

Chapter 1 : THE ESSAY OF BEHAVIORISM THEORY OF LANGUAGE TEACHING AND LEARNING | the

Theories & Methods of Language Teaching & Learning 1st by Debra Inada ISBN / ASIN: Teaching by Principles 4th by H. Douglas Brown ISBN / ASIN: You may purchase textbooks via the UC San Diego Bookstore.

Community of practice, cooperative learning, second language use Abstract Group work in the educational context generally involves a small number of students working together to achieve a task. However, not all group work provides equal opportunities for learning for all members of the group. Cooperative learning techniques allow instructors to more effectively structure and implement group work in their classrooms. This paper first discusses prevailing cognitive and social-cultural theories of second language acquisition, then argues that cooperative learning as a teaching methodology not only adequately addresses the theories, but can be a powerful tool for language instructors in English as a Foreign Language EFL contexts where few native speakers of English are available as a resource for students. Finally, the paper gives several examples of cooperative learning techniques and tasks that used the techniques. Introduction Though cooperative learning CL as a term has been used only recently to denote an educational teaching methodology, the techniques of what is Doshisha Studies in Language and Culture, 9 2 , APPLE now called cooperative learning have been used in classrooms and have been researched extensively for thirty years or more. In his well-known book about cooperative learning, Slavin listed over 90 experimental studies about cooperative learning. He concluded that the reason cooperative learning succeeds as an educational methodology is its use of convergent tasks: Group goals based on the individual responsibility of all group members leads to increased learning achievement, regardless of subject or proficiency level of students involved see Figure 1. For educational instructors, the most important result of the voluminous research into CL is that it is possible to create conditions leading to positive achievement outcomes by directly teaching students structured methods of working together with each other especially in pairs or teaching them learning strategies closely related to the instructional objectives especially for reading comprehension skills. Factors influencing learning gains Based on Slavin, , p. To examine the usefulness and practicality of CL techniques in the EFL classroom, this paper will first discuss the underlying principles of cooperative learning in Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom educational contexts in general. Then, some of the main language learning theories, both cognitive and social-cultural, will be outlined and CL as a philosophy will be located within a theoretical framework. Finally, basic patterns and tasks using CL techniques in the EFL classroom will be presented and discussed. Cooperative learning principles stem from this primarily psychological standpoint: Because all students are humans, teachers can use cooperative learning teaching methodologies to help students satisfy the three needs of relatedness, competence, and autonomy in the classroom. Teachers who do so will be able to create a more effective environment for learning and thus can help students reach their learning potential. Cooperation is highly valued in the workplace, the community, and society in general, and thus is a value teachers should aim to instill in their students. APPLE learning opportunities during cooperative activities. Simply put, if a student of English has the same overall language ability, background, and interests as his or her classmates, learning is far less likely to occur than if the students have different abilities and do not share an identical worldview. Each member in the group must equally participate, regardless of perceived ability or social status. CL activities that follow these eight principles will promote learner autonomy and personal responsibility for language learning by allowing individual learner choices and decisions during the learning process. In fact, this emphasis on the learning process rather than the product alone is the hallmark of CL language learning. By encouraging a sense of learner autonomy, CL also increases learner motivation and promotes harmonious group dynamics, lowering classroom anxiety and facilitating interaction in the classroom as well as an individual sense of self-competence and self- Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom worth Ushioda, One of the earliest language theories in second language acquisition SLA is the concept of interlanguage Selinker, However, increased exposure to input from the target language can help students revise their approximations of the language and modify their interlanguage to a more target-like

language state. Through constant modification and adjustments to interlanguage, students can eventually reach a near-native language state, in which the interlanguage is virtually the same as that of a native speaker of the second language L2. This achievement of near-native interlanguage is seen as a primary goal of L2 education by many cognitive SLA theorists. A great deal of mainstream cognitive SLA research has tried to discover ways in which students can modify their interlanguage. Since the SLA field first started, a seemingly endless series of theories have been proposed to explain how second language learners can become proficient. Krashen theorized that all human beings have direct access to Universal Grammar, to which Chomsky argued all native children but no adults can access. Krashen contended that even adults have Matthew T. APPLE full access to UG; however, various affective factors such as motivation and anxiety prevent adults from absorbing comprehensible input in the second language. Speaking will also be acquired in the process of a natural growth in competence and confidence from understanding the target language. First, Krashen never provided any solid evidence that the Input Hypothesis works. Despite the plethora of papers he co-authored concerning reading and language acquisition, Krashen himself has never addressed reasons why only a small number of adults have mastered a second language compared to the relatively large number of children who have. Second, many teachers and learners alike instinctively grasp what cognitive psychologists have discovered in almost literally thousands of studies: Practice is the only sure way to develop productive, fluent abilities in any human activity, language or otherwise. Merely watching a tennis match repeatedly will not make one a good tennis player; likewise, merely listening or reading English will not make one a good speaker or writer of English. Krashen has repeatedly denied that language output or production has any place in language learning for a more in-depth analysis of the role of output in language learning, see Izumi, Finally, Krashen has not explained how input is made comprehensible by second language learners. Since presumably all learners unless starting from no knowledge of the target language have Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom different levels of comprehension, it stands to reason that the input available to them occurs at different levels of comprehensibility. In an attempt to explain how native speakers can modify input in order to make it comprehensible for non-native speakers, Long proposed his Interaction Hypothesis. This more competent peer acts as a mediator between the student and the knowledge the student is trying to understand and assists the learner in reaching goals not attainable by the learner alone. ZPD characterizes the student as someone who has two levels of learning potential: For the language instructor, this means that the goals of students need to be carefully considered when designing classroom tasks: Students may focus on the social meaning embodied in the task in an attempt to find connections with their previous knowledge and experiences, whereas the instructor may focus on the language forms and specific vocabulary items for examination purposes. Activity Theory suggests that activities that address both learner and instructor viewpoints will be most effective. In addition, according to SCT, comprehensible input alone is not effective; the input must necessarily become mediated input shaped by L2 peers or experts in the target community for the language to have any meaning. Since according to SCT language use is more important than language acquisition, the activity itself in L2 learning is more important than the language forms. This is crucial, since the goal of L2 teaching as seen by socioculturalists is not the acquisition of language features, but rather communication and a new understanding of the self as represented in the foreign language. This self is socially constructed through participation in the language community, meaning that language itself should not be viewed solely as a Matthew T. APPLE set of rules and patterns to be memorized and then regurgitated, but as a means of communication between individuals. In this perspective, learning is seen as occurring not within the mind of the individual, but as a result of social interaction with members of the community. For language learners, the most pertinent and immediately available community is the language classroom community. Students who fail to interact with other members of the discourse community remain outside the language community, and therefore fail to learn the language. What is instead needed for language learning is to enable students to become full members of the language classroom community by encouraging supportive and mutually-beneficial social interactions, thus allowing students to traverse the stages of becoming a legitimized member of the language learning community see Figure 2. Students in an EFL context such as a Japanese university do not have a large amount of input from their second language;

