



تضمین کیفیت

کلاس های کارشناسی ارشد
فراگیر پیام نور (بدون کنکور)

رشته آموزش زبان انگلیسی

در آکادمی زبان دانشگاه پیام نور
تدریس: توسط اساتید دانشگاه پیام نور

www.hello-class.com



D. Brown

Principles of Language Teaching
and learning

www.hello-class.com

Chapter 1 – Language – Learning and Teaching



www.hello-class.com

True/ False

- 1 – Good academic courses can provide adequate ground for learning foreign languages. **True/false**
- 2 – Teaching is the process of the facilitation of learning.

www.hello-class.com

3 – Some wh-questions about lg. education

- ❑ a) **Who:** Teacher, Learner
(bilingual – social – affective – cognitive variables)
- ❑ b) **What:** lg.; communication; syllabus
- ❑ c) **How:** Learning process (as in Cognitive approach vs. Behaviorism)
- ❑ d) **When:** 1) when to start 2nd lg. education
2) How long / much to study –
course length and intensity

3 – Some wh-questions about lg. education

- e) **Where:** EFL vs. ESL setting – sociopolitical condition
- f) **Why:** motivational force – instrumental vs. integrative motive, different purposes eg. educational, vocational, ESP - LSP

www.hello-class.com

3 – Some wh-questions about lg. education

- “Often asking the right questions is more valuable than possessing storehouses of Knowledge”
- The need for an integrated and comprehensive understanding of the whole process of lg. learning. First, do the puzzles and then put them together in a coherent way.

www.hello-class.com

Language

- Some definitions from dictionaries or introductory text books denote:
- **(p. 5) : 8 features of Lg.**
- **- More concepts in introductory books on linguistics:**
 - 1 – the generativity or creativity of lg.
 - 2 – the presumed primacy of speech over writing
 - 3 – the universality of lg. among human being

www.hello-class.com

(p.6) : 8 topics of inquiry within linguistics

- ✓ **Term definitions:** (in the Dictionary of applied linguistics + p. 262 nonverbal communication)
- ✓ a) Kinesics b) Proxemics c) Paralinguistics
- ✓ d) Nonverbal lg. : 1 - gesture 2 – posture
3 – facial expressions

www.hello-class.com

Learning and Teaching

- **Kimbel and Garnezy (1963)** : Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.
- **Components of the definition: (p.7)**

www.hello-class.com

Schools of Thought in Second Language Acquisition

- **1- Structuralism / Behaviorism (1940s and 50s)**
- **Empiricism** : an approach to psychology which states that the development of theory must be related to observable facts and experiments, or which states that all human knowledge comes from experience. Empiricism contrasts with the view that many forms of human knowledge are in-born or innate.

Structuralism / Behaviorism (1940s and 50s)

- ❑ a) Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries
- ❑ emphasis on publically observable responses
- ❑ Languages are different.
- ❑ Freeman Twaddell (1935): The scientific method is quite simply the convention that mind does not exist.....

www.hello-class.com

Structuralism / Behaviorism (1940s and 50s)

- - **Skinner (1957)** Verbal Behavior: Any notion of idea or meaning is explanatory fiction, and that the speaker is merely the locus of verbal behavior, not the cause.
- Who is a field linguist? تحقیق میدانی

www.hello-class.com

Structuralism / Behaviorism (1940s and 50s)

- - **Osgood (1957)** meaning in verbal behavior is representational mediation process ; still nonmentalistic view of lg.
- - lg. can be dismantled into small pieces and put together (synthesis)
- - The same with Behaviorism.
- - 1940 & 1950s: Grammars of exotic lg. were written.
- - Consciousness & intuition as “***mentalistic***” illegitimate domains of inquiry.

Mediation Theory (Osgood 1953)

- ... meaning is accounted for by the claim that the linguistic stimulus (a word or a sentence) elicits a mediating response that is self-stimulating. Osgood called this self-stimulation a ‘RMP”, a process which is really covert and invisible, acting within the learner.

(p.23)

www.hello-class.com

Some Empirical Approaches to learning

- 1 – Classical
- 2 – Operant Conditioning
- 3 – Discrimination Learning
- 4 – Instrumental Learning
- 5 – rote verbal learning

Pavlov & Skinner:

“... organisms can be conditioned to respond in desired ways, given the correct degree and scheduling of reinforcement ”

www.hello-class.com

Rationalism & Cognitive Psychology

1960s.

