

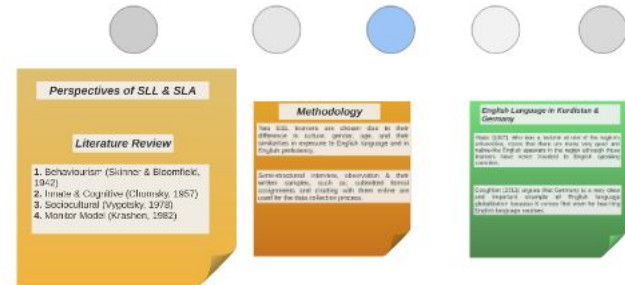
**Investigating English proficiency of a Kurdish and a German ESL  
learner: A case study**

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# Investigating English Proficiency of a Kurdish and a German ESL Learner: A Case Study



## Perspectives of SLL & SLA

### Literature Review

1. Behaviourist (Skinner & Bloomfield, 19-2)
2. Innate & Cognitive (Chomsky, 1957)
3. Sociocultural (Vygotsky, 1978)
4. Monitor Model (Krashen, 1982)

## Methodology

Two ESL learners are chosen due to their difference in culture, origin, age and their conditions in exposure to English language and an English proficiency.

Semi-structured interviews, observations, and their written outputs such as, translated formal assignments, oral dialogues with them, notes are used for the data collection process.

## English Language in Kurdistan & Germany

Wise (2017) who was a native speaker of the English language, notes that there are many who speak and understand English speakers in the region although these learners have never studied in English speaking countries.

Coughlin (2016) states that Germany is a non-ideal and "resistant" example of English language education because it resists the early teaching of English language learners.

## L1 Interference

Wright (1991) defines L1 interference with the second language as:

- "L1 transfer is the transfer of L1 knowledge to L2."
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## Internal and external factors affecting SLA

1. Internal factors
  - Intelligence, aptitude, learning styles, personality, learner beliefs and age
2. External factors
  - Attitude and motivation

### Cognitive Analysis:

- E.G. X: It has no relation with this.
- Y: It has nothing to do with this.

*After data collection, it is noted that each speaks a different English.*

## The Acquisition Model

"The process of adding to a new culture" (Gardner, 2005).

- Most inputs become related with Y.
- Using the English speakers as a reference with X.
- (It is the most relevant)

## ***Literature Review***

- 1. Behaviourism (Skinner & Bloomfield, 1942)**
- 2. Innate & Cognitive (Chomsky, 1957)**
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- 4. Monitor Model (Krashen, 1982)**

## ***Methodology***

Two ESL learners are chosen due to their difference in culture, gender, age, and their similarities in exposure to English language and in English proficiency.

Semi-structured interview, observation & their written samples, such as; submitted formal assignments and chatting with them online are used for the data collection process.

## ***English Language in Kurdistan & Germany***

Klaus (2007), who was a lecturer at one of the region's universities, states that there are many very good and native-like English speakers in the region although those learners have never traveled to English speaking countries.

Coughlan (2011) argues that Germany is a very clear and important example of English language globalization because it comes first even for teaching English language courses.

# ***L1 Interference***

Negative L1 interference with the Kurdish ESL learner:

E.g.:

- (\*) They make it as a rules
- (\*) a real life things
- (\*) the words that is new for me
- (\*) it has no relation with this

Positive L1 interference with the German ESL learner:

E.g.:

- They issue some rules
- the words that are new for me

## ***Internal and external factors affecting SLA***

### **1. Internal factors**

- Intelligence, aptitude, learning styles, personality, learner beliefs and age

### **2. External factors**

- Attitude and motivation

### **Cognitive Analysis:**

E.g.:

X: It has no relation with this

Y: It has nothing to do with this

## The Acculturation Model

"the process of adapting to a new culture"  
- (Ellis, 2008)

- Most inputs become intakes with Y.
- Using the English speakers as a reference with X.  
(E.g. the word "*please*")