they are surrounded by Japanese language, not English, in their daily lives, and often receive second language input from their EFL instructor only once or twice per week for 90 minutes at a time. With this in mind, cooperative learning techniques are designed to increase the amount of comprehensible input as well as to encourage Matthew T. APPLE motivation and self-confidence through social interaction between non-native speaker peers. Though many students and teachers alike may feel more comfortable with a teacher-centered style of learning, ultimately the goal of learning is for the student no longer to need the teacher—or even to become the teacher. An intermediate step towards learner self-regulation and self-reliance in the language classroom is the increased use of cooperative learning techniques, starting with simple pairs and building up to small groups then large groups. Students can learn how to effectively teach each other, along the way becoming more capable of clarifying their own knowledge by verbally communicating and monitoring their language use. Dornyei has further argued that although classrooms in which the teacher largely controlled the learning may result in short-term learning gains, cooperative classrooms in which positive interdependence was a key factor consistently result in more learner achievement over a longer period of time. Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom Good, well-planned CL activities require each individual within a group to have specific roles and responsibilities during the group effort, ensuring a high level of cooperation and achievement by all members in the class. The following section will explain some basic patterns of CL activities, including graphical representation of how these techniques can be carried out in the language classroom. Examples of CL Activities The basic pattern The basic pattern of CL activities see Figure 3 starts with a group of four learners sitting in a square-shape formation. The person sitting next to the learner is his or her shoulder partner, while the learners seated directly behind or in front of him or her are face partners. This pattern is ideal for classrooms with large numbers of learners, as well as for rooms with seating arrangements or spaces that may restrict movement around the classroom. This first step often asks the learner to write answers to specific questions. During this step, the learners summarize in their own words what they learned from their shoulder partner. First, the instructor puts learners into groups of four to work on a task, and then gives each student a number. Traveling Heads is a variation of Numbered Heads Together, which uses the same numbering system but instead asks the students who stand up to move to a different group. This technique has the advantages of involving more students actively participating in the report while at the same time lowering the risk of anxiety brought about by making a potentially face-losing oral report in front of the entire class. In the home group, each student works on a different question or aspect of the task. After a certain time period, the learners will make new groups with those who have the same number. This technique is an effective way for learners to share information and to work on convergent tasks that require learners to work towards the same answer. Each group creates a poster and attaches it to a wall of the classroom. There are many variations of Carousel, including different ways that groups make presentations oral, written, video-recorded, on paper or on computer and alternate ways for commenting or assessing simple notes, lengthy summaries, special forms for assessment, etc. Roles CL activities also ensure that each learner within the group has a specific role, and that if each learner does not fulfill his or her role, the group effort fails to meet its overall objective. There are many potential roles, but the most common include: When first employing CL roles in the classroom, instructors may choose to appoint roles to students; however, students can Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom become more motivated if they are allowed to choose their role within the group. Instructors should make sure, however, that the same student does not always choose the same role each time roles are assigned. One rule instructors might consider is that students must all take different roles each time a task is performed, until they have done all roles possible. While one learner reads aloud something that he or she has written, his or her shoulder partner repeats, or shadows, as closely and as quickly as possible. In other words, rather than waiting until the end of the sentence heard, the shoulder partner should repeat nearly at the same time. When the initial shoulder partner shadowing is finished, the shoulder partner turns to his or her face partners and summarizes what he or she heard from the first partner. If necessary, the summarizer may ask questions to the first partner about what he or she had read aloud. The face partner can also shadow the summary. This simple activity can often lead to confusion initially, as the task

demands high cognitive processing and a heavy memory load on the part of the partner doing the shadowing. The instructor assigns or lets students choose groups of four to research and present information about a specific city or country. Semester-long tasks such as the tourist skit can encourage students to become more autonomous, learn library and research skills, and combine writing and speaking output, reading and listening input, and presentation skills. Such tasks can be done as an alternative assessment to final exams, or as a supplement or complement to exams and other in-class activities. Their suggested solutions include the following: Students can be assigned different roles according to their proficiencies; when they feel more comfortable using the target language, then students can take on more challenging roles. EFL instructors can also provide more language support for students to use in combination with CL techniques in group work. Other advantages of CL activities include: More than just being a Matthew T.

