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The process of learning the English language has been a subject of extensive research and discussion in the field of education. Various theories, approaches, and methods have been developed over the years to understand how children and adults acquire language skills and how educators can effectively teach English. This article explores prominent theories of language learning, including Behaviorism, Cognitivism, Constructivism, Social-constructivism, Krashen's monitor, and Acculturation. Additionally, It sheds lights on different approaches to teaching English, such as the Standards-Based Approach, Competency-Based Approach, Communicative Approach, Content-Based Approach, and the Eclectic Approach. Furthermore, the article examines former methods of learning the English language, ranging from the traditional Grammatical Translation Method to innovative techniques like Total Physical Response and Suggestopedia. By delving into these theories, approaches, and methods, educators gain valuable insights into the diverse and evolving landscape of English language education, allowing them to make informed decisions in the classroom.

1- Theories of learning the English language In teaching, there are some theories that explain how children or adults learn or how the process of teaching is done. Here are some of them: it is founded by B.F Skinner. According to this theory, the process of learning is based on imitation. Namely, the learners try to imitate how others pronounce words. For example, students try to imitate their teachers how they pronounce words and how they act... Another example, a baby imitates his parents and siblings in trying to say "mama, papa", in this way a child learns words and tries to speak. Skinner claimed that learning is related to positive and negative reinforcement. For instance, if a student answers a question and a teacher responds by "that's good, excellent", be sure that the student will try to make all his/her efforts to answer next time and hear those encouraging words. it is founded by Canny. It comes as a reaction to the behaviorist thoughts, which ignores Human's innate ability to acquire the language. Cognitivism believes that humans are creative not just imitative. Learners are viewed as very active participants in the process of learning. This theory emphasizes the idea of making knowledge meaningful and helping learners to organize and relate the new information to the existing knowledge in memory. The best way to apply this theory is to ask questions to help students refine their thinking. It is founded by Piaget. It depends on self-evident as people grow up and exposed to the world and to the languages, they improve their linguistic knowledge. Experiences and interaction with others is the first way of learning according to this theory. It is founded by Vygotsky. The process of learning is based on interacting with people who know the language and through engaging within the society, founded by Stephen Krashen. The language is acquired through natural communication with others. Most of us learn languages through this theory. The idea is that we are learning languages through speaking and hearing to others without going to school, founded by John Schumann. Learning languages according to this theory is through adapting to a new culture. For example: immigrants from different countries when they come to a certain country, they learn the new language through engaging within that culture.

2- Approaches of learning the English language: Standards-Based Approach addressed what students should know and be able to do and demonstrate at the end of the process of the language study. There are three types of standards: Content standards: it is a statement about what learners should know and be able to do with English. Performance standards: shows how the learners have achieved the standards targeted. Proficiency standards: tell us how learners should perform. Standards Based Approach "SBA" is concerned with developing the following five areas C5: 1- Communication: learners will communicate in both oral and written forms, understand and interpret both oral and written messages to various audiences for a variety of purposes. The three modes of communication are interpersonal, interpretive, and presentational communication.2- Culture: learners will gain a deeper understanding of their culture and the target culture in terms of their perspectives (ideas, attitudes, etc.), practices, and products like books, laws, music.3- Connections: learners will make connections with other subject areas such as history, Arabic...4) Comparison: learners will gain awareness of cross-cultural similarities and differences in culture that exist between the target culture and language and their own through comparing.5) Communities: learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet. Classroom climates are characterized by respectful behaviors, routines. The teacher ensures that all the components of the lesson (learning activities, assessments, homework) contribute to the lesson objectives and to the student's mastery of the standards. This approach is adopted for secondary school. It focuses on the competencies of students; it aims at teaching and mastering one skill then moving to another skill. For example, In the Moroccan educational system, English is taught to... to the students of 14, 13 years old. So they need to know the very basics of the English language like Alphabets and how to greet each other and so on before moving to learn how to write complete sentences and speak correctly. It is a learner-centered approach because it gives the chance to the learners to learn by themselves, to involve in the process of learning. This approach helps the learner to develop not only linguistic competence but also communicative skills as to what to say, how to say, when to say and where in order to satisfy his daily needs as a larger aim. In this approach fluency and accuracy are equally important. The teacher here is a co-participant not that of an authoritarian master. The teacher should provide all the recourses necessary for communication to be effective in every context. d- Content Based Approach: The students here are active, not passive learners. They are learning through being active, participating within the process of learning. Here using the target language in the process of learning is necessary. It combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. Personally, I prefer this approach. 