language use. It also strengthens listening and responding skills in conversations.
- **Body Language and Non-verbal Communication:** Drama encourages students to use gestures, facial expressions, and movements, which are important components of communication that can supplement verbal language.

ESSAY

- An essay is a short piece of writing that presents a coherent argument, analysis, or narrative on a particular topic.
- Essays are typically composed of an introduction, body paragraphs, and a conclusion, and they serve various purposes such as to inform, persuade, or entertain.
- Essays can be descriptive, analytical, expository, argumentative, or reflective, depending on the objective of the writer.

ESSAY- LANGUAGE PROFICIENCY

- **Developing Writing Skills:** Writing essays helps learners practice organizing their thoughts, structuring ideas, and using appropriate language and grammar.
- **Vocabulary Expansion:** Writing essays allows students to expand their vocabulary by exploring new words and phrases.
- **Grammar and Syntax:** Through writing, students become more aware of sentence variety, proper punctuation, and syntax.
- **Promoting Research Skills:** Essays that require research push students to explore additional resources in the target language, improving their reading and comprehension skills while exposing them to different registers and genres.

ESSAY- LANGUAGE PROFICIENCY

- **Improved Expression:** Essays encourage students to express complex ideas clearly and concisely, improving their overall communication skills.
- **Structured Thought Process:** Writing an essay requires logical organization of ideas, which helps students practice structuring their thoughts coherently in the target language.

STORYTELLING

- Storytelling is the art of conveying events, experiences, or information in a structured and engaging way through oral narrative.
- In the educational context, storytelling helps simplify complex ideas and create a meaningful context for learners.
- **Contextualizes Language:** Storytelling provides authentic and contextualized language, allowing learners to encounter grammar, vocabulary, and syntax in use.
- **Enhances Listening Skills:** Listening to stories told by a teacher or peers can improve students' listening comprehension, as they need to focus on understanding the flow, details, and emotions conveyed.

STORYTELLING- LANGUAGE PROFICIENCY

- **Promotes Speaking Skills:** When students retell stories or create their own, they practice fluency, pronunciation, and coherence.
- **Increases Vocabulary:** Stories often introduce new vocabulary in context, making it easier for students to remember and use new words correctly. Learners also see how words are used in different contexts, which aids comprehension.
- **Integrated Language Practice:** Storytelling integrates all four language skills—listening, speaking, reading, and writing. Students may listen to a story, discuss it with peers, write their own version, and present it, thus practicing each skill in a natural, interconnected way.
- **Engagement and Motivation:** Stories captivate attention and spark curiosity, making the learning experience enjoyable and memorable. Engaged learners are more likely to retain language and apply it in meaningful ways.
- **Scaffolding Complex Concepts:** Teachers can use storytelling to introduce difficult language concepts gradually, offering scaffolding through repetition, varied examples, and visual aids that make the language accessible.

GROUP DISCUSSION

- A group discussion is an interactive communication exercise where individuals gather to share ideas, debate, and collaborate on a specific topic.
- It involves the active participation of each member, where they articulate their thoughts, listen to others, and engage in constructive dialogue.
- Group discussions aim to foster the exchange of information, critical thinking, and problem-solving.
- **Speaking Skills:** Group discussions help learners practice real-time speaking, improving fluency, pronunciation, and the use of correct grammar.
- **Listening Skills:** Students must understand their peers' contributions to respond appropriately.

GROUP DISCUSSION- PROFICIENCY

- **Expanding Vocabulary:** Group discussions expose students to diverse vocabulary and phrases used by their peers.
- **Developing Critical Thinking and Language:** Discussions prompt students to think critically, analyze various perspectives, and respond thoughtfully.
- **Encouraging Collaboration:** Group discussions foster a collaborative spirit, where students support each other's learning, correct each other's mistakes, and provide feedback.
- **Content-Based Learning:** In group discussions, students discuss subject-specific content (e.g., history, science) using the target language.
- **Interdisciplinary Approach:** Group discussions that integrate language with other subjects promote an interdisciplinary approach, where students learn to apply language skills in different academic fields.

