بسم الله الرحمن الرحیم

Methodology of Teaching

سری کتاب‌های کمک آموزشی کارشناسی ارشد و دکتری

مجموعه آموزش زبان انگلیسی

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«ن والقلم و ما یسطرون»

کلمه نزد خدا بود و خدا آن را با قلم بر ما نازل کرد.

به پاس تشکر از چنین موهبت الهی، موسسه ماهان درصدد برآمده است تا در راستای انتقال دانش و مفاهیم با کمک اساتید مجرب و مجموعه کتب آموزشی خود برای شما داوطلبان ادامه تحصیل در مقطع کارشناسی ارشد گام موثری بردارد. امید است تلاش‌های خدمتگزاران شما در این موسسه پایه‌گذار گام‌های بلند فردای شما باشد.

مجموعه کتاب‌های کمک آموزشی ماهان به‌منظور استفاده داوطلبان کنکور کارشناسی ارشد سراسری و آزاد تالیف شده‌اند. در این کتاب‌ها سعی کرده‌ایم با بهره‌گیری از تجربه اساتید بزرگ و کتب معتبر داوطلبان را از مطالعه کتاب‌های متعدد در هر درس بی‌نیاز کنیم.

دیگر تالیفات ماهان برای سایر دانشجویان به‌صورت ذیل می‌باشد.

● **مجموعه کتاب‌های ۸ آزمون:** شامل ۵ مرحله کنکور کارشناسی ارشد ۵ سال اخیر به همراه ۳ مرحله آزمون تالیفی ماهان همراه با پاسخ تشریحی می‌باشد که برای آشنایی با نمونه سوالات کنکور طراحی شده است. این مجموعه کتاب‌ها با توجه به تحلیل ۳ ساله اخیر کنکور و بودجه‌بندی مباحث در هریک از دروس، اطلاعات مناسبی جهت برنامه‌ریزی درسی در اختیار دانشجو قرار می‌دهد.

بدین‌وسیله از مجموعه اساتید، مولفان و همکاران محترم خانواده بزرگ ماهان که در تولید و به‌روزرسانی تالیفات ماهان نقش موثری داشته‌اند، صمیمانه تقدیر و تشکر می‌نماییم.

دانشجویان عزیز و اساتید محترم می‌توانند هرگونه انتقاد و پیشنهاد درخصوص تالیفات ماهان را از طریق سایت ماهان به آدرس mahan.ac.ir با ما در میان بگذارند.

موسسه آموزش عالی آزاد ماهان

سپاس بی کران پروردگار یگانه را سزاست که ما را خلعت خلقت بیاراست و توفیق خدمت گزاری بر بندگانش ارزانی فرمود.

رشته آموزش زبان انگلیسی تحت عنوان TEFL یا Teaching English as a Foreign Language شناخته می شود، که در سطح جهانی به آن Applied Linguistics نیز گفته می شود.با توجه به بین المللی شدن زبان انگلیسی، علاقمندان به یادگیری این زبان روز به روز در حال افزایش هستند که کشور ایران نیز استثنا از این روند نیست. همزمان، این روند موجب شده که متقاضیان زیادی به آموزش زبان انگلیسی علاقمند شوند که این امر رقابت در این رشته را دشوار کرده است. به دلیل اهمیت درس روش های تدریس در کنکور کارشناسی ارشد، در این کتاب سعی شده است مطالب مهم کنکوری به طور کامل از کتاب های مرجع گردآوری شده و در مجموعه ای منسجم در دسترس داوطلبان قرار گیرد. کتاب حاضر شامل دو فصل اصلی می باشد که هر فصل دربرگیرنده ی سرفصل های مهم و طبقه بندی شده ای است که منبعی خوب و روان برای مرور بر تمامی مطالب مورد نیاز متقاضیان آزمون محسوب می شود. هم چنین در پایان هر سرفصل، سوالات تالیفی جهت ارزیابی فهم مطالب درسی ارائه شده است. در پایان کتاب حاضر، سوالات کنکوری برگزار شده از سال ۱۳۹۱ تا ۱۴۰۰ به همراه پاسخ نامه تشریحی قرار داده شده است. امید است که متقاضیان بتوانند از این کتاب بهره ی کافی را ببرند و مسیر موفقیت آنها تسهیل شود.

در خاتمه از همسرم صمیمانه سپاسگزاری میکنم که اگر همکاری و دلگرمی ایشان نبود، هرگز این اثر به زیور طبع آراسته نمی گردید.

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Section 1

Language and Learning

SECTION ONE: Language and Learning

❖**Introductory Concepts in Applied Linguistics**

0. **Introduction >** Applied linguistics (AL) as a field of study has been narrowed down to teaching English as a foreign language (TEFL) and teaching English as a second language(TESL), dealing with two major aspects which are totally interrelated.