3) - Former Methods of Learning English Language: Students spend a lot of time reading texts and translating them, doing exercises, tests, writing essays. There is no focus on communication. This method aims to develop listening and speaking skills through listening to dialogues with repetitions and drilling but with little or no teacher explanation. It rejects the use of the mother tongue. It is based on that learners will learn best if they participate in meaningful communication. Teachers try to give as much as possible of communicative tasks to students in order to practice communication INTRODUCTIONThe field of TESOL is shaped in substantial ways by how the nature of language teaching is conceptualized. As with teaching in general, language teaching can be conceived in many different ways - for example, as a science, a technology, a craft, or an art. Different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparation of teachers. The purpose of this paper is to examine conceptualizations of teaching which are found in TESOL and to consider the implications of different views of teaching for second language teacher education. In an important paper on the relationship between theories of teaching and teaching skills, Zahorik (1986) classifies conceptions of teaching into three main categories: science-research conceptions, theory-philosophy conceptions, and art-craft conceptions. I will take this classification as my starting point, illustrating it with examples from the field of language teaching. I will then examine how each conception of teaching leads to differences in our understanding of what the essential skills of teaching are. SCIENCE-RESEARCH CONCEPTIONS SCIENCE-research conceptions of language teaching are derived from research and are supported by experimentation and empirical investigation. Zahorik includes operationalizing learning principles, following a tested model, and doing what effective teachers do, as examples of science-research conceptions. OPERATIONALIZING LEARNING PRINCIPLES This approach involves developing teaching principles from research on memory, transfer, motivation, and other factors believed to be important in learning. This paper examines different conceptualizations of teaching in the field of TESOL, categorizing them into science-research, theory-philosophy, and art-craft conceptions. It highlights the implications of these varied views for teacher preparation and emphasizes the need for teachers to develop personal teaching strategies as they progress in their careers, advocating for a continuum of teaching skills from technical competence to more interpretive and creative approaches. Dr. Sandhya Tiwari LEARNING OUTCOMES In this chapter, learners will learn how to use the domain of language teaching and learning process. Although the process of learning a new language is generally complex it is not entirely unpredictable. Ited close connection to human culture and evolution of lifestyle make it an interesting subject of study. As a result, there are various perspectives, which resulted in the multiple approaches and they in turn lead to the emergence of great many theories attempting. Each of these theories propose to explain how learning occurs. Nevertheless, there does not seem to be even one theory that is both broad enough to account for all types of learners based on practical application orientation. Perhaps this dichotomy is the reason for the wide void between existing theories of learning and the practice of instructional design. In addition to main theories, there are other theories that address how people learn. More than thirty five prominent theories of learning from the behavioral, cognitive, constructive, human, and social traditions were subjected to a textual review and constant comparative analysis in search of common themes that represent universal and fundamental principles of learning. HUMAN BRAIN AND LANGUAGE ACQUISITION When Swedish scientists used brain scans to observe the new language learning process, they discovered that learning a foreign language can increase the size of the brains. This study is part of a growing body of research using brain imaging technologies to better understand the cognitive benefits of language learning. Advanced medical procedures like Magnetic resonance imaging (MRI) and electrophysiology, among others, these days can identify not only whether one needs spine surgery, knee replacement, hear surgery but they also how brains respond upon hearing, understanding and producing a second language. Figure 1: Recent brain-based research studies have proved that people who speak more than one language fluently have better memories and are more cognitively creative and mentally flexible than monolinguals. Canadian studies suggest that Alzheimer's disease and the onset of dementia are diagnosed later for bilinguals than for monolinguals. BEHAVIOURISM AND LEARNING Behaviourism is a worldview that assumes a learner, in the process of learning, responds only to stimuli. Ivan Pavlov, in 1927, started his language learning experiments through "classical conditioning." Pavlov demonstrated his assertions by the dog's response to stimuli. Initially the dog only salivated when it was eating. Later Pavlov noticed when he carried the food into the room. He became curious as to why this change had taken place. He thought there were both learned and unlearned components to the dog's behavior. He began experimenting with different stimuli, and if he rang a bell immediately before giving food to the dog, eventually the dog would salivate merely