Chapter 2 : Learning Theories and Models summaries - Educational Psychology

The course covers the primary theories and perspectives related to second language learning including behavioral, developmental, cognitive, social cognitive, sociocultural and constructivist learning theories, and it examines how these different theories address student assessment, motivation, self-regulation and classroom management.

All of the approaches are conducted in teaching learning process in order to get the positive effect for the students and the teacher itself. The use of the approach itself is to improve or increase the students ability in learning. Although there are some theories that still used some conventional methods that make the students uninterested in joining the teaching learning process. So the role for the teacher is to apply appropriate approach based on the condition of the students in order it can make the students are interested to learn. In this case , I would like to discuss about behaviorism that is explained in detail through history of behaviorism , definition of behaviorism ,the characteristics of behaviorism, the principles of behaviorism , the strength and weaknesses of behaviorism, the application of behaviorism in ELT, the differences of behaviorism with other theories. F Skinner and A. Thorndike was the first behaviorist who explored the learning area in order to form the association on particular process of behavior and the consequence itself. He assumed that all learning to be establishment of habits as a result of reinforcement and reward. In this respect of behaviorist was in fact that human and animal learning is process of habit formation. These are formed correct and incorrect response, are rewarded or punished Hubbard Jones and Thornton Wheeler, ; as cited in Demirezen There are some of the key consequences of behavior. For instance, giving praise to promote good behavior. In this section, I would like to describe the features of behaviorism. The dualistic portrayal of mankind which distinguishes between mental processes and observable behavior is scientifically unproductive. This sentence means something. Mary is the cause of their observable behavior. Explanations of human behavior are simple in principle, as behavior arose out the elementary learning processes, but in practice however , behavior is quite complex. The dualistic portrayal of mankind forces him to propose all sorts of dubious explanations. The attempt to influence behavior must be preceded by a thorough behavioral analysis. If the attempt to influence behavior fails, then the analysis is incorrect or incomplete and must be revised. He concerned in the concept of classical conditioning behaviorism. Moreover, the condition tends to use the behavioral training naturally occurring stimulus is paired with a response. He controlled the situation by ringing a bell each time food was given to the dog. He discovered that he could make the saliva flows just by ringing the bell, although food was not supplied. The relax was triggered by a new stimulus. John B Watson John B. Watson is the important contributor to classical behaviorism. He studied the behavior of animals. Classical conditioning is the process of reflex learning. Watson trained a child to fear a rat. When the child came in contact with the rat aloud noise was made and the child was startled. This led to the eventual fear of furry animals. Watson believed that if he could make a child fear a rat, then he could create any situation and response that he desired Waltman, F Skinner B. F Skinner is American behaviorist whom develop a system based on operant conditioning. Positive reinforcement shows by giving reward to increase the response. Negative reinforcement shows by giving punishment to decrease response. The greatest contribution of B. F Skinner was known his studies of how rewards and punishment influence behavior Fisher, as cited in Waltman: He taught that reinforcement follows behavior. Human behavior is developed by previous situations and reinforcements. Behavior enlarges in areas that are positively reinforced, therefore, we should be controlling, creating events that reinforce desired behavior. For example Operant conditioning as cited in Strandrige is the mouse pushes the lever and receives a food reward. Therefore, he will push the lever repeatedly in order to get the treat. Through his experiment he concluded that behavior could be changed by providing reinforcement based upon the response. The principles of operant conditioning as cited in Demirezeen On the other hand , the weakness of it is the learners may find themselves in a situation where the stimulus for the correct response does not occur, so the learner cannot respond. According to Beavers, Eaglin, Green, Nathan and Wolfe Learning is a persisting change in performance or performance potential that results from experience and interaction with the world. Some things to remember when incorporating behaviorist principles into your teaching: The key elements in classical

conditioning as cited in journal from asiaeuniversity. Reinforcement and punishment are two main concepts in operant conditioning. The following are some examples on how operant conditioning can be applied in the classroom as cited in journal from asiaeuniversity Recognize and reinforce positive behaviors and genuine task accomplishment Use various types of reinforcement such as teacher approval praise, smile, attention and pats on the shoulder concrete reinforcement cookies, candies and stationery and privileges longer recess time and more time with friends Reinforce good behaviors and punish bad ones consistently Use schedule of reinforcement, such as surprise rewards, to encourage persistence Use positive punishment as the last option. Use negative punishment such as detention class ,instead. Tell the students which behavior is being punished. In this case, I would like to discuss the differences of behaviorism compare with other theories based on two experts. The description is as follows: Behaviorism Students tend to be passive The teacher is active in teaching learning process than the students since the teacher presents and provides for practice and feedback. The Differences of cognitivism ,behaviorism,and constructivism as cited in Orey: The role of teacher in behaviorism theory is to 1 Determine which cues can elicit the desired responses, 2 Arrange practice situations in which prompts are paired with the target stimuli that initially have no eliciting power but which will be expected to elicit the responses in the natural setting, 3 Arrange environmental conditions. The role of teacher is 1 To instruct learners on how to construct meaning 2 To align and design experiences for the learner so that authentic relevant contexts can be experienced. Instructions in constructivism have some characteristics: Behaviorism overall helps the teacher with her class in many ways. It helps her to have smooth classroom management skills, keep her children to work hard to achieve their highest potential. From Theory to Practice: Behaviorist Principles of Learning and Instruction.. The Office for Teaching and Learning Newsletter. Available online at [http://Demirezen, Doc, Dr Mehmet. Behaviorist Theory and Language Learning](http://Demirezen.Doc). Accessed on 10 October Comparison of Major Learning Paradigm. Accessed on 7 October As retrieved in <http://Behaviorism and Cognitivism in Education. A Journal of Human Behavior>.