   ➢ Theory > Language, Learning, Teaching
   ➢ Practice> Methodology, Materials, Testing and Assessment

   Given that all fields are interdisciplinary and intertwined, we seek to understand how the practical aspects of teaching have changed, according to the theoretical models of language and language use.

1. **Language, Learning and Teaching**
   ▪ Language:
     • Systematic and Rule-governed
     • Universal Means of Communication
     • Mainly Oral/Aural or Verbal/Spoken
     • Locally Conventionalized
     • Species-specific
     • Creativity and Duality

   ▪ Learning:
     • Acquiring Some Skills or Knowledge
     • Developing Relatively Permanent Change in Behavior
     • Occurring Due to Reinforced Practice

   ▪ Teaching:
     • Teacher as Source of Knowledge (Traditional View)
     • Teacher as a Co-Learner and Facilitator (Modern View)
     • Teacher Helps, Instructs and Guides Learner (Comprehensive View)

❖**Main Concepts of Language Learning**

1. **Competence vs. Performance** > The emphasis on these concepts varies in different doctrines.

   ▪ Behaviorism and Structuralism > The emphasis is on performance.
   ▪ Cognitivism and Nativism > The emphasis is on competence.
   ▪ Constructivism and Post Structuralism > The emphasis is on both performance and competence.

2. **Comprehension vs. Production** > Both production (creation) and comprehension (recreation) have both a competence and a performance.

3. **Nature vs. Nurture** > Since these two concepts are related to innateness and environment, respectively, the emphasis on them varies in different doctrines.

   ▪ Behaviorism and Structuralism > Nurture
   ▪ Cognitivism and Nativism > Nature
   ▪ Constructivism and Post Structuralism > Both Nature and Nurture

4. **Systematicity vs. Variability** > A learner language (Interlanguage) is both systematic and variable.

   ▪ Systematicity > An interlanguage is stable, rule-governed and meaningful at least to the learner.
   ▪ Variability > An interlanguage is dynamic, changing from learner to learner and within a learner over time.

5. **Language and Thought** > Four main views exist regarding the relationship between these two concepts.

   I. No Relationship: Behaviorists did not believe in the power of thinking.
   II. Thought > Language: Figures such as Chomsky, Piaget and Ausubel believed that thought influences language.
   III. Language > Thought: Figures such as Vygotsky and Oller believed that language influences thought.
      ➢ Sapir-Whorf Hypothesis: Linguistic Thought

- Linguistic Determinism (strong version) > Whorf believed that language determines thought.
- Linguistic Relativity (weak version) > Sapir believed that language influences thought.

IV.   Thought < > Language: Figures such as Wardhaugh believed that both language and thought influence each other.

6. **Imitation** > Behaviorism overemphasized immediate imitation called echoing (meaningless), whereas Vygotsky highlighted deferred imitation in the learner's private speech leading to internalization (meaningful).

7. **Practice** > Salience (meaningfulness of practice) matters more than frequency (the amount of practice).

8. **Input** > There are two dichotomies in terms of input.

   - Positive Evidence vs. Negative Evidence > The former refers to correct instances of language use we receive while the latter refers to corrective feedback on errors.
   - Type vs. Token > The former refers to the class of linguistic feature (general category), while the latter refers to the individual members of the class (particular instances).

9. **Discourse** > Without output, input will be insufficient for acquisition to occur.

   - The Output Hypothesis (Swain) > It emphasized the role of output.
   - The Interaction Hypothesis (Long) > It emphasized the role of interaction.

10. **Types of Learning** > According to Gange, there are eight types of learning.

   - The first five types are in accordance with behaviorism.
      i.   Signal Learning > Pavlov's classical conditioning (learning through imitation).
      ii.   Stimulus Response Learning > Skinner's operant conditioning (learning through reinforcement).
      iii. Chaining > A chain of several stimulus-response connections.
      iv.   Verbal Association > Learning of chains that are verbal.
      v.   Multiple Discrimination > Learning to make different responses to different stimuli.

- The second three types are in accordance with cognitivism, humanistic psychology and constructivism.
  - **vi.** Concept Learning > Learning to make a common response to a class of stimuli.
  - **vii.** Principle Learning > Learning a chain of several concepts (Ausubel's meaningful learning)
  - **viii.** Problem Solving > Learning through creative thinking, inferencing and intuition, which involves the interaction of all eight types of learning.