in response to the sound of the bell. He generated terminology to describe his observations. This became a stepping stone in the theories based on behaviour. An unconditioned stimulus such as food, generates an instinctual reflexive, unlearned behavior, such as salivation when eating. The salivation was called an unconditioned response because it was not learned. The bell, formerly a neutral sound to the dog, become a conditioned learned stimulus and the salivation a conditioned response. Pavlov also found that the shorter the time between the stimulus and the response, the more quickly a conditioned response could be developed. Ringing the bell immediately before giving food to the dog was more effective than ringing it some longer period of time before feeding. He referred to the time between stimulus and response as contiguity of the stimulus. Other concepts developed by Pavlov were generalization, discrimination, and extinction. Pavlov described all learning in terms of classical conditioning. Later researchers disagreed with this position and demonstrated other modes of learning. We now know that we learn in many ways. Classical conditioning fails to acknowledge the active nature of an organism and its effect on the environment and other organisms in the environment. SKINNER'S TOTAL OPERANT CONDITIONING B.F. Skinner is perhaps the predominant figure in behavioural theory of language teaching. He was an experimental psychologist at Harvard who has developed behaviourism as a position in learning. Skinner even after contributing immensely to the field of language learning knowledge, never used the word theory to refer to his findings. He is the founder and chief proponent of the concept of Operant Conditioning. Figure 3: Skinner emphasized the perceivable behaviour in the study of humans, hence the term "behaviourism" aptly describes the basic field of his experiences. He rejected use of hypothetical procedures or structures to account for learning process. He preferred, in their place, the impact of behaviour to explain why the behaviour/habit continues or diminishes. He believed that any act or type of behaviour that is followed by reinforcement (positive or negative) has an increased probability of reoccurrence. Whereas, an act or behaviour that is followed by elimination or punishment has a decreased probability of re-occurrence. In response to the findings of the discipline of psychoanalysis, Skinner asserted that the best way to evolve the field of psychology was through the application of scientific method based on experiments and not assumptions or hypothesis. He reiterated through methodically conducted experiments, observation and results that for human beings the ideal way to learn was through direct observation using senses. He rejected baseless theoretical musings without scientific validation. According to Skinner, in the process of learning implied by a change in behaviour the first requirement is a teacher who has already identified the change to be brought and will accordingly influence the consequences to affect the probability of the resultant behaviour. Programmed instruction and behaviour modification yield the desired results over a period of time. According to Skinner, there are two kinds of reinforcers, they are: Primary reinforcers of those things like food and water and air Secondary reinforcers or things like incentive, praise and promotion etc. Figure 4: Skinner's ideas about instruction have been very influential on education and its impact will continue to be felt. Receiving positive reinforcement: Behaviour is followed by the presentation of a positive stimulus Example- Giving students rewards for completing work on time. Receiving negative reinforcement: Behaviour is followed by the removal of an unpleasant stimulus Example- Putting on sunglasses to remove the glare of the sun; allowing students to quit working problems that don't interest them if they follow classroom rules about maintaining silence in class. Receiving unpleasant stimulus/punishment: Behaviour is followed by the presentation of an unpleasant stimulus Example- Spanking a child who misbehaves; assigning additional homework problems to a student who is disruptive. Withholding a pleasant stimulus: Behaviour is followed by the withholding or removal of a positive stimulus Example- Not allowing a student to go out on the playground when he has not completed his work as scheduled. COGNITIVISM: UNIVERSAL GRAMMARTHEORY The development of universal grammar theory was during a critical period. This theory is originally based on first language acquisition. It is closely related to cognition related psychology principles. Chomsky's theory of universal grammar, how it influences language development, and why babies might understand more than we think. Explanation of Universal Grammar Theory A baby can tell the difference between the words "mom" and "mat", without actually knowing what the two words mean. The idea that explains this is known as "Universal Grammar Theory". This theory states that all children are born with an innate ability to acquire, develop, and understand a language. If we look at grammar as the laws of language, we could say that all humans are born with an understanding of these laws. While different languages may have different kinds of grammar, humans have a natural tendency to learn and use them. The Universal Grammar theory claims that the speaker's knowledge of a language such as English consists of several general principles and of the appropriate parameter settings for that language. This theory is not centrally concerned with conventional "rules"; it does not deal with the "passive", or "relative clauses", or any particular construction as such. In this theory rules are seen as the interaction of various principles and settings for parameters. This theory of language acquisition is essentially straightforward; it asserts, as the principles of universal grammar are in-built in the mind, the learner automatically applies them to whatever language s/he encounters. It does not