CH1 Why?

Thomas Kuhn (1970) referred to "normal science" as a process of puzzle solving in which part of the task of the scientist, in this case the teacher, is to discover the pieces and then to fit the pieces together.

### Language

Pinker's The Language Instinct (1994), you might have come up with a sophisticated statement such as Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instructionis deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from moregeneral abilities to process information or behave intelligently.

## . Learning and teaching

(kimble&garezy 1963:133) "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice"

B.F. Skinner, you look at learning as a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If you view second language learning basically as a deductive rather than an inductive process, you will probably to choose present copious rules and paradigms to your students rather than let them "discover" those rules inductively.

## Structuralism &behaviorism

Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries, and others-prided itself in a rigorous application of the scientific principle of observation of human languages. Only the "publicly observable responses" could be subject to investigation.

- Freeman Twaddell(1935:57) stated this principle in perhaps its most extreme terms. "Whatever our
  attitude toward mind, spirit, soul, etc., as realities, we must agree that the scientist proceeds as
  though there were no such things, as though all his information were acquired through processes of
  his physiological nervous system. Insofar as he occupies himself with physical, nonmaterial forces,
  the scientist is not scientist. The scientific method is quite simply the convention that mind does not
  exist.
- Skinner's thought, particularly in Verbal Behavior (1957), in which he says that any notion of "idea" or "meaning" is explanatory fiction, and that the speaker is merely the locus of verbal behavior, not the cause
- Charles Osgood reinstated meaning in verbal behavior, explaning it as a representational mediation process," but still did not depart from a generally nonmentalistic view of language.

## **Rationalism and Cognitive Psychology**

- Chomsky was tring to show that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguistis. The generative linguist is interested not only in describing language or achieving the level of descriptive adequacy but also in arriving at an explanatory level of adequacy in the study of language that is, a "principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language" (Chomsky 1964:63)
- Ferdinand de Saussure (1916)claimed that there was a difference between parole (what Skinner observes;' and what Chomsky called performance) and langue (akin to the concept of competence, or our underlying and unobservable language ability)
- David Ausubel (1965:4) noted: "From the standpoint of cognitive theorists, that attempt to ignore
  conscious states or to reduce congnition to mediational processes reflective of implicit behavior
  not only removes from the field of psychology what is most worth of studying but also
  dangerously oversimplifies highly complex psychological phonomena."

## Constructivism

- Spivey1997:24 "individuals engaged in social practices,.. on a collaborative group, [or] on a global community"
- Piaget and Vygotsky, both commonly described as constructivists (in Nyikos & Hashimoto 1997), differ in the extent to which each emphasizes social context.

- Piaget (1972) stressed the importance of individual cognitive development as a relatively solitary act. Biological timetables and stages of development were basic; socialinteraction was claimed only to triggerdevelopment at the right moment in time.
- Vygotsky (1978), described as a "social" constructivist by some, maintained that social interaction was foundational in cognitive development and rejected the notion of predetermined stages.

## LANGUAGE TEACHING methodology

- Albert Marckwardt (1972:5) saw these "changing winds and shifting sands" as a cyclical pattern in
  which a new paradigm (to use Kuhn's term) of teaching methodology emerged about every quarter
  of a century, with each new method breaking from the old but at the same time taking with it some
  of the positive aspects of the previous paradigm.
- Prator and Celce-Murcia (1979:3) list the major characteristics of Grammar Translation: see page

## In the Classroom: The Grammar Translation Method

- (Richards and Rodgers 1986:4). "remembered with distaste by thousands of school learners, for
  whom foreign language learning meant a tedious experience of memorizing endless lists of
  unusable grammar rules and vocabulary and attempting to produce perfect translation of slited or
  literary prose".
- Richards and Rodgers (1986:5) point out, "it has no advocates, it is a method for which there is no theory. There is no literature that offers a psychology, or educational theory."

## CH<sub>2</sub>

## First Language Acquisition

• German philosopher Tiedemann The concern of language acquisition goes back to the eighteenth century specifically to the German philosopher Tiedemann when he recorded his observation of the psychological and linguistic development of his son.