Chapter 3 : Second and Foreign Language Teaching Methods | MoraModules

Theories of Learning and Teaching its theory, learning styles, Piaget, and communities of theinnatdunvilla.com we do not propose a comprehensive list of all.

Gestalt theory[edit] Cognitive theories grew out of Gestalt psychology. Gestalt psychology was developed in Germany in the early s by Wolfgang Kohler [26] and was brought to America in the s. The German word Gestalt is roughly equivalent to the English configuration or organization and emphasizes the whole of human experience. However, the lights are not actually flashing. The lights have been programmed to blink rapidly at their own individual pace. Perceived as a whole, the sign flashes. Perceived individually, the lights turn off and on at designated times. Another example of this would be a brick house: As a whole, it is viewed as a standing structure. However, it is actually composed of many smaller parts, which are individual bricks. People tend to see things from a holistic point of view rather than breaking it down into sub units. Gestalt psychologists criticize behaviorists for being too dependent on overt behavior to explain learning. They propose looking at the patterns rather than isolated events. Two key assumptions underlie this cognitive approach: Gestalt theorists believe that for learning to occur, prior knowledge must exist on the topic. When the learner applies their prior knowledge to the advanced topic, the learner can understand the meaning in the advanced topic, and learning can occur Cognitive theories look beyond behavior to consider how human memory works to promote learning, and an understanding of short term memory and long term memory is important to educators influenced by cognitive theory. They view learning as an internal mental process including insight , information processing, memory and perception where the educator focuses on building intelligence and cognitive development. Today, researchers are concentrating on topics like cognitive load and information processing theory. These theories of learning play a role in influencing instructional design. In the late twentieth century, situated cognition emerged as a theory that recognized current learning as primarily the transfer of decontextualized and formal knowledge. Bredo depicts situated cognition as "shifting the focus from individual in environment to individual and environment". Learning through this perspective, in which known and doing become inseparable, becomes both applicable and whole. Much of the education students receive is limited to the culture of schools, without consideration for authentic cultures outside of education. Curricula framed by situated cognition can bring knowledge to life by embedding the learned material within the culture students are familiar with. For example, formal and abstract syntax of math problems can be transformed by placing a traditional math problem within a practical story problem. This presents an opportunity to meet that appropriate balance between situated and transferable knowledge. Lampert successfully did this by having students explore mathematical concepts that are continuous with their background knowledge. In this way, knowledge becomes active, evolving as students participate and negotiate their way through new situations. Constructivism learning theory Founded by Jean Piaget , constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves. Students are thought to use background knowledge and concepts to assist them in their acquisition of novel information. On approaching such new information, the learner faces a loss of equilibrium with their previous understanding, and this demands a change in cognitive structure. This change effectively combines previous and novel information to form an improved cognitive schema. Constructivism can be both subjectively and contextually based. To design effective teaching environments, it believes one needs a good understanding of what children already know when they come into the classroom. Kolb serve as the foundation of the application of constructivist learning theory in the classroom. In scientific areas in the classroom, constructivist teachers provide raw data and physical materials for the students to work with and analyze. Transformative learning Transformative learning theory seeks to explain how humans revise and reinterpret meaning. The emotions are often involved. Habits of mind influence our point of view and the resulting thoughts or feelings associated with them, but points of view may change over time as a result of influences such as reflection, appropriation and feedback. Educational neuroscience American Universities such as Harvard, Johns Hopkins, and University of Southern California began offering majors and degrees dedicated

to educational neuroscience or neuroeducation in the first decade of the twenty-first century. Such studies seek to link an understanding of brain processes with classroom instruction and experiences. It looks at what environmental, emotional, and social situations best help the brain store and retain new information via the linking of neurons and best keep the dendrites from being reabsorbed, losing the information. The s were designated "The Decade of the Brain", and advances took place in neuroscience at an especially rapid pace. The three dominant methods for measuring brain activities are event-related potential , functional magnetic resonance imaging and magnetoencephalography MEG. Researchers expected that new technologies and ways of observing will produce new scientific evidence that helps refine the paradigms of what students need and how they learn best. In particular, it may bring more informed strategies for teaching students with learning disabilities. Formal and mental discipline[edit] This section does not cite any sources. Please help improve this section by adding citations to reliable sources. Unsourced material may be challenged and removed. March Learn how and when to remove this template message All individuals have the ability to develop mental discipline and the skill of mindfulness, the two go hand in hand. Mental discipline is huge in shaping what people do, say, think and feel. Mindfulness is important to the process of learning in many aspects. Being mindful means to be present with and engaged in whatever you are doing at a specific moment in time. Being mindful can aid in helping us to more critically think, feel and understand the new information we are in the process of absorbing. Phillips and Jonas F. Soltis provide some skepticism to this notion. Their skepticism stems largely in part from feeling that the relationship between formal discipline and the overall advancement of the mind is not as strong as some would say. They illustrate their skepticism by opining that it is foolish to blindly assume that people are better off in life, or at performing certain tasks, because of taking particular, yet unrelated courses. Theory of multiple intelligences The existence of multiple intelligences is proposed by psychologist Howard Gardner , who suggests that different kinds of intelligence exists in human beings. However, the theory of multiple intelligences is often cited as an example of pseudoscience because it lacks empirical evidence or falsifiability.

Chapter 4 : Theories of second-language acquisition - Wikipedia

Theories of Teaching in Language Teaching. Jack C Richards. but a learning theory. It is based on a set of claims and beliefs as to how learning takes place in adults.

Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or "learning about the language" in order to learn the language. Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and "competence" leading to "performance". Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Based on concepts adapted from counseling and social psychology. Based on theories of language acquisition, often referred to as the "natural" approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. The approach was generalized to teaching modern languages. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

The Direct Approach This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively—rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Reading Approach This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

The Audiolingual Method This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother

tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. Drills should be conducted as rapidly as possible so as to insure automaticity and to establish a system. Ignore all but gross errors of pronunciation when drilling for grammar practice. Use of shortcuts to keep the pace of drills at a maximum. Use hand motions, signal cards, notes, etc. You are a choir director. Use normal English stress, intonation, and juncture patterns conscientiously. Drill material should always be meaningful. If the content words are not known, teach their meanings. Intersperse short periods of drill about 10 minutes with very brief alternative activities to avoid fatigue and boredom. Introduce the drill in this way: Focus by writing on the board, for example b. Exemplify by speaking model sentences c. Explain if a simple grammatical explanation is needed d. Thus you will know who to give more practice to during individual drilling. Arrange to present drills in the order of increasing complexity of student response. How much internal organization or decision making must the student do in order to make a response in this drill. Community Language Learning Curran, C. Counseling-Learning in Second Languages. Apple River Press, This methodology created by Charles Curran is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. The process involves five stages of adaptation: Each group member overhears this English exchange but no other members of the group are involved in the interaction. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases. Same as 3 above. Translation is given only when a group member desires it. The client is now speaking freely and complexly in the foreign language. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction. Same as stage 4. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions. At this stage the client can become counselor to the group in stages 1, 2, and 3. The Silent Way Gattegno, C. Procedures This method created by Caleb Gattegno begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.

Chapter 5 : LANGUAGE LEARNING AND TEACHING

Theories of language learning and teaching 1. Individual differences in foreign language learning. Provide a definition of the term, explain how they are classified, give relevant examples.

Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Second language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. The teaching process is the facilitation of learning, in which you can "teach" a foreign language successfully if, among other things, you know something about how one learns or fails to learn a second language. Where does a teacher begin the quest for an understanding of the principles of foreign language learning and teaching? By asking some questions. Who does the learning and teaching? No simpler question is one that probes the nature of the subject matter itself. How does learning take place? How can a person ensure success in language learning? When does second language learning take place? Where are the learners attempting to acquire the second language within the cultural and linguistic milieu of the second language - that is, in a "second" language situation in the technical sense of the term? Why? Finally, the most encompassing of all questions: Why are learners attempting to acquire the second language? These questions have been asked, in very global terms, to give you an inkling of the diversity of issues involved in the quest for understanding the principles of language learning and teaching. And while you cannot hope to find final answers to all the questions, you can begin to achieve some tentative answers as you move through the chapters of this book and additional information which we added to these pages. Thomas Kuhn referred to "normal science" as a process of puzzle solving in which part of the task of the scientist, in this case the teacher, is to discover the pieces, and then to fit the pieces together. Many of the pieces of the language learning puzzle are not yet discovered, and the careful defining of the questions will lead to finding those pieces. Language To presume to define language adequately would be folly. A definition is really a condensed version of a theory, and a theory is simply - or not so simply - an extended definition. Consider the following definitions of language found in dictionaries and introductory textbooks: Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or interact. Finocchiaro Language is a system of arbitrary vocal symbols used for human communication Wardhaugh Some of the controversies about the nature of language are also illustrated through the limitations that are implied in certain definitions. A consolidation of the definitions of language yields the following composite definition: Language is systematic and generative. Language is a set of arbitrary symbols. Those symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer. Language is used for communication. Language operates in a speech community or culture. Language is essentially human, although possibly not limited to humans. Language is acquired by all people in much the same way - language and language learning both have universal characteristics. Enormous fields and subfields, year-long university courses, are suggested in each of the eight categories. Consider some of these possible areas: Explicit and formal accounts of the system of language on several possible levels most commonly syntactic, semantic, and phonological. The symbolic nature of language; the relationship between language and reality; the philosophy of language; the history of language. Phonetics; phonology; writing systems; kinesics; proxemics; and other "paralinguistic" features of language. Semantic; language and cognition; psycholinguistics. Communication systems; speaker-hearer interaction; sentence processing. Dialectology; sociolinguistics; language and culture; bilingualism and second language acquisition. Human language and nonhuman communication; the physiology of language. Language universals; first language acquisition. Can foreign language teachers effectively teach a language if they do not know, even generally, something about the relationship between language and cognition, writing systems, nonverbal communication, sociolinguistics, and first language acquisition, just to name a few items at random? The TESOL Teachers of English to Speakers of Other Languages organization, in its Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States, cited the necessity for the teacher to "understand the nature of language, the fact of language varieties - social,