matter whether the learner is faced with Japanese or English; the same principles of phrase structure apply. The realization that very young children innately understand aspects of language has shattered the long-held belief that the mind starts as a "blank slate". Behavioural psychologists had assumed that grammar and language were learned solely by listening to it being spoken. Now, the common belief is that language has an inherent genetic component and the human brain can develop grammatical language, even without being exposed to it as a baby. The man credited with this revolution is MIT linguistics professor Noam Chomsky. Figure 5: Noam Chomsky has made distinguished achievements in fields like linguistics, philosophy, intellectual history and international politics, etc. He is a fellow in several societies and was awarded honorary degrees from tens of universities from Cambridge University to Harvard University. However, he is best known for his contribution to the field of linguistics. Chomsky as a Junior Fellow of the Harvard University Society of Fellows, during the years 1951 to 1955, completed his doctoral dissertation titled "Transformational Analysis". The major theoretical viewpoints of the dissertation appeared in the monograph Syntactic Structure, which was published in 1957, which later formed a part of a more extensive work, The Logical Structure of Linguistic Theory, published in 1975. Chomsky propounded new theory as he felt in structuralism there were many limitations in the classification of language structure according to distribution and arrangement. So he started to attack the prevailing structuralist linguistics. Chomsky established the world-famous transformational-generative grammar. Chomsky hierarchy is a containment hierarchy of classes of formal grammars. This hierarchy of grammars was described by Noam Chomsky in 1956. It is also named after Marcel-Paul Schützenberger, who played a crucial role in the development of the theory of languages. Chomsky developed the theory in the 1950s and 60s before there was scientific equipment, such as the MRI, to show brain activity. In 1957, he published his syntactic structures, which marked the beginning of the Chomskian revolution. Chomsky believed grammar must be a universal constant in humans because of something he dubbed the poverty of stimulus. According to this theory the thrust should be interest in competence, but not performance. GESTALT LEARNING THEORY Gestalt became one of the main theories of learning. The three main Gestalt theorists- Wertheimer, Kohler, and Koffka were all Germans. They received their training and did their early work in Germany, but later settled in the US. The term "Gestalt" was coined by Graf Christian von Ehrenfels, whose ideas influenced the trio of theorists. It was a holistic approach that rejected the mechanistic perspectives of the stimulus - response models. Numerous new concepts and approaches emerged from this different philosophical perspective. Figure 6: The Gestalt theory proposes that learning consists of grasping of a structural whole and not just an impulsive, subconscious response to a stimulus. "Gestalt" is an integrated system with its parts entangled. The concept of "Trace" proposes a mechanism for learning in which neurological changes occur as connections in the brain. These changes, called traces, represent links between thoughts, ideas, concepts, images, etc. So accordingly learning is nothing but the creation of traces. Such group of traces together form maps. Thus, according to this theory it is proposed that the instruction has to be related to repetition in such a way that makes desired learning distinctive in order to identify related traces in a quicker and register in a lasting manner. STEPHEN KRASHEN'S THEORY First language acquisition generally refers to the natural learning of language which takes place in childhood, since birth; whereas, language learning, on the other hand, relates to structured and planned language instruction, as in school/college settings, at any phase of life. Acquisition is a subconscious process of unstructured, implicit and/or natural learning. Learning describes the conscious effort to study to understand and acquire knowledge of grammatical rules that are associated with target language of education. According to Krashen (1987), "Acquisition is more related to the development of first language abilities while learning describes the development of second language abilities." "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." "The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." "In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very." What are Krashen's Hypotheses? Krashen's theory of second language acquisition consists of six main hypotheses: the Acquisition-Learning hypothesis the Natural Order hypothesis the Input hypothesis the Affective Filter hypothesis the Reading Hypothesis According to this, teachers should remember that certain structures of a language are easier to acquire than others; therefore, language structures should be taught in an order that is easy to grasp and conducive to learning. Teachers should start by introducing language concepts that are relatively easy for learners to understand and then gradually increase the standard/difficulty level and continue the instructional process of new concepts. Learners' most direct source of information about the target language is the target language itself. When they come into direct contact with the target language, this is referred to as "input." When learners process that language in a way that can contribute to learning, this is referred to as "intake". According to Krashen's theory, the conducive way to learn a language is through natural communication. As a second language teacher, the ideal for the teachers should be create a situation wherein language is used in order to fulfill real life when every day activities and satisfy authentic purposes. This in turn, will help students to 'acquire' the language instead of just 'learning' it. Critical