

ENG504

- **Input Processing and Autonomous Induction Theory:** The process of understanding and using language input (like listening or reading), and how learners can figure out language rules on their own without needing a teacher to explain everything.
- **Interactionist Approach and Sociocultural Theory:** A way of learning languages where communication (interaction) and social context are key. Sociocultural theory says that social interactions help learners develop language skills.
- **Aspects of Sociocultural Theory:** Different parts of the sociocultural theory, such as learning through social interactions, the role of culture in learning, and how tools (like language) shape how we think and learn.
- **Activity Theory, Private Speech, and Scaffolding:** **Activity theory** looks at how actions and tasks are part of learning. **Private speech** is when a person talks to themselves, which helps them think and learn. **Scaffolding** is when a teacher or peer gives support to help a learner until they can do it on their own.
- **Empirical Evidence and Socio-Cultural Learning:** **Empirical evidence** refers to real-world data or research. **Socio-cultural learning** is how people learn through social interactions and cultural contexts.
- **Second Language Socialization and Identity Construction:** **Second language socialization** is the process of learning the social and cultural aspects of a new language. **Identity construction** is how learners shape their sense of self through their language learning experiences.
- **Investment and Social Identities in Second Language Acquisition:** **Investment** is the effort learners put into learning a second language. **Social identities** refer to the way learners view themselves and are seen by others in relation to their language and culture.
- **Sociolinguistic Perspective on Language Learning and Second Language Research:** Looking at language learning from the perspective of social factors (like culture, class, and community) that influence how and why people learn a language.
- **Instructional Policies and the Role of L1 in L2 Learning:** **Instructional policies** are rules and guidelines for teaching. **L1** refers to a learner's first language, and **L2** is the second language they are learning. This term explores how a learner's first language can help or hinder learning a second language.

- **The Facilitative Role of L1:** How a learner's first language (L1) can help them understand and learn a second language (L2), making the learning process easier.
- **Different Aspects of L1:** Different features of a learner's first language (like grammar, vocabulary, and pronunciation) and how they influence learning a second language.
- **Language Awareness and L1:** Being aware of how your first language works and how that knowledge helps when learning a second language.
- **The Facilitation of L1 in Second Language Learning:** Using a learner's first language to help them understand and learn a second language more easily.
- **The Role of L1 in Second Language Learning Performance Domain:** How the first language affects a learner's ability to perform tasks or show skills in a second language.
- **Factors Influencing SLA (Second Language Acquisition):** The different things that affect how people learn a second language, like age, motivation, environment, and teaching methods.
- **Different Learning Styles and Strategies:** The unique ways people learn and the techniques they use to help them understand and remember information.
- **Second Language Learning and Learner Motivation:** How a learner's motivation (desire and drive) influences how well they learn a second language.
- **Language Theories and Second Language Learner:** The ideas and theories that explain how people learn a second language, including how they acquire grammar, vocabulary, and pronunciation.
- **Myths Related to SLA (Second Language Acquisition):** Common misconceptions or false beliefs about how people learn second languages, such as the idea that adults can't learn languages as easily as children.
- **Culture Difference and Identity:** How differences in culture affect the way people learn and use a language, and how language learning shapes a person's identity.
- **Teaching/Learning of Culture in Second Language Classrooms:** The process of teaching and learning about the culture that goes with a second language, not just the language itself.
- **Second Language Acquisition and Teaching:** The process of learning a second language and the ways in which it is taught.
- **Focus on Form and Types of Instructions:** **Focus on form** refers to teaching the structure of the language (like grammar) while still using the language in context. **Types of instructions** are different methods of teaching, such as explicit explanations or activities that practice the language.

- **Explicit Instruction and Production Practice:** **Explicit instruction** involves directly teaching rules and information. **Production practice** refers to activities where learners use the language actively, like speaking or writing.
- **Input and SLA Pedagogy:** The language that learners hear or read (input) and how it's used in teaching methods for second language acquisition (SLA).
- **Abbreviations Used Within the Text:** Shortened forms of words or phrases used in writing to make the text easier to read and understand.