regional, and functional, the structure and development of the English language system". Learning and Teaching What is learning and what is teaching and how do they interact? A search in contemporary dictionaries reveals that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Learning is acquiring or "getting. Retention implies storage systems, memory, cognitive organization. Learning involves active, conscious focus on and acting upon events outside or inside the organism. Learning is relatively permanent but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice. Learning is a change in behavior. Teaching cannot be defined apart from learning. Skinner, you look at learning as a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If you view second language learning basically as a deductive rather than an inductive process, you will probably to choose present copious rules and paradigms to your students rather than let them "discover" those rules inductively. The experiences which most effectively implant in the individual a predisposition toward learning, The ways in which a body of knowledge should be structured so that it can be most readily grasped by learner The most effective sequences in which to present the materials to be learned The nature and pacing rewards and punishments in the process of learning and teaching. Trends in Linguistics and Psychology While the general definitions of language, learning, and teaching offered here might meet with the approval of most linguists, psychologists, and educators, you can find point of vast disagreement upon a little probing of the components of each definition. For example, is language a "set of habits" or a "system of internalized rules"? Differing viewpoints emerge from equally knowledgeable linguists and psychologists. Yet with all the possible disagreements among linguists and among psychologists, the two disciplines themselves are not that far apart. A historical glance back through the last few decades of linguistic and psychological research reveals some rather striking parallels in the philosophies and approaches of the two disciplines. Psychologists in the 1920s and 30s were predominantly committed to a behavioristic mode of thinking - or even "neo-behavioristic" - while more recent decades have brought increasing attention to cognitive psychology. In the 1950s and 60s the structural, or descriptive schools of linguistics, with its advocates - Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries, and others - prided itself in a rigorous application of the scientific principle of observation of human languages. Insofar as he occupies himself with physical, nonmaterial forces, the scientist is not scientist. The scientific method is quite simply the convention that mind does not exist Charles Osgood reinstated meaning in verbal behavior, explaining it as a representational mediation process," but still did not depart from a generally nonmentalistic view of language. In the 1960s the generative-transformational school of linguistics emerged through the influence of Noam Chomsky. What Chomsky was trying to show is that language not language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists. The generative linguist is interested not only in describing language or achieving the level of descriptive adequacy but also in arriving at an explanatory level of adequacy in the study of language - that is, a "principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language" Chomsky The unreliability of observation of states of consciousness, thinking, concept of formation, or the acquisition of knowledge made such topics impossible to examine in a behavioristic framework. Typical behavioristic models were classical and operant conditioning, rote verbal learning, instrumental learning, and discrimination learning. Cognitive psychologists, on the other hand, take a contrasting theoretical stance. Meaning, understanding, and knowing are significant data for psychological study. Instead of focusing rather mechanistically on stimulus-response connections, cognitivists try to discover psychological principles of organization and functioning. Table summarizes concepts and approaches germane to each of the two polarized theories that have been presented here. The table may help to pinpoint certain broad ideas that are associated with the respective positions.

Over the past half century or so, a slew of other language learning theories have cropped up to try to deal with the perceived flaws in Chomsky's theory and to fill in the cracks for more specific areas of language learning (i.e. areas of particular interest to us).

History[edit] As second-language acquisition began as an interdisciplinary field, it is hard to pin down a precise starting date. Examples include research into error analysis , studies in transitional stages of second-language ability, and the " morpheme studies " investigating the order in which learners acquired linguistic features. The 70s were dominated by naturalistic studies of people learning English as a second language. In his theories, often collectively known as the Input Hypothesis , Krashen suggested that language acquisition is driven solely by comprehensible input , language input that learners can understand. Research in the s was characterized by the attempt to fill in these gaps. This period also saw the beginning of approaches based in other disciplines, such as the psychological approach of connectionism. The latter category also saw the new theories of processability and input processing in this time period. The s also saw the introduction of sociocultural theory , an approach to explain second-language acquisition in terms of the social environment of the learner. VanPatten and Benati do not see this state of affairs as changing in the near future, pointing to the support both areas of research have in the wider fields of linguistics and psychology , respectively. Please help improve this section by adding citations to reliable sources. Unsourced material may be challenged and removed. September Learn how and when to remove this template message For the second-language learner, the acquisition of meaning is arguably the most important task. Meaning it is the heart of a language, not the exotic sounds or elegant sentence structure. There are several types of meanings: All the different meanings contribute to the acquisition of meaning resulting in the integrated second language possession. Sociocultural theory[edit] Sociocultural theory was originally coined by Wertsch in and derived from the work of Lev Vygotsky and the Vygotsky Circle in Moscow from the s onwards. Sociocultural theory is the notion that human mental function is from participating cultural mediation integrated into social activities. The UG model of principles, basic properties which all languages share, and parameters, properties which can vary between languages, has been the basis for much second-language research. From a UG perspective, learning the grammar of a second language is simply a matter of setting the correct parameters. Take the pro-drop parameter, which dictates whether or not sentences must have a subject in order to be grammatically correct. This parameter can have two values: In German the sentence "Er spricht" he speaks is grammatical, but the sentence "Spricht" speaks is ungrammatical. In Italian , however, the sentence "Parla" speaks is perfectly normal and grammatically correct. Once he has set all the parameters in the language correctly, then from a UG perspective he can be said to have learned Italian, i. Universal Grammar also provides a succinct explanation for much of the phenomenon of language transfer. Spanish learners of English who make the mistake "Is raining" instead of "It is raining" have not yet set their pro-drop parameters correctly and are still using the same setting as in Spanish. The main shortcoming of Universal Grammar in describing second-language acquisition is that it does not deal at all with the psychological processes involved with learning a language. UG scholarship is only concerned with whether parameters are set or not, not with how they are set. Schachter [6] is a useful critique of research testing the role of Universal Grammar in second language acquisition. When they come into direct contact with the target language, this is referred to as "input. By the way, the amount of input learners take in is one of the most important factors affecting their learning. However, it must be at a level that is comprehensible to them. He does so by proposing a Language Acquisition Device that uses L2 input to define the parameters of the L2, within the constraints of UG, and to increase the L2 proficiency of the learner. According to this concept, a part of the mind filters out L2 input and prevents intake by the learner, if the learner feels that the process of SLA is threatening. Input enhancement might include bold-faced vocabulary words or marginal glosses in a reading text. Research here is closely linked to research on pedagogical effects , and comparably diverse. Monitor hypothesis Other concepts have also been influential in the speculation about the processes of building internal systems of second-language