Responses to Krashen's Theory The general belief in the second language learning has too often been explained in terms that the primary goal of second language learning is being able to attain moderate or reasonable communicative competence. Whereas, the learner who is expected to perform at a relatively high level of sophistication in the target language will be at a disadvantage. Learning and acquiring a reservoir of vocabulary at the cost of grammar skills will harm productivity and participation, in the target language, of the learner. This statement can be proved with reference to the skill levels of oral proficiency such as vocabulary, grammar, fluency, pronunciation etc. which characterize the Foreign Service Institute rating. Instructional procedures which stress acquisition of vocabulary at the cost of grammar rules produce the "terminal 2," who according to studies conducted are incapable of acquiring the necessary grammar at a later time. Error identification and correction have little or no effect on subconscious acquisition, but it takes an important place in the process of conscious learning. Error correction apparently benefits the learner to understand and practice the correct structures, forms and rules. Example, a student of English as a second language says "I goes to temple every day", and the teacher corrects the learner by repeating the statement correctly. Learner is made to realize that the verb /s/ ending goes with the third person and not the first person, and alter his or her conscious mental representation of the rule. SCRIPT THEORY Script theory is predominantly proposed to expound language processing and higher thinking skills. It is interesting to note that to demonstrate this theory a variety of computer programs have been developed. Schank (1991) applies his theoretical framework to story-telling and the development of intelligent tutors. Shank & Cleary (1995) describe the application of these ideas to educational software. The central focus of Schank's theory has been the structure of knowledge, especially in the context of language understanding. Schank (1975) outlined contextual dependency theory which deals with the representation of meaning in sentences. Building upon this framework, Schank & Abelson (1977) introduced the concepts of scripts, plans and themes to handle story-level understanding. Later work elaborated the theory to encompass other aspects of cognition. Conceptualization is defined as an act or doing something to an object in a direction. All conceptualizations can be analyzed in terms of a small number of primitive acts. All memory is episodic and organized in terms of scripts. Scripts allow individuals to make inferences and hence understand verbal/written discourse. Higher level expectations are created by goals and plans. The key element of conceptual dependency theory is the idea that all conceptualizations can be represented in terms of a small number of primitive acts. In the theory proposed by Schank, all memory is episodic, that is, memory is organized around personal experiences rather than semantic categories. Generalized episodes are called scripts; specific memories are stored as pointers to scripts plus any unique events for a particular episode. Scripts allow individuals to make inferences needed for understanding by filling in missing information. Schank uses script theory as the basis for a dynamic model of memory. This model suggests that events are understood in terms of scripts, plans and other knowledges structures as well as relevant previous experiences. Constructivist Learning Theory The core ideas were propounded by JOHN DEWEY. Constructivism is a meta concept. It is not just another way of knowing, but a way of thinking about knowing. This communication theory suggests that each reader and listener will use this content in his own way. This theory believes that learning is an active process an varies individual to individual. It also depends on the learners knowledge and background. Knowledge is not just out there. It is an interpretation of reality not a true representation of reality. Learning is a social activity. Learning happens in mind Learning is contextual. Learning takes time. It is not spontaneous. Motivation is a necessary component. CONCLUSION It is interesting that the three main categories into which learning theories falls, namely - behaviourist, cognitivist and constructivist theories, are impressive in the kind of new learning they brought in the domain of language learning. By the middle of the 20th century cognitive psychologists propounded theories that help to explain the limited effectiveness of the traditional prescriptive and mechanistic approaches to language teaching. These theories serve as a basis for the new natural-communicative approaches. Beginning in the 1950s, Noam Chomsky and his followers challenged previous assumptions about language structure and language learning, taking the position that language is creative (not memorized), and rule governed (not based on habit), and that universal phenomena of the human mind underlie all language. This "Chomskian revolution" initially gave rise to eclecticism in teaching, but it has more recently led to two main branches of teaching approaches: the humanistic approaches based on the charismatic teaching of one person, and content-based communicative approaches, which try to incorporate what has been learned in recent years about the need for active learner participation, about appropriate language input, and about communication as a human activity. Most recently, there has been also a significant shift toward greater attention to reading and writing as a complement of listening and speaking, based on a new awareness of significant differences between spoken and written languages, and on the notion that dealing with language involves an interaction between the text on the one hand, and the culturally-based world knowledge and experientially-based learning of the receiver on the other. 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