❑ **Noam Chomsky # Behaviorism**

- ❑ (lg. creativity, novel utterances ; complexity: deep vs. surface structure – generative and transformational rules – descriptive vs, explanatory adequacy of grammar – finiteness of rules – limited capacity of human memory

www.hello-class.com

Rationalism & Cognitive Psychology

- **Aim:** descriptive as well as explanatory level of adequacy.
- - A principled basis independent of any particular lgs. – (UG)
- - Stem from Ferdinand de Saussure (1916)
- **Parole:** performance: what is observed
- **Langue:** competence: unobservable lg. ability
- Langue – ignored by structuralist – taken up by Chomsky again
- Ausubel (1965): Cognitive Psychologist: importance of cognitive & mental Processes (P. 10 : a quotation)

Empiricism vs. Rationalism

- **Rationalism**

using the tools of logic, reasoning, extrapolation (=estimate what is unknown from what is known) & inference to derive explanation for human behavior

- ***What vs. why questions***

eg. : a burglar asked what & why questions

Constructivism

- **Constructivism:** Jean Piaget & Lev Vygotsky (not new) but prevailed in late twentieth 20th century.
- **Pluralism:** All human beings construct their own version of reality, and therefore multiple contrasting ways of knowing and describing are equally legitimate.

Constructivism

- **Piaget:** Cognitive development & predetermined stages triggered by social interactions.
- **Vygotsky: a social constructivist:** Social interaction determines cognitive development, and denies the existence of predetermined developmental stages

www.hello-class.com

Constructivism

- **Some relevant issues:**
- study of conversational discourse, sociocultural factors in learning and interactionist theories, interlanguage variability (vs. systematicity in Cognitive Psychology – interperson vs. intraperson variability p. 229)

www.hello-class.com

Summary

- Language learning is a multifaceted phenomenon & the three views (Behaviorism, Cognitivism and Constructivism) are complementary, not contradictory.
- (Table 1 – p.12 – summary)

www.hello-class.com

Language Teaching Methodology

- Some historical review from GTM – DM – Audio lingual – Cognitive based – Humanistic – interactionistic & communicative approaches.

www.hello-class.com

Grammar Translation Method:

- Latin & Greek – Mental gymnastics: no theory – goals – techniques – classical method. The ease of teaching and testing in this method
- Is there any rote learning practice in this method?
- vocabulary – grammar – reading – no oral skills

www.hello-class.com

Summary

Schools of thought in second language acquisition

Time Frame	Schools of Thought	Typical theme
Early 1900s -1940s & 50s	Structuralism & Behaviorism	<ul style="list-style-type: none">-Description- observable performance- Scientific method- Empiricism- surface structure-Conditioning, reinforcement
1960s & 70s	Rationalism & Cognitive Psychology	<ul style="list-style-type: none">- Generative linguistics
1980s – 90s - & early 2000	Constructivism	<ul style="list-style-type: none">- Interactive discourse

www.hello-class.com

Summary

Schools of thought in second language acquisition

Time Frame	Schools of Thought	Typical theme
Early 1900s -1940s & 50s	Structuralism & Behaviorism	-Description - observable performance
1960s & 70s	Rationalism & Cognitive Psychology	-Generative linguistics - acquisition, innateness - interlanguage - systematicity - Universal grammar - competence - deep structure
1980s – 90s - & early 2000	Constructivism	- Interactive discourse

www.hello-class.com

Summary

Schools of thought in second language acquisition

Time Frame	Schools of Thought	Typical theme
Early 1900s -1940s & 50s	Structuralism & Behaviorism	-Description - observable performance
1960s & 70s	Rationalism & Cognitive Psychology	- Generative linguistics
1980s – 90s - & early 2000	Constructivism	-Interactive discourse - sociocultural variables - cooperative group learning -Interlanguage variability - interactionist hypothesis

www.hello-class.com

True/false review

- **True or false and some questions**
- 1- Language is a set of arbitrary visual symbols.
- 2- Language has universal characteristics.
- 3- There are individual differences in the way language is learned.
- 4- There are universal commonalities in the way language is learned.
- 5- What is forgotten has not actually been learnt.

www.hello-class.com

True/ false review

- 6- Learning changes behavior.
- 7- Learning is a totally internal process.
- 8- Good retention requires good cognitive organization and storage.
- 9- Verbal Behavior (1957) was written by Charles Osgood.
- 10- Osgood considered verbal behavior as representational meditation process thus providing a mentalistic view of language.

Watch out for the test constructor's traps



www.hello-class.com

1. The distinction between EFL vs. ESL primarily has to do with the ----- of language learning.

- **A) what**
- **★ B) where**
- **C) how**
- **D) when**

www.hello-class.com

2. According to composite definition of language ,-----has /have universal features.

- **A) only language**
- **B) only language learning**
- **★C) both language and language learning**
- **D) neither language nor language learning**

www.hello-class.com

3. Which mode of teaching encourages discovery learning?

- A) deductive
- ★B) inductive
- C) structural
- D) cognitive

www.hello-class.com

4. Chomsky's main concern was studying

----- .

- A) parole
- B) langue
- ★ C) underlying language ability
- D) observable language

www.hello-class.com

5. According to Piaget, cognitive development is a relatively ----- act.

- **A) creative**
- **B) global**
- **C) constructive**
- **★D) solitary**

www.hello-class.com

6. The following are some features of Rationalism and Cognitivism except ----- .

- **★A) interlanguage variability**
- **B) innateness**
- **C) universal grammar**
- **D) competence**

www.hello-class.com