11. **Transfer** > It can be defined as the carryover of prior knowledge to subsequent learning, which is of two types.
    - Positive Transfer > The prior knowledge benefits the learning task.
      - ➢ Interlingual: / پ / → /p/
      - ➢ Intralingual: talked → walked
    - Negative Transfer > The prior knowledge disturbs the subsequent learning.
      - ➢ Interlingual (Interference): یک معلم خوب → a teacher good
      - ➢ Intralingual (Overgeneralization): talked → goed

12. **Language Aptitude** > It refers to the natural ability to learn a language. Language aptitude tests (measuring one's aptitude for SLA or FLA) are of two types:
    - Traditional Tests > They were usage-based, measuring aspects such as sound coding, grammatical coding, inductive learning, memorization and cognitive analytic abilities.
    - Modern Tests > They are use-based, measuring aspects such as chunking, inductive learning, processing speed, pragmatics, self-efficacy and retrieval abilities.
      - ➢ Dynamic Systems Theory (DST) > It is a combination of claims, based on chaos-complexity theory (SLA is a dynamic, complex, nonlinear and unpredictable process).
      - ➢ Aptitude-Treatment Interaction > The students' level of achievement can be enhanced through the appropriate methodology (treatment) chosen based on their learning styles (aptitude).

13. **Intelligence** > Due to the introduction of some parameters including subsumption ability, the view of intelligence has changed a lot.
    - Traditional Westernized View vs. Gardner's Multiple Intelligences Model > The former was culture-bound, only dealing with logical/mathematical

analysis and verbal competency, while the latter is culture-free, dealing with nine forms of intelligence.

➢ Gardner's Multiple Intelligences Model (MI) > Each individual enjoys different types of intelligences, according to which instruction should be planned.

1. Linguistic/Verbal Intelligence (remembering written and spoken information)

2. Logical/ Mathematical Intelligence (analyzing situations or problems logically to identify solutions)

3. Spatial/Visual Intelligence (recognizing patterns easily)

4. Rhythmic/Musical Intelligence (creating rhythmic patterns, humming and singing in a group)

5. Bodily/Kinesthetic Intelligence (having excellent physical coordination)

6. Interpersonal/Social Intelligence (establishing rapport with strangers and making friends easily)

7. Intrapersonal Intelligence (being aware of their own emotional states, feelings and motivations)

8. Naturalistic Intelligence (excelling in growing plants and taking care of animals)

9. Existentialist Intelligence (looking beyond the senses to explain phenomena)

➢ Sternberg's Triarchic View of Intelligence > It is one of the thought-provoking theories.

1. Componential Ability (Analytical Thinking)
2. Experiential Ability (Creative Thinking)
3. Contextual Ability (Street Smartness)

➢ Oller's Language-Based View of Intelligence > Linguistic development contributes to intelligence increase.

➢ Goleman's Emotional Intelligence (EQ) > Knowing and controlling our emotions and those of others facilitates making logical decisions in critical situations.

▪ Wagner and Sternberg's Three Conceptions of Intelligence
  i. The Psychometric view > It equates intelligence with mental capacity which is measured through prepared tests (the brain's capacity).
  ii. The Piagetian View > It defines intelligences in terms of cognitive development and life experience (the brain's capacity).
  iii. The Information-processing View > It focuses on how the brain processes information (what the brain does during processing).

Mock Items

1- Pronouncing the word *doctor* **as /dɔktɔr/ by a Persian native speaker learner of English is an instance of ………… .**

   1) positive transfer   2) generalization

   3) interference   4) negative intralingual transfer

2- According to Gagne's learning types, learning the pronunciation of a word through mere listening is an example of ………… .

   1) signal learning   2) stimulus-response learning

   3) multiple discrimination   4) verbal association

3- When an L2 learner automatically adds past simple –*ed* to the verb *point,* which he has just learned, an instance of ……… has occurred.

   1) positive interlingual transfer   2) overgeneralization

   3) interference   4) intralingual transfer

4- Learning to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree, is referred to as ……… in Gagne's learning types.

   1) chaining   2) concept learning

   3) multiple discrimination   4) principle learning

5- Pronouncing the words *hit* **and** *heat* **both as /hi:t/ is an instance of ……… for a Persian learner of English as a second language.**

   1) positive transfer   2) interference

   3) overgeneralization   4) intralingual transfer

6- Based on the triarchic view of intelligence, ………refers to the ability for creative thinking, intuitive actions, and inferencing.

   1) componential ability   2) experiential ability

   3) contextual ability   4) logical-mathematical ability

7- According to Gagne's classification of learning types, acquiring a precise response to a discriminated stimulus is referred to as ……….

   1) concept learning   2) signal learning

   3) stimulus-response learning   4) verbal association

8- All of the following are elements of Long's interaction hypothesis <u>except</u>……….

   1) negotiation of meaning   2) focus on form

   3) output   4) elaboration

9- According to Gagne's learning types, ……… refers to the learning of chains that are verbal such as in alphabet games.