PEER TUTORING- PROFICIENCY

- Peer tutoring is an instructional strategy where students help each other learn by serving as tutors and tutees.
- In this setup, one student (the tutor) who has a better understanding of the subject matter provides guidance, explanations, and feedback to another student (the tutee) who may need additional support.
- It is a collaborative learning approach that benefits both the tutor, who reinforces their own knowledge, and the tutee, who receives individualized instruction.
- **Language Practice in Authentic Contexts:** Peer tutoring provides students with a more natural environment to practice speaking, listening, reading, and writing.

PEER TUTORING- PROFICIENCY

- **Increased Opportunities for Participation:** Students have the chance to participate more actively, practice speaking, and develop confidence without fear of judgment from a teacher.
- **Subject-Specific Language Development:** In different subjects peer tutors can help their peers with the specific language required in those subjects, such as technical vocabulary or academic writing.
- **Oral Communication Skills:** By engaging in peer discussions related to different subjects, students practice using language in various contexts. Peer tutoring promotes the development of oral language skills essential for academic success.
- **Fostering Autonomous Learning:** Peer tutoring encourages students to take ownership of their learning, helping them develop metacognitive strategies that improve language acquisition.
- **Promoting Collaborative Learning:** The cooperative nature of peer tutoring fosters teamwork and helps students develop both academic and social language skills.

EXPOSITORY TEXT

- An expository text is a form of writing that explains, informs, or presents information.
- It aims to convey factual data, clarify a concept, or provide instructions in a clear and logical manner.
- The primary purpose of expository writing is to inform or educate the reader on a specific topic.

FEATURES

- **Purpose:** To explain, inform, or describe a subject matter objectively.
- **Structure:** Organized logically, often using headings, subheadings, bullet points, or numbered lists.
- **Language:** Clear, precise, and formal; typically objective and factual without opinions or personal emotions.
- **Use of Evidence:** Includes facts, statistics, examples, or expert opinions to support the explanation.
- **Tone:** Neutral and informative, aiming for clarity and comprehension.
- **Examples:** Textbooks, how-to articles, instructional manuals, news reports, essays.

NARRATIVE TEXT

- A narrative text is a form of writing that tells a story.
- It can be fictional or non-fictional and is intended to entertain, engage, or inform the reader by recounting a series of events, often with characters and a plot.
- Narrative texts usually aim to evoke emotions and immerse the reader in the story.

FEATURES

- **Purpose:** To tell a story or recount events, often to entertain, engage, or convey a message or moral.
- **Structure:** Typically follows a plot structure, including an introduction, rising action, climax, falling action, and resolution.
- **Language:** Descriptive, figurative, and emotional language to paint vivid images and evoke feelings.
- **Use of Characters:** Usually involves characters, either real or imaginary, who drive the story.
- **Setting:** Provides details about the time, place, and context in which the story takes place.
- **Dialogue:** Often uses dialogue between characters to advance the plot and reveal personalities.
- **Examples:** Short stories, novels, biographies, folktales, myths, personal anecdotes.

Differences Between Expository and Narrative Text

Aspect	Expository Text	Narrative Text
Purpose	To explain, inform, or provide information	To tell a story, entertain, or recount events
Structure	Logical, organized by topic or idea	Plot-driven, with a beginning, middle, and end
Language	Objective, formal, and precise	Descriptive, emotional, and figurative
Tone	Neutral, informative, and objective	Engaging, emotional, and subjective
Use of Characters	Rarely focuses on characters	Central to the text; characters drive the narrative
Setting	Minimal or factual, related to the topic	Detailed descriptions of time, place, and context
Use of Evidence	Supports with facts, statistics, and examples	Relies on plot, dialogue, and character development
Reader's Engagement	Engages the reader intellectually	Engages the reader emotionally and imaginatively
Examples	Textbooks, news articles, academic essays	Novels, short stories, autobiographies, myths

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TRANSACTIONAL TEXT

- A transactional text is a form of writing used to communicate specific information or convey messages for a practical purpose.
- It is often used in everyday exchanges, whether in personal or business contexts, and serves to inform, request, instruct, or persuade the reader.
- The focus is on achieving a particular outcome or response.

