ENG505

⮕ Introduction to Approaches, Methods and Techniques

Language teaching approaches, methods, and techniques vary:

- Approaches: Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL)
- Methods: Grammar-Translation Method, Audiolingual Method, Eclectic Method
- Techniques: Role-plays, Group discussions, Authentic materials

⮕ interactive Method

The Interactive Method emphasizes learner engagement and communication:

- Learner-centered instruction
- Authentic materials
- Group work and discussions
- Encourages active participation and collaboration

⮕ Acquisition vs. Learning

Acquisition refers to subconscious language learning through exposure:

- Acquisition: natural, intuitive, and effortless
- Learning: intentional, systematic, and effortful
- Acquisition focuses on receptive skills (listening, reading)
- Learning focuses on productive skills (speaking, writing)

⮕ Competence vs. Performance

Competence refers to underlying language knowledge:

- Competence: linguistic potential
- Performance: linguistic actualization
- Competence encompasses knowledge of grammar, vocabulary, and syntax
- Performance involves applying competence in real-life situations

⮕ Deductive vs. Inductive

Deductive approaches involve rule-based instruction:

- Deductive: rule → example
- Inductive: example → rule
- Deductive approaches focus on explicit grammar instruction
- Inductive approaches emphasize discovery and inference

➡ Behaviourism

Behaviourism views language learning as a result of external stimuli and reinforcement:

- Pavlovian Conditioning: associative learning
- Classical Conditioning: stimulus-response
- Operant Conditioning: reinforcement and punishment
- Behaviourism emphasizes environment and external factors

➡ Pavlovian Conditioning

Pavlov's dogs learned to associate bells with food:

- Stimulus (bell) → Response (salivation)
- Associative learning through conditioning

➡ Classical Conditioning

Associative learning through stimulus-response pairs:

- Unconditioned Stimulus (food) → Unconditioned Response (salivation)
- Conditioned Stimulus (bell) → Conditioned Response (salivation)

➡ Reciprocal Determinism

Bandura's theory: behavior, environment, and personality interact:

- Behavior → Environment → Personality
- Reciprocal Determinism emphasizes dynamic interaction

➡ Operant Conditioning

Skinner's theory: reinforcement and punishment shape behavior:

- Behavior → Reinforcement/Punishment → Learning
- Operant Conditioning focuses on consequences of behavior

➡ Mediation Theory

Cognitive processes mediate between stimulus and response:

- Stimulus → Cognitive Process → Response
- Mediation Theory emphasizes cognitive factors

⮕ The Law Effect

Language learning influenced by cognitive and environmental factors:

- Cognitive factors: attention, motivation, prior knowledge
- Environmental factors: instruction, feedback, social interaction

⮕ Generativism

Chomsky's theory: language acquisition driven by innate capacity:

- Universal Grammar (UG)
- Language Acquisition Device (LAD)
- Generativism emphasizes innate linguistic knowledge

⮕ Nativism and LAD

Chomsky's LAD proposes an innate language faculty:

- Innate knowledge of language rules
- Poverty of the stimulus argument
- Nativism emphasizes biological basis of language acquisition

⮕ COGNITIVISM

Cognitivism emphasizes mental processes in learning:

- Focuses on cognition, perception, attention, memory
- Emphasizes active processing, not passive reception
- Key figures: Piaget, Bruner, Ausubel

⮕ General Learning Theory and Principles

General Learning Theory explores how people learn:

- Learning as an active process
- Importance of motivation, attention, reinforcement
- Role of prior knowledge and experience

⮕ Language and Cognition-Cognitive Perceptual Processes

- Perception: interpreting sensory information
- Attention: focusing on relevant stimuli
- Memory: storing and retrieving information

⮕ Strategies of Development

Developmental strategies enhance learning:

- Scaffolding: temporary support
- Discovery learning: exploring concepts
- Reinforcement: encouraging desired behavior

⮕ Piagetian Stages of Development

Piaget's stages describe cognitive growth:

- Sensorimotor (0-2 years): sensory exploration
- Preoperational (2-7 years): symbolic thinking
- Concrete operational (7-11 years): logical reasoning
- Formal operational (11+ years): abstract thinking

⮕ Multi-Store Model (Richard Shiffrin)

Shiffrin's model describes memory:

- Sensory memory: brief storage
- Short-term memory: limited capacity
- Long-term memory: permanent storage

⮕ The Competition Model and the Associative-Cognitive CREED Theory (Nick Ellis)

Ellis's theory explains language acquisition:

- Competition: rival forms compete
- Associative-cognitive: connections form
- CREED: repeated exposure reinforces learning

⮕ Rumelhart and McLelland on Connectionism

Connectionism proposes neural networks:

- Distributed representation: knowledge spread
- Pattern recognition: learning through examples

⮕ Newell and Simon’s Theory of Information Processing

Information Processing emphasizes cognitive operations:

- Input: receiving information
- Processing: interpreting information
- Output: responding

→ Constructivism emphasizes learner-centered learning:

- Active construction of knowledge
- Prior experience and knowledge integrated
- Social interaction facilitates learning

→ Principles of Constructivism

Constructivist principles:

- Learning as an active process
- Emphasis on meaning-making
- Teacher as facilitator

→ John Dewey's Notion of Experiential Education

Dewey's experiential education:

- Learning through experience
- Emphasis on practical application
- Reflection enhances learning

→ Schematic account of memory:

- Organization: categorizing information
- Retrieval: accessing stored information

→ Demonstrating knowledge:

- Recalling information
- Applying knowledge
- Reflecting on learning

→ Piaget's constructivist theory:

- Active learning
- Schema formation
- Adaptation and disequilibration

➡ Piaget’s Key Concepts of Adaptation and DisequilibRation

- Adaptation: adjusting to environment
- Disequilibration: cognitive conflict

➡ Bruner's scaffolding:

- Temporary support
- Fading support

➡ Bruner's teaching principles:

- Active learning
- Guidance
- Feedback

➡ Bandura's socio-cognitive model:

- Self-efficacy: confidence in abilities
- Observational learning
- Reinforcements

➡ Understanding Self-Efficacy

Self-efficacy:

- Confidence in abilities
- Influences motivation
- Enhances performance

➡ David Ausubel’s Subsumption Theory

Ausubel's subsumption theory:

- Meaningful learning
- Integrating new information
- Prior knowledge foundation

➡ Metacognition and Script Theory

Metacognition:

- Awareness of cognitive processes
- Self-regulation
- Script theory: mental frameworks

⮕ KRASHEN'S INPUT HYPOTHESIS (MONITOR MODEL)

Krashen's Monitor Model proposes that comprehensible input drives language acquisition.

- Input Hypothesis: comprehensible input facilitates acquisition
- Acquisition vs. Learning Hypothesis: acquisition is subconscious, learning is conscious
- Natural Order Hypothesis: language rules are acquired in a predictable order
- Monitor Hypothesis: learners use monitoring to improve accuracy
- Affective Filter Hypothesis: emotions influence language acquisition

⮕ Hypotheses and Factors

Key factors influencing language acquisition:

- Input quality and quantity
- Learner motivation and attitude
- Cognitive and emotional factors
- Social interaction and context

⮕ The Natural Approach and SLA

The Natural Approach emphasizes authentic communication:

- Focus on meaning, not grammar rules
- Learner-centered instruction
- Authentic materials and tasks

⮕ Acquisition vs. Learning

- Acquisition: subconscious, natural, and effortless
- Learning: conscious, intentional, and systematic

⮕ The Natural Order Hypothesis and the Input Hypothesis

Language rules are acquired in a predictable order:

- Input facilitates acquisition
- Natural order reflects linguistic complexity

⮕ The Monitor Hypothesis and the Affective Filter Hypothesis

Monitoring and affective factors:

- Monitoring: learners evaluate and adjust language use

- Affective Filter: emotions influence language acquisition

⮕ Communicative Language Teaching (CLT) and Criticism

CLT emphasizes authentic communication:

- Focus on functional language use
- Criticisms: lack of grammatical focus, limited cultural context

⮕ Vygotsky and M.A. Halliday

Vygotsky's Sociocultural Theory:

- Language learning as social and cultural process
- Zone of Proximal Development (ZPD)

Halliday's

- Language as social semiotic system
- Focus on meaning and context

⮕ Acculturation Model and Steps in Acculturation

- Cultural adaptation and language learning
- Steps: contact, conflict, adaptation, integration

⮕ Situated Learning and Language Socialization

Situated Learning:

- Learning embedded in social context
- Authentic tasks and interactions

Language socializing

- Language learning as social process
- Identity formation and language use

⮕ Basic Language Cognition

- Innate language capacity
- Universal Grammar (UG)

⮕ Native Speaker

- Fluent language user
- Cultural and linguistic competence

➥ Differences Among Language Learners

- Cognitive styles
- Learning strategies
- Motivation and attitude

➥ Generative School

- Focus on innate language capacity
- Universal Grammar (UG)
- Emphasis on rule-based language learning

➥ Usage-Based School

Usage-Based School:

- Focus on language use and context
- Emphasis on frequency and probability
- Language learning as emergent process

➥ Generative vs. Usage-Based School

Debate:

- Generative: innate capacity, rule-based
- Usage-Based: emergent, frequency-based