   1) signal learning   2) stimulus-response learning

   3) verbal association   4) multiple discrimination

10- The acquisition of the order *adjective+noun* for a Persian native speaker learner of English as a second language may represent an instance of ……… .

   1) positive interlingual transfer   2) positive intralingual transfer

   3) interference   4) overgeneralization

11- Self-esteem journals and individualized projects are activities to enhance the ……… in multiple intelligences.

   1) intrapersonal intelligence   2) linguistic intelligence

   3) logical intelligence   4) kinesthetic intelligence

Explanatory Answers

1- Choice (3)

Refer to: PLLT, chapter 4

2- Choice (1)

Refer to: PLLT, chapter 4

3- Choice (4)

Refer to: PLLT, chapter 4

4- Choice (3)

Refer to: PLLT, chapter 4

5- Choice (2)

Refer to: PLLT, chapter 4

6- Choice (2)

Refer to: PLLT, chapter 4

7- Choice (3)

Refer to: PLLT, chapter 4

8- Choice (4)

Refer to: PLLT, chapters 2, 4, & 10

9-Choice (3)

Refer to: PLLT, chapter 4

10-Choice (3)

Refer to: PLLT, chapter 4

11-Choice (1)

Refer to: R&R, chapter 12

❖**The Relationship Between Age and Language Learning**

1. **The Critical Period Hypothesis (CPH**) > It refers to a biologically determined period of life when the first language can be acquired effortlessly.
   - Lateralization > The localization of cognitive functions occurs in different parts of the brain due to aging.
   - Strong Version > The ability to acquire one's L1 is lost at a specific point in time.
   - Weak Version > The ability to acquire one's L1 is lost over a period of time. This version is also called the Sensitive Period Hypothesis (SPH).

2. **Linguistic Considerations** > It considers the cognitive aspects of language, aging and learning.
   - Bilingualism > It is of two kinds.
     i. Coordinate Bilingualism > Two separate meaning systems in individuals' minds (more problematic code-switching for adults).
     ii. Compound Bilingualism > One unified meaning system in individuals' minds (less problematic code-switching for children).
        - Heritage Language Acquisition > Family lineage languages acquired slowly by bilingual children.
   - Interference > If adults cannot generalize within L2, they may transfer L1 rules negatively.
   - Order of Acquisition > It refers to the creative construction of L2 rules by applying certain strategies, as proposed by Dulay and Burt (Creative Construction Hypothesis).
     ➢ It signifies avoiding using the rules of L1 in learning L2 and making the rules of L2 creatively.

3. **Affective Considerations** > It considers the affective aspects of human beings, aging and learning.
   - Egocentricity > The lower the age and cognition, the lower the sense of self-identity, as a result of which, children's ego eccentricity is higher (a child's inability to see a situation from another person's point of view).
   - Inhibition > The higher the age and cognition, the higher self-identity, as a result of which, adults' protective distance is higher (inhibition discourages risk-taking, which is necessary for progress in language learning).
     ✓ Considering this fact, children learn a language more effortlessly than adults.

- Language Ego > It defines the relation between individuals' self-identity and facets of their language (language ego is when learners develop a new mode of thinking, feeling, and acting).
  - ➢ As L1 ego is strong, it leads to thin and permeable inhibition.
  - ➢ As L2 ego is fragile, it leads to thick and impermeable inhibition, triggering defensive learning.
    - ✓ Defensive learning causes less participation and communication and more inhibition on the part of the learner.

- Attitude > Positive attitudes towards a specific language and its speakers facilitate language learning, while negative attitudes hinder it.
  - ➢ Attitudes are less problematic for children due to the absence of strong attitudes.
- Peer Pressure > It refers to encouragement to conform to others' behavior, attitudes, language, etc.
  - ➢ Being more competitive, children experience more peer pressure interrupting L2 learning.
  - ➢ Being more tolerant, adults experience less peer pressure, simplifying L2 learning.

Mock Items

1- ……… is referred to the separateness of the learning contexts of the two languages for the individual. In this case the individuals will retain two meaning systems in their minds, the two systems being separate.

   1) Coordinate bilingualism   2) Compound bilingualism

   3) Code-switching   4) Language ego

2- In ………, which is a cause of language attrition, L2 is dominant and this situation is prevalent in ESL contexts.

   1) compound bilingualism   2) subtractive bilingualism

   3) additive bilingualism   4) coordinate bilingualism

3- Lateralization, which is defined as the localization of cognitive functions in different parts of the brain as a result of aging, is believed to be the main reason of …………. .

   1) the critical period   2) egocentricity   3) peer pressure   4) elaboration

4- In this type of bilingualism, there are two separate meaning systems for the two languages in the mind of the language user.

   1) Additive   2) Coordinate   3) Compound   4) Subtractive

5- Which aspect of second language acquisition is most probably negatively affected by the critical period?