information. Some thinkers hold that language processing handles distinct types of knowledge. Language learning, on the other hand, is studying, consciously and intentionally, the features of a language, as is common in traditional classrooms. Krashen sees these two processes as fundamentally different, with little or no interface between them. In common with connectionism, Krashen sees input as essential to language acquisition. Through this process, they acquire these rules and can use them to gain greater control over their own production. Monitoring is another important concept in some theoretical models of learner use of L2 knowledge. In addition, it claims that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for meaning. In doing this, learners can receive feedback on their production and on grammar that they have not yet mastered. This can lead to better understanding and possibly the acquisition of new language forms. Comprehensible output In the s, Canadian SLA researcher Merrill Swain advanced the output hypothesis, that meaningful output is as necessary to language learning as meaningful input. However, most studies have shown little if any correlation between learning and quantity of output. Today, most scholars[citation needed] contend that small amounts of meaningful output are important to language learning, but primarily because the experience of producing language leads to more effective processing of input. Competition model Some of the major cognitive theories of how learners organize language knowledge are based on analyses of how speakers of various languages analyze sentences for meaning. MacWhinney, Bates, and Kliegl found that speakers of English, German, and Italian showed varying patterns in identifying the subjects of transitive sentences containing more than one noun. Connectionism and second-language acquisition[edit] See also: Connectionism These findings also relate to Connectionism. Connectionism attempts to model the cognitive language processing of the human brain, using computer architectures that make associations between elements of language, based on frequency of co-occurrence in the language input. From this input, learners extract the rules of the language through cognitive processes common to other areas of cognitive skill acquisition. Since connectionism denies both innate rules and the existence of any innate language-learning module, L2 input is of greater importance than it is in processing models based on innate approaches, since, in connectionism, input is the source of both the units and the rules of language. Noticing hypothesis Attention is another characteristic that some believe to have a role in determining the success or failure of language processing. Richard Schmidt states that although explicit metalinguistic knowledge of a language is not always essential for acquisition, the learner must be aware of L2 input in order to gain from it. Processability theory Some theorists and researchers have contributed to the cognitive approach to second-language acquisition by increasing understanding of the ways L2 learners restructure their interlanguage knowledge systems to be in greater conformity to L2 structures. Processability theory states that learners restructure their L2 knowledge systems in an order of which they are capable at their stage of development. They do so by a series of stages, consistent across learners. Clahsen proposed that certain processing principles determine this order of restructuring. Automaticity[edit] Thinkers have produced several theories concerning how learners use their internal L2 knowledge structures to comprehend L2 input and produce L2 output. One idea is that learners acquire proficiency in an L2 in the same way that people acquire other complex cognitive skills. Automaticity is the performance of a skill without conscious control. It results from the graded process of proceduralization. In the field of cognitive psychology, Anderson expounds a model of skill acquisition, according to which persons use procedures to apply their declarative knowledge about a subject in order to solve problems. Performance speed and accuracy improve as the learner implements these production rules. DeKeyser tested the application of this model to L2 language automaticity. This model is consistent with a distinction made in general cognitive science between the storage and retrieval of facts, on the one hand, and understanding of how to carry out operations, on the other. In contrast, knowledge about the rules of a language, such as grammatical word order is procedural knowledge and is stored in procedural memory. One area of research is the role of memory. Williams conducted a study in which he found some positive correlation between verbatim memory functioning and grammar learning success for his subjects. Dynamic systems theory[edit] Main article: Dynamic approach to second language development Second language acquisition has been usually investigated by applying traditional cross-sectional studies. In these designs usually a pre-test post-test method is used. However, in the s a novel angle emerged

in the field of second language research. These studies mainly adopt Dynamic systems theory perspective to analyse longitudinal time-series data. Scientists such as Larsen-Freeman , Verspoor , de Bot , Lowie , van Geert claim that second language acquisition can be best capture by applying longitudinal case study research design rather than cross-sectional designs. In these studies variability is seen a key indicator of development, self-organization from a Dynamic systems parlance. The interconnectedness of the systems is usually analysed by moving correlations.

Chapter 7 : Learning theory (education) - Wikipedia

Cognitivism is a theory of learning studies about the process occurs inside the learner's. It is one of the language theories that gives contribution in education field. In this case, there are some language theories that give contribution to education field beside behaviorism such as cognitivism and constructivism.