FEATURES

- **Purpose:** To convey a message, give information, request something, or influence behavior.
- **Structure:** Typically organized in a clear, concise manner. It often includes a greeting, body, and conclusion.
- **Language:** Direct, clear, and functional; often formal or semi-formal depending on the context.
- **Audience:** Specific, addressing a particular person, group, or organization.
- **Tone:** Neutral or formal, depending on the nature of the communication (e.g., polite for business letters or friendly in personal emails).
- **Examples:** Letters, Emails, Memos, Invitations

REFLEXIVE TEXT

- A reflexive text is a form of writing that expresses the writer's personal thoughts, feelings, experiences, or reactions to events.
- It is introspective and subjective, allowing the writer to reflect on their own ideas or experiences, often with the goal of gaining a deeper understanding or insight.

FEATURES

- **Purpose:** To reflect on personal thoughts, feelings, or experiences, often for self-understanding or self-expression.
- **Structure:** Can be less formal and flexible, often organized around the writer's reflections or a series of related events.
- **Language:** Subjective, personal, and emotional; often uses the first-person perspective ("I").
- **Tone:** Informal or personal; can be emotional or contemplative depending on the subject.
- **Audience:** Often written for oneself or for others who want to understand the writer's personal perspective.
- **Examples:** Diaries, Personal essays, Autobiographical writing

Differences Between Transactional and Reflexive Text

Aspect	Transactional Text	Reflexive Text
Purpose	To convey information, request, or persuade	To reflect on personal thoughts, feelings, or experiences
Structure	Formal, clear, and often standardized	Informal and flexible, based on personal reflections
Language	Objective, clear, and functional	Subjective, personal, and emotional
Tone	Neutral, formal, or semi-formal	Informal, emotional, or contemplative
Audience	Specific individuals, groups, or organizations	Often written for oneself or a small audience
Use of Evidence	Factual or practical information to achieve a purpose	Personal experiences, emotions, or introspection
Focus	Action, outcome, or specific communication	Self-exploration, personal growth, or emotional reaction
Examples	Letters, emails, memos, instructions	Journal entries, personal essays, reflections

FIRST LANGUAGE ACQUISITION (L1)

- It refers to the natural, subconscious process by which a child acquires their native language, typically from birth to around age five.
- This process occurs in an immersive environment where the child is exposed to the language consistently from caregivers and their immediate surroundings.
- **Natural Process:** Occurs without formal instruction; children pick up language through exposure and interaction.
- **Critical Period:** Most effective during early childhood, often referred to as the "critical period" for language development (birth to around puberty).
- **Universal Stages:** Children pass through similar developmental stages: babbling, one-word (holophrastic) stage, two-word stage, and eventually complex sentences.
- **Input-Rich Environment:** Acquisition is driven by continuous, immersive exposure to the language.
- **Implicit Learning:** Learning is largely unconscious, based on social interaction and communication with caregivers.
- **Phonetic Mastery:** Children usually master the sounds of their native language early, allowing them to speak with native-like fluency.

SECOND LANGUAGE ACQUISITION (L2)

- It refers to the process of learning an additional language beyond the native language, typically after the first language is established.
- This process can occur at any age and often involves formal instruction, conscious learning, and intentional practice.
- **Conscious Learning:** Often involves formal instruction (in schools, language courses) and requires effort and practice.
- **Later Start:** Usually begins after the first language is acquired, although it can happen in childhood, adolescence, or adulthood.
- **Variability in Success:** Outcomes vary significantly depending on age, motivation, exposure, and learning methods.
- **Input Quality and Quantity:** The quality and frequency of exposure to the second language significantly affect acquisition; immersion environments are more effective.
- **Formal Grammar Instruction:** Learners often need explicit teaching of grammar rules, vocabulary, and pronunciation.
- **Accent and Fluency Challenges:** Learners may retain an accent or make grammatical errors, particularly if they start learning after the critical period.

LANGUAGE TRANSFER

- Language transfer refers to the influence that a person's native language (L1) has on the learning and use of a second language (L2).
- It can occur when learners apply structures, vocabulary, or pronunciation patterns from their first language while trying to use the second language.
- Language transfer can be either positive or negative, depending on whether the similarities between the two languages aid or hinder the learning process.

LANGUAGE TRANSFER

- **Positive Transfer:** It occurs when similarities between the first and second languages help the learner.
- For example, if the grammatical structures or vocabulary are similar in both languages, learners may transfer those elements correctly, improving their L2 performance.
- **Negative Transfer** (Interference): It happens when differences between L1 and L2 lead to errors.
- This type of transfer can result in incorrect application of rules or patterns from the native language, causing mistakes in the second language.