   1) Syntax

   2) Lexicon and knowledge of morphemes

   3) Production of sound units and prosodic elements

   4) Semantic and pragmatic abilities

Explanatory Answers

1- Choice (1)

Refer to: PLLT, chapter 3

2- Choice (2)

Refer to: PLLT, chapter 4

3-Choice (1)

Refer to: PLLT, chapter 3

4-Choice (2)

Refer to: PLLT, chapter 3

5-Choice (3)

Refer to: PLLT, chapter 3

❖ **The Relationship Between the Brain and Language Learning**

1. **Cognitive Considerations** > It considers the cognitive aspects of human beings, aging and learning.
   ▪ Cognitive Development > Social interaction only triggers this development, starting from birth to puberty.
      ➢ Piaget's Three-Stage Intellectual Development in a Child
         i. Sensorimotor Stage > Being capable of perceiving the world only through basic senses (birth to two; an infant sees a toy car under the kitchen table and then crawls, reaches, and grabs the toy).
         ii. Preoperational Stage > More organized action, thought, mind flexibility, ignition of memory and imagination (two to seven; a child uses symbols to represent words, images, and ideas).
         iii. Operational Stage > Internalized action as a part of child's knowledge and skills, including two stages:
            • Concrete Operational Stage > Being capable of transacting beyond the given information, they learn that actions can be reversed (seven to eleven; one begins to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions).
            • Formal Operational Stage > Being capable of abstraction, formal thinking and indirect perception, they transcend concrete experiences and direct perception (eleven to sixteen; one develops an ability to systematically plan for the future and reason about hypothetical situations).
   ▪ Equilibration > It refers to a balance between prior and new knowledge, i.e., the progressive interior organization of knowledge in a stepwise fashion.
      ➢ Cognitive development (maturation) is a process of moving from states of doubt (disequilibrium) to states of certainty (equilibrium).
      ➢ Cognitive adaptation consists of two phases, leading to maturation.
         i. Assimilation / Subsumption > New information is modified in our minds so that we can fit it with our prior information (a child sees a new type of dog that they have never seen before and immediately points to the animal and says, "Dog!).

    ii. Accommodation / Restructuring > Prior information is modified in our minds so that we can keep in mind new information (a process by which learners change their interlanguage systems).

2. **Neurological Considerations** > It considers the brain's function in language learning and language use.
   - Hemispheric Lateralization > This process starts at birth and finishes around puberty.
     - ✓ Critical period applies to L1, while in learning L2 only the native-like accent is affected.
   - Biological Timetables and Predisposition > A critical period for the languages of birds exists.
     - Scovel's Sociobiological Critical Period > There is a biological timetable for the accents of birds due to two reasons:
       - i. Identifying with Other Birds in Their Flocks > It applies to human beings, since we cannot acquire L2 accent after puberty.
       - ii. Attracting Other Birds for Mating > It does not apply to human beings, since we humans even marry people speaking other languages.
   - Walsh and Diller Hypothesis > There is a biological timetable for the language acquisition.
     - i. Higher-order (Complicated) Process > Morphology and syntax are easier to learn after puberty.
     - ii. Lower-order (Uncomplicated) Process > Accent and pronunciation are more difficult to acquire after puberty.
   - Right-hemispheric Participation > The brain loses its flexibility after puberty.
     - Children can acquire language through devising both hemispheres.
     - Adults can acquire language through their left hemisphere.
   - Anthropological Evidence > People can remove the biological barriers due to sociocultural and attitudinal motives.
   - The Significance of Accent > What matters today is a comprehensible accent rather than an authentic pronunciation.

3. **The Brain's Operations** > They are of three types.

    i.   Primal > Performing needed functions subconsciously (problem solving, memory, language, judgment, impulse control, and reasoning).

    ii.   Emotional > Being able to feel (controlling and processing emotions).

    iii.   Rational > Processing ideas and producing language consciously (analysis, sensory processing, learning, memory, motor control, decision-making and reasoning).

4. **Different levels of Mental Activity** > They are of three levels.

    i.   Conscious/Rational Processing > Deep thinking.

    ii.   Subconscious/Automatic Pilot > Without deep thinking.

       ➢ Controlling basic bodily functions

       ➢ Routine and skilled activities

       ➢ Creative and problem-solving tasks

    iii.   Metacognition > Management, Monitoring and Evaluation.

       ➢ Predicting performances and results

       ➢ Evaluating results

       ➢ Monitoring ongoing activities

       ➢ Testing the reality of something

     → Wagner and Sternberg's Four Areas of Weakness:

       a. Assessing difficulty

       b. Assessing comprehension

       c. Assessing content significance and strategy effectiveness

       d. Predicting performance

5. **Different types of Mental Activity** > They are of two types.

    i.   Algorithmic > Following a learned procedure

    ii.   Heuristic > Exploring and discovering a new procedure

6. **Processing information** > There are two ways of reasoning.