Then, we give the response from his or her calling. From the phenomenon, unconsciously there is a process happens in our brain or thought. The process is called cognitive theories or cognitivism. According to Mergel cognitivism is a process based on the thought process behind the behavior. Cognitive theories emphasize the children conscious thought Hebb, Here is the explanation of e the development of cognitivism or cognitive revolution. According to asiaeuniversity It began in the modern context of greater interdisciplinary communication and research. From the assumptions of the two experts, I can infer that the development of cognitivism happened in the s as the dominant theory of learning. Unfortunately, the impact of it in the language learning occurred in s. One of the real impacts is the influence on instructional design. In this case, the development of cognitive theory in psychology is as the response of behaviorism asiaeuniversity, As we know that, behaviorism is the theory of language learning which emphasize in observable behavior. The answer why cognitivism theory appears as the response of behaviorism theory was because the behaviorist psychologist tried to avoid the use of mental process in our mind. They tried to erase the cognitivism theory. In other words, they just would like to explain something which is observable, not the unobservable one cognitivism. They are the development of experimental psychology, the move from on interest in external behaviors to internal brain process, the inadequacy of computer and an interest in artificial intelligence. Experimental psychology The factor emphasized in how the memory was laid down by using nonsense syllables and words that was begun in the s by Herman Ebbinghuns. The Shift from behaviorism to cognitivism The factor emphasized that not all learning can be explained through observable behaviors, sometimes we find unobservable ones. Language Acquisition The factor showed that the result of contested theories of language acquisition was the evidence of human cognition. In this case language is as the result which is shaped by the stimulus- response. Computer and Artificial Intelligence The factor showed the relationship between computers and cognitivism theory. Here, the computer is seen as a process for cognitive function while brain as the computing tool. For example the cognitive theory consists of information processing, input-process "output model. In this case, the position of cognitive learning theory is just the beginning to inform the design of CALL materials Collentine, It means that the theory occurs inside the learners mind consciously. Moreover, it focuses on how people think, how people understand, and how people know asiaeuniversity, How people know is the theory shows how the people know phenomenon outside the world. Of course, it derives from the process thartt happens in human mind. In this case, sensation perception, attention, encoding, and memory are the principle of cognitivism. The followings are the explanation of them. The first principle is sensation. It shows how the stimuli derived from external stimuli is registered in sensory before it being sent to the following process. The second principle is perception which shows as the process to interpret and make sense something which can be seen through our sense. It consists of pattern recognition, object recognition, bottom up or top down processing, and conscious perception. The third principle is attention which stresses in the concentrating to one thing, that the most importance than the others. It is important to determine the conscious awareness. The fourth principle is encoding as the principle of cognitive theory focuses on the importance of encoding information, after something being perceived and attended to stimuli. The way to encode the information can be done through organizing and then form it in the form of schema. In this case, to encode the information in the form of experience can be conducted through two ways. Bottom up is the way to encode experience by transferring the information that is gained through the external world. It is mediated through attention and perception. While top down is another way to encode experience. It is in the form of action prior knowledge in order to help in interpreting the bottom up. The fifth principle is memory. Memory is the ability to keep and remind the information in our mind. It consists of short term memory, long term memory, and sensory. Short term memory consists of limited amount of data and short

duration. It is also known as the working memory because it consists of some functions. They are rehearsal repetition, coding, decision making, and retrieval. The information that can be maintained approximately 7 bits. According to Atkinson and Shiffrin It means that long term memory consists of very large amount of data and very long duration. The way to keep the information can be maintained in this type of memory is by using cues. In this case, there are three important types of cognitive theories. According to Hebb It means that Piaget described cognitivism in the stage development of children when they are ready to construct the meaning of things through their own understanding which starts from the simple to complex thing. Knowledge and thinking skills provide the substance and tools for cognitive problem solving Bandura, There are two processes underlie in cognitive construction. They are organization and adaptation. In this case, adaptation is differentiated into two ways. They are assimilation and accommodation. Newborns reflexively such everything that touches their lips assimilation, but after several months of experience, they construct their understanding of the world differently. The first stage is sensorimotor from birth to about two years of age. In this stage an infant tries to construct the meaning of something that he or she is seeing and hearing. All the end of the stage, that is two years old babies will have complex sensorimotor than before because they try to desire the meaning of thing in simple symbols. The second stage is preoperational stage two to seven years of age. In this stage, the children try to represent the world through word, images, and drawing. The third stage is concrete operational stage seven to eleven years of age. In this stage, the children can use the intuitive thought. It means that they try to learn from concrete to abstract thing. The fourth stage is operational stage eleven to fifteen years of age In this stage, the individuals move beyond concrete experiences and think in abstract and more logical terms. For instance formal operational thinkers are more detail in solving the problems. It means that language is important tool for children in early childhood in order to plan their activities and solve the problems. His third claims described knowledge is situated and collaborative. It means that knowledge occurred in environments through the interaction with others collaboratively. The information Processing Approach According to Hebb Green states that information processing approach involves three basic steps. They are encoding, storage, and retrieval. The information that is gotten must be transferred through three basic memory before it can be stored and retrieved. Three basic memories are sensory memory is a type of memory that consists of the important and clear information in order to give signal for the useful ones. Short term memory is a type of memory which is famous as working memory. It has short capability and period of time. Long term memory is a type of memory that has very large data and very long duration. To make the information is still keep in long term memory, people usually make mnemonics, creating outline as a tool to keep the meaningful information. According to Siegler in Hebb So, he means that the process of transferring information of individual from example people retrieve information. It means that they are thinking. Bruner According to McLeod Bruner stated that cognitive growth involves interaction between basic human capabilities and culturally invented technologies that serves as amplifiers of these capabilities. It means that Bruner described cognitivism as the process of thinking that occurs in interaction in social environment and also influence the development of technology. This invented technology not only consists of concrete but also abstract technology. The concept of learning through cognitivism theory based on Bruner not only emphasized in concept, categories, and problem solving but also the ability to invent it. According to Bruner, cognitive development is divided into three models of representation. They are as the followings. For example children imagine there is no people in market and there are so many people in market. In the representation emphasized in the role of encoding to make the explanation more clearly. It is one of the language theories that gives contribution in education field. In this case, there are some language theories that give contribution to education field beside behaviorism such as cognitivism and constructivism. In this case, the role of the teacher in behaviorism theory is determines what type of cues that could produce the desired response, to create conducive situation to reach the target stimuli and to create environmental condition.

Chapter 8 : Cognitivism - Learning Theories

Examples of 'theory' or 'rationally-based' approaches in TESOL are Communicative Language Teaching, and the Silent

Way. Each of these is based on a set of carefully elaborated assumptions.

Chapter 9 : Theories of language development: Nativist, learning, interactionist (video) | Khan Academy

The theories are treated in four parts: a short historical introduction, a discussion of the view of knowledge presupposed by the theory, an account of how the theory treats learning and student motivation, and, finally, an overview of some of the instructional methods promoted by the theory is presented.