## **Behavioristic Approaches**

- Skinner focused on learning by Operant conditioning which refers to learning by reinforcing the good response which results in increasing and keeping of what have been learnt.
- Chomsky criticized this theory-Behaviorists proposed a modified theory called mediation theory in which meaning was accounted for by the linguistic stimulus.
- Osgood called it "representational mediation process" Which is about what is going on the learner's brain.
- by <u>Jenkins</u> and <u>Palermo</u> (1964). Yet another attempt to account, for L1 acquisition within a behavioristic framework was made by <u>Jenkins</u> and Palermo (1964). While admitting that their conjectures were "speculative" and "premature" (p. 143), the authors attempted to synthesize notions of generative linguistics and mediational approaches to child language.

# The Nativist Approach

- Eric Lenneberg (1967)proposed that language is a "species-specific" behavior and that certain modes of perception, categorizing abilities, and other language-related mechanisms are biologically determined.
- Chomsky (1965) similarly claimed the existence of innate proper ties of language to explain the child's mastery of his native language in such a short time despite the highly abstract nature of the rules of language. This innate knowledge, according to Chomsky, is embodied in a "little black box" of sorts, a language acquisition device (LAD).
- McNeill (1966) described LAD as consisting of four innate linguistic properties: ¶UKT
- 1. the ability to distinguish speech sounds from other sounds in the environment
- 2. the ability to organize linguistic events into various classes which can later be refined
   3. knowledge that only a certain kind of linguistic system is possible and that other kinds are not,
- 4. the ability to engage in constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the linguistic data that are encountered.
- McNeill and other Chomskyan disciples composed eloquent arguments for the appropriateness of
  the LAD proposition, especially in contrast to behavioristic, stimulus-response (S-R) theory which
  was so limited in accounting for the generativity of child language. Aspects of meaning,
  abstractness, and creativity were accounted for more adequately. Even though it was readily
  recognized that the LAD was not literally a cluster of brain cells that could be isolated and

- neurologically located, such inquiry on the rationalistic side of the linguistic-psychological continuum stimulated a great deal of fruitful research.
- Jean Berko (1958) demonstrated that children learn language not as a series of separate discrete items, but as an integrated system. Using a simple nonsense-word test, Berko discovered that English-speaking children as young as 4 years of age applied rules for the formation of plural, present progressive, past tense, third singular, and possessives. She found, for example, that if a child saw one "wug" he could easily talk about two wugs, or if he were presented with a person who knows how to "gling," the child could talk about a person who glinged yesterday, or sometimes who glang.
- Spolsky 1989:149 A new "messier but more fruitful picture" (Spolsky 1989:149) is provided by what has come to be known as the parallel distributed processing (PDP) model (also called Connectionism) in which neurons in the brain are said to form multiple connections: each of the 100 billion nerve cells in the brain may be linked to as many as 10,000 of its counterparts. Thus, a child's (or adult's) linguistic performance may be the consequence of many levels of simultaneous neural interconnections and not a serial process of one rule being applied, then another, then another, and so forth.

## **Cognition and Language Development**

- Lois Bloom (1971) criticized the Pivot Grammar in which the nativist believe that the relationship in which words occur in pivot utterances are only superficially similar. She said that children learn underlying structures, and not superficial word order. Depending on the social context "Mommy sock" could mean a number of different things to a child.
- Piaget, Wanner as well as Bloom believe that what children learn about language is determined by what they already know about the world (focus on the relationship of cognitive development to first language acquisition).
- Gleitman and Wanner (1982:13) noted in their review of the state of the art in child language research, "children appear to approach language learning equipped with conceptual interpretive abilities for categorizing the world.... Learners are biased-to map each semantic idea on the linguistic unit word."
- Dan Slobin (1971, 1986), among others, demonstrated that in all languages, semantic learning depends on cognitive development and that sequences of development are determined more by semantic complexity than by structural complexity.
- Bloom (1976:37) noted that "an explanation of language development depends upon an explanation of the cognitive underpinnings of language: what children know will determine what they learn about the code for both speaking and understanding messages."