    ▪ Deductive Reasoning > It is a movement from rule (abstract) to example (concrete) → Usage-based Learning and Teaching (Deductive reasoning moves from generalities to specific conclusions).

    ▪ Inductive Reasoning > It is a movement from example (concrete) to rule (abstract) → Used-based Learning and Teaching (drawing a general conclusion from a set of specific observations).

       ➢ Gestalt Theory (theory of the whole) > It is based on the idea of closure (the sum of the parts does not equal the whole), emphasizing holistic learning.

7. **Types of Knowledge in The Brain** > They are of two types.
   - Declarative / Explicit knowledge > It is our theoretical information which is verbalized (the prior knowledge) > Facts, world history, or rules for mathematical equations are all examples of declarative knowledge, meaning that you are consciously aware that you understand the information.
   - Procedural / Implicit Knowledge > It is our practical information which is fluent (the learning skills and strategies) > Learning how to ride a bicycle, learning how to use a computer keyboard, or even learning the skills necessary to play a musical instrument are all examples of procedural knowledge, which is attained by practicing or exercising a task or a skill.

8. **Anderson and Dekeyser's Three Stages of Skills Acquisition**
   - Cognitive > It deals with declarative knowledge (forming an image through observation).
   - Associative > It deals with procedural knowledge (developing a method through practice).
   - Autonomous > It means doing the skill automatically.

9. **Memory** > The preparation of long-term memory is done by short-term memory (also called the working/speech-processing memory), which is conscious and capacity-limited. This occurs through two phases:
   i. Rehearsal > Holding information for elaboration.
   ii. Elaboration > Chunking information for subsumption.

10. **Schemata and Scripts** > The former refers to large blocks of information in the form of general categories (Schemata are determined by one's self-knowledge and cultural-political background, including rubrics, perceived social roles, stereotypes, and worldviews). However, the latter refers to procedural schemata, helping us to predict sequences of actions in familiar situations (We have scripts for what normally happens in all kind of events, such as going to a doctor's office, a movie theatre, a restaurant, or a grocery store).

11. **MURDER** > It refers to an information-processing approach to reading in order to boost students' metacognition skills.
    - M > Getting oneself into the mood
    - U > Understanding your general goal
    - R > Recalling content
    - D > Digesting materials
    - E > Expanding knowledge
    - R > Reviewing mistakes

Mock Items

1- It is the learning skills and strategies that individuals have acquired during their lifetime from their learning experiences.

　1) Declarative knowledge　　　　　　　2) Data-driven processing

　3) Procedural knowledge　　　　　　　4) Algorithm

2- It is at this stage of skill acquisition that the individual forms an image of the skill in the mind.

　1) Procedural　　　2) Cognitive　　　3) Autonomous　　　4) Associative

3- According to this level of operation by the brain, ………operations enable humans to perform needed functions at a sub-conscious level while freeing the brain to concentrate on other processes that require conscious attention.

　1) primal　　　　2) emotional　　　3) rational　　　4) associative

4- This level of the brain operations enables humans to perform the needed functions at a sub-conscious level while freeing the brain to concentrate on other processes that require conscious attention.

　1) Primal operations　　　2) Metacognitive operations

　3) Rational operations　　　4) Emotional operations

5- It refers to a stage of skill acquisition at which the individual is able to perform the skill automatically.

　1) Cognitive　　　　2) Associative　　　3) Autonomous　　　4) Declarative

6- ……… is <u>NOT</u> among the four key principles at the heart of Neurolinguistic Programming.

　1) Rapport　　　2) Outcome　　　3) Sensory acuity　　　4) Whole person

7- It is the learning skills and strategies that individuals have acquired during their lifetime from their learning experiences. It is actually our automatized/practical information.

　1) Procedural knowledge　　　　　　　2) Declarative knowledge

　3) Algorithm　　　　　　　　　　　　4) Heuristics

Explanatory Answers

1- Choice (3)

Refer to: Chastain, chapter 2

2- Choice (2)

Refer to: Chastain, chapter 2

3- Choice (1)

Refer to: Chastain, chapter 2

4-Choice (1)

Refer to: Chastain, chapter 2

5-Choice (3)

Refer to: Chastain, chapter 2

6-Choice (4)

Refer to: R&R (ed.2), chapter 11

7-Choice (1)

Refer to: Chastain, chapter 2

❖**Main Doctrines of Language Learning**

0. **Introduction** > Science is the result of conducting systematic research, leading to different schools of thoughts. The background of each school reflects its general view of science. As science changes, so do the humanities, including AL. Therefore, in each school we examine background, learning and language to determine the status of science, humanities and AL in that school, respectively.
   ➢ Background > Science
   ➢ Learning > Humanities
   ➢ Language > Applied Linguistics

   Four doctrines are examined with the focus on these three components.

