Theories of Language Learning

1) Three Theories of Language Learning
   1) Behaviourist Theory
   2) Innatists Theory
   3) Interactionist Theory

Behaviourist Theory

The Behaviourist Theory of language learning was most popular in the 1940's and 1950's. It is strongly connected to the research of Pavlov and Skinner. Behaviourists stress that language is learned through imitation and practising what one hears.

Behaviourists are concerned only with what is observable. Behaviourists stress the importance of NURTURE the effect of a language learner's environment, to the process of language acquisition.

* Imitation is also important for Behaviourists.

* Audio-Lingual Method (ALM).

* Behaviourists view Input as extremely important for language acquisition.

* Total physical Response (TPR)

Innatists Theory

* Innatists stress the importance of the uniquely human biological capacity for language learning.

* Noam Chomsky a generative linguist was developed this

theory of language learning in the
1960's.
 * Innatists Consider the importance
of language Competence.
 * When Considering Nature or
Nurture, innatists clearly emphasize
the importance of nature.
 * Language Acquisition Device (LAD)
 * Innatists have a unique view
 of Competence and performance.
 * Innatists view Imitation as
of only partial importance to the
language acquisition process.

Interactionist Theory

 * The Interactionist theory of
language learning Considers social
interaction as crucial for the language
acquisition process.
 * When Considering Nature or Nurture,
Interactionists tend to see the
importance of both, stressing the
impact of the environment more than
Innatists.
 * Interactionists view Input as
being important to language acquisition
because it is through interactional
input that one learns how language
should be appropriately and effectively
applied in different situations.
 * Discourse is important for
Interactionists.

2) Aspects of four teaching methods

   1) Community Language Learning (CLL)
   2) Communicative Language Teaching (CLT)
   3) Total physical Response (TPR)
   4) Audio-Lingual Method (ALM)

1) Community Language Learning (CLL)

   * When developing and teaching this Course, some of the features of the Community Language Learning (CLL) was to be used.

   * Without completely implementing this method, there would be an attempt to draw on its advantages this method, there would be an attempt to draw on its advantages to help create a supportive Community in the classroom.

   * Each student would be made to feel Comfortable in the classroom.

   * Another aspect for this class is letting the students have some say in the Course's focus and topics.

   * It would be possible to let the students choose some of the topics for discussion during the Course.

2) Communicative Language Teaching (CLT)

   * If students are to develop Communicative Competence in English in an integrated skills Course, they

need to be given opportunities to Communicate in a reasonably authentic manner.

　　　* In order to prepare students for real-life tasks outside of the classroom, some authentic materials such as videos, taped lectures and sitcom segments would also be used.

3) Total physical Response (TPR)

　　　TPR activities are usually teacher led, they would be designed to allow students to lead many activities in order to increase their preperation and add to the student-Centred nature of the classroom.

4) Audio Lingual Method (ALM)

　　* Audio Lingual method would be used for pronunciation and listening practice in the classroom.

　　* As ALM focuses on the use of modeling and repetition of sounds, words, and sentences, ALM techniques Could be especially useful when teaching pronunciation.

It is essential to consider the Entry Behaviour of students in a new course. Students bring a great deal of prior knowledge and experience to the classroom.

Next, it is also neccessary to decide upon Goals for a course. It is important to consider what you want about the students based on their entry behaviour and then decide on goals and objectives with that information in mind.

Personality factors are essential to consider while deciding on teaching methods for the classroom. As students come to the classroom with a variety of levels of extroversion, inhibition, self-esteem and anxiety, it would be best to begin the course with activities that create a supportive atmosphere, lower student's anxiety and encourage them to feel more comfortable taking risks.

Finally Evaluation procedures for the course need to be decided based on their usefulness for determining whether the goals have been achieved by our students.