# **Social Interaction and Language Development**

- Holzman (1984:119), in her "reciprocal model" of language development, proposes that "a reciprocal behavioral system operates between the language-developing infant-child and the competent [adult] language user in a socializing-teaching-nuturing role".
- (Berko-Gleason 1988, Lock 1991) is looking at the interaction between the child's language acquisition and the learning of how social systems operate in human behavior.

## **Competence and Performance**

- Chomsky (1965) likened competence to an "idealized" speaker-hearer who does not display such performance variables as memory limitations, distractions, shifts of attention and interest, errors, and hesitation phenomena such as repeats, false starts, pauses, omissions, and additions.
- Chomsky's point was that a theory of language had to be a theory of competence lest the linguist vainly try to categorize an infinite number of performance variables which are not reflective of the underlying linguistic ability of the speaker-hearer.
- Brown and Bellugi (1964) give us a rather delightful example of the difficulty of attempting to extract underlying grammatical knowledge from children. Unlike adults....p 31
- Stubbs (1996), reviewing the issue, reminded us of the position of British linguists Firth and Halliday: dualisms are unnecessary, and the only option for linguists is to study language in use.
- Tarone (1988) points out, such views disclaim responsibility for a number of linguistic goofs and slips of the tongue that may well arise from the context within which a person is communicating. In other words, every single one of a child's (or adult's) slips and hesitations and self-corrections are potentially connected to what Tarone calls heterogeneous competence abilities that are in the

process of being formed. So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle," we must not too quickly pass off the latter as an irrelevant slip of the tongue.

## **Comprehension and Production**

- Miller (1963) mentioned his own experience with Lisa (3year-old child) as he uttered her name in a wrong way.
- Gathercole (1988) reported that children could produce aspects of language they could not comprehend.
- Rice (1980) found that children who did not previously know terms for color were able to respond
  verbally to such questions as "What color is this?" But they were not able to respond correctly (by
  giving the correct colored object) to "Give me the [color] one." While lexical and grammatical
  instances of production-before-comprehension seem to be few in number, it still behooves us to be
  wary in concluding that all aspects of linguistic comprehension precede, or facilitate, linguistic
  production.

## **Nature or Nurture?**

• Derek Bickerton (1981), who found evidence, across a number of languages, of common patterns of linguistic and cognitive development. He proposed that human beings are "bio-programmed" to proceed from stage to stage. Like flowering plants, people are innately programmed to "release" certain properties of language at certain developmental ages. Just as you can not make a geranium bloom before its "time," so human beings will "bloom" in predetermined, preprogrammed steps.

### Universals

- Werner Leopold (1949) who, incidentally, was far ahead of his time, made a rather eloquent case for certain phonological as well as grammatical universals in language. Leopold inspired later work by Greenberg (1963, 1966), Bickerton (1981), and Slobin (1986, 1992).
- Slobin (1986, 1992) and his colleagues have gathered some data on language acquisition in Japanese, French, Spanish, German, Polish, Hebrew, and Turkish, among others. Interesting universals of pivot grammar and other telegraphese are emerging.
- Maratsos (1988) enumerates some of current universal linguistic categories under investigation by a number of different researchers: see page 35and 36
- (Saleemi 1992: 58). The child's "initial state is supposed to consist of a set of universal principles which specify some limited possibilities of variation, expressible in terms of parameters which need to be fixed in one of a few possible ways"
- (Holzman 1998:49)the Principle of Structure Dependency "states that language is organized in such a way that it crucially depends on the structural relationships between elements in a sentence (such as words, morphemes, etc.)"