1. **Traditional Era**
1.1 **Background: Traditional Rationalism**
   ▪ Pre-scientific Period > There was no room for research.
   ▪ Mentalism > Logic and hunches were the sources of science.
   ▪ Armchair Speculation > Theories were not tested.

1.2 **Learning: Faculty Psychology**
   ▪ "Practice makes perfect" maxim > Brain is like a muscle.
   ▪ Grammar-Translation Approach > Analysis and memorization were the main way of learning.
   ▪ German Scholarship > Rules and formulas mattered rather than ability to use.
   ▪ Traditional Humanities > Absolutism was emphasized and errors led to imperfections.

1.3 **Language: Prescriptivism**
   ▪ Prescriptive Grammar > There was an ideal form of language.
   ▪ Traditional Linguistics > Latin was considered as a divine language.
   ▪ There was opposition to language change.
   ▪ There was no description of actual language use.

2. **Behaviorism and Structuralism**
2.1 **Background: Empiricism**
   ▪ Experience and Scientific Observation > The source of science should not be speculation.
   ▪ Observable Data > The researcher must comment on things that are observable and visible.

- No Preconceptions or Introspection > The human mind should not be involved in the research process (Objective judgment)
- Positivism > It was a kind of empiricism.

2.2 Learning: Behaviorism

- The whole Behaviorism > It was about stimulus (external event), response (a change in behavior) and reinforcement: S→ R↔ Reinfo
- Associative Theories > Hunan mind is a blank slate (tabula rasa) at birth.
- Patterns of Learning > Parrot Learning, Memorization, Habit Formation, Mechanical Learning.
- Analogy > It emphasized learning through analogy rather than analysis, i.e., learners learn from similarities.

2.2.1 Two Theories of Behaviorism

- Pavolvian Classical/Respondent Conditioning > The stimulus elicits a response i.e. respondents are the influences created due to the reaction to the stimuli.
- Skinnerian Operant Conditioning/Neobehaviorism > Response is emitted to make the environment show a reinforcement i.e. responses are operants that cause a reaction.

2.3 Language: Structuralism

- Surface Structure > Only observable things were investigated.
- Descriptivism > It was against prescriptivism.
- Structuralists > They believe that languages were systems made up of separate elements.

3. Cognitivism and Nativism
3.1 Background: Rationalism

- Extrapolation and Inference > By applying logic and reason, they tried to discover the underlying motivations
- Subjective Judgment > They were required to test their preconceptions and theories.

3.2 Learning: Cognitivism

- Meaningful Learning > Ausuble highlighted the role of mind and human cognition in learning.

- Subsumption > It is the process of relating new data to knowledge already existing in the mind.
- Schemata > The elements of input should relate meaningfully to our knowledge base in our mind.
- Retention > Learning will be more enduring.
- Proactive Inhibition and Retroactive Inhibition > They are two drawbacks of rote learning according to Ausuble.
- Systematic Forgetting > It is an intentional and purposeful way of forgetting through obliteration, also called cognitive pruning, leading to memorial reduction.
- Automatization > In this process, the specific items are forgotten but the whole item is maintained.
- Manufacturing Meaningfulness > It refers to inventing mnemonic devices to remember things.
- Language Attrition > It is the gradual language loss.
    - ✓ Subtractive Bilingualism > L2 is dominant in ESL contexts (when a student learns a second language at the expense of their first language).
    - ✓ Additive Bilingualism > L1 has got prestige in EFL contexts (the second language is seen as an addition to the learner's first language rather than as a replacement for it).
- Charles Osgoods' Representational Mediation Theory > It was proposed to reconcile behaviorism with cognitivism, asserting that linguistic stimulus elicits meaning in the mind which is a covert self-stimulating mediating response, leading to an overt response.

3.3 Language: Nativism, Innateness position

- Competence (Langue) > It refers to decontextualized language knowledge in the mind of an ideal speaker/hearer (Idealization).
- Performance (Parole) > It refers to the actual use of language in speech or writing in the real context.
- The Theory of the Poverty of the Stimulus > Language acquisition is innately determined due to a God-given ability.
- Innateness Position > The innate capacity is predisposed in a black box, called language acquisition device (LAD).
- Three Adequacies of a Sound Theory >
    1. Observational (Grammatical judgement),
    2. Descriptive (Surface Structure),
    3. Explanatory (Deep Structure and Acquisition Mechanism).

- Pivot Grammar > It was a deficient theory referring to children's mental knowledge → pivot class word + open class word
- Universal Grammar > By generative rules, deep structure sentences are developed, while by transformational rules surface structures are developed.
- Principles and Parameters Theory > Principles are common to all languages, while parameters vary among certain limits.
- Core Grammar > It contains all the universal principles and parameters which can be set for particular languages (It is in the mind of the speaker).
- Minimalism and Optimalism > Chomsky's focus shifted from syntax to lexicon.
- Main interference of Chomsky's Theories
  - ✓ Connectionism > All the cells in the brain are connected to each other
  - ✓ Parallel Distributed Processing (PDP) > Our brain can process information in a parallel fashion and simultaneously and there is a tabula rasa but no UG.
  - ✓ Emergenticism > There are interactional patterns among cells and due to receiving input, the language ability gradually emerges.
  - ✓ Cognitive Linguistics > Language is not a separate faculty, syntax is the analysis power and competence and performance cannot be independent from each other.

4. Constructivism, Post Structuralism
4.1 Background: Social Perspective
- Qualitative Research > It requires ethnography and longitudinal studies including thick description and researcher involvement in a natural and social context.

4.2 Learning: Constructivism, Sociocultural Perspective and Humanistic Psychology
I. Constructivism > It refers to the individual construction of reality in a social context.
   - ➤ Cognitive Constructivism > According to Piaget, cognitive development occurs as a result of genetics and experience interaction, so that social context only triggers cognitive development.
   - ➤ Social Constructivism > According to Vygotsky, only social interaction but not genetic predisposition, triggers cognitive development.

II. Sociocultural Perspective > According to Vygotsky, language learning occurs as a result of mediation, meaningful imitation, private speech and internalization, so that there is no room for genetic predisposition in this regard.

> ➤ Zone of Proximal Development (ZPD) > There is a distance between an individual's actual cognitive capacity and the level of potential cognitive development, which can be removed through collaboration and scaffolding based on mediation theory (parent teaching a child how to ride a bike or a coach walking an athlete through how to throw a ball).

III. Humanistic Psychology > According to Rogers, both affective and cognitive aspects should be deemed important in human learning, so that it rejects the transmission model of learning and emphasizes phenomenal and discovery learning via fostering learner autonomy and empowerment.

4.3 Language: Functional and Pragmatic View

- Functional View > Language is a means of social interaction.
- Pragmatic View > Use of language matters rather than usage.
- Interaction Hypothesis > Learners should get involved in negotiation of meaning, which encourages focus on form while they are acquiring a second language.
- Noticing Hypothesis > Being against incidental learning, it highlights that a minimum amount of noticing is essential while receiving input so that it can turn into intake.

Mock Items

1- Which of the following had an anti-mentalistic view?
　　1) Nativism　　　　2) Constructivism　　　3) Positivism　　　　4) Functionalism

2- ………… is the distance between a child's actual cognitive capacity and the level of potential development. It explains that a child can improve its actual cognition to his/her potential development through interaction with an adult who is cognitively more developed compared to him/her.
　　1) Representational mediating process　　　2) Zone of proximal development
　　3) Connectionism　　　　　　　　　　　　4) Pivot grammar

3-………… refers to the ability of a theory to provide an account of the formal properties of language and its surface structure.
　　1) Explanatory adequacy　　　　　　　　2) Observational adequacy
　　3) Descriptive adequacy　　　　　　　　4) The poverty of the stimulus

4- He saw cognitive development as essentially a process of maturation, within which genetics and experience interact. This best represents ………… .
　　1) the habit formation theory　　　　　　2) cognitive constructivism
　　3) parallel distributed processing　　　　4) zone of proximal development

5- All of the following were the features of the Grammar-Translation Method EXCEPT ………… .
　　1) study of declensions and conjugations　　2) rote learning of grammar rules
　　3) practicing writing sample sentences　　　4) monolingual texts and dialogues

6- All of the following can be associated with behaviorism EXCEPT ………… .
　　1) stimulus and response　　　　　　　2) tabula rasa
　　3) verbatim learning　　　　　　　　　4) assimilation

7- All of the following can be associated with humanistic psychology EXCEPT ……… .
　　1) learner empowerment
　　2) critical thinking
　　3) encouraging learners to maintain the status quo
　　4) phenomenal learning

8- According to Ausubel, in behaviorism, ………… refers to forgetting an item in memory because of the interfering effect of similar rote materials learned immediately before the learning task.
　　1) proactive inhibition　　　　　　　　2) cognitive pruning
　　3) retroactive inhibition　　　　　　　4) obliterative forgetting

9- Which of the following was a criticism addressed to Chomsky's theories?
　　1) The functional view　　　　　　　　2) Emergentism
　　3) Behaviorism　　　　　　　　　　　4) Universalism