# Language and Thought

- Piaget (1972), who claimed that cognitive development is at the very center of the h-uman organism and that language is dependent upon and springs from lmgnitive development. Others choose to emphasize the influence of language on cognitive development.
- Vygotsky (1962, 1978) also differed from Piaget in claiming that social interaction, through language, is a prerequisite to cognitive development.
- (Schinke-Llano 1993)Thought and language were seen as two distinct cognitive operations that grow together.
- Vygotsky's Zone of Proximal Development is the distance between a child's actual cognitive capacity and the level of potential development (Vigotsky 1978:86).
- (Benjamin Whorf, who with Edward Sapir) One of the champions of the position that language affects thought was Benjamin Whorf, who with Edward Sapir formed the well-known Sapir-Whorf hypothesis of linguistic relativity -- namely, that each language imposes on its speaker a particular "world view."

### **Imitation**

• (McNeill )Consider the following conversation as recorded by McNeill (1966:69): SEE PAGE 39.

### **Practice SEE P**

- Ruth Weir (1962). She found that her children produced rather long monologues in bed at night before going to sleep. Here is one example: "What color ... What color blanket ... What color mop ... What color glass ... Mommy's home sick ... Where's Mommy home sick ... Where's Mikey sick ... Mikey sick.
- Brown and Hanlon (1970), for example, found that the frequency of occurrence of a linguistic item in the speech of mothers was an overwhelmingly strong predictor of the order of emergence of those items in their children's speech.
- McNeill (1968:416) found that a Japanese child produced the Japanese postposition ga far more frequently and more correctly than another contrasting postposition wa, even though her mother was recorded as using wa twice as often as ga. McNeill attributed this finding to the fact that ga as a subject marker is of more importance, grammatically, to the child, and she therefore acquired the use of that item since it was more meaningful on a deep- structure level. Another feasible explanation, however, for that finding might lie in the easier pronunciation of ga.
- Nativists who claim that "the relative frequency of stimuli is of little importance in language acquisition" (Wardhaugh 1971:12) might, in the face of evidence thus far, be more cautious in their claims.

### Input

- McNeill, for example, wrote: "The speech of adults from which a child discovers the locally appropriate manifestation of the linguistic universals is a completely random, haphazard sample, in no way contrived to instruct the child on grammar" (1966:73).
- Labov (1970:42) noted that on the basis of his studies the presumed ungrammaticality of everyday speech appears to be a myth.
- Bellugi and Brown (1964) and Drach (1969) found that the speech addressed to children was carefully grammatical and lacked the usual hesitations and false starts common in adult-to-adult speech.
- Landes's (1975) summary of a wide range of research on parental input supported their conclusions.
- More recent studies of parents' speech in the home (Hladik and Edwards 1984; Moerk 1985)
   confirm earlier evidence demonstrating the selectivity of parental linguistic input to their children.

# Discourse

- Berko-Gleason (1982:20) described the new trend:
  - "While it used to be generally held that mere exposure to language is sufficient to set the child's language generating machinery in motion, it is now clear that, in order for successful L1 acquisition to take place, interaction, rather than exposure, is required; children do not learn language from overhearing the conversations of others or from listening to the radio, and must, instead, acquire it in the context of being spoken to."
- Sinclair and Coulthard (1975) proposed that conversations be examined in terms of initiations and responses

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СНЗ

# DISPELLING MYTHS Ch3

- H.H. Stern (1970: 57-58) summarized some common arguments that cropped up from time to time to recommend a second language teaching method or procedure on the basis of first language acquisition:page 50
- Ausubel (1964) outlined a number of glaring problems with the then-popular Audiolingual Method, some of whose procedures were ostensibly derived from notions of "natural" (first) language learning. He issued the following warnings and statements: page 51

### TYPES OF COMPARISON AND CONTRAST

- Schachter 1988; Scovel 1999 they said, It is, in one sense, illogical to compare the first language acquisition of a child with the second language acquisition of an adult.
- Curtiss (1977) wrote about Genie, a thirteen year-old girl who had been socially isolated and abused all her life until she was discovered, and who was then faced with the task of acquiring a first language.

### **CRITICAL PERIOD HYPOTHESIS**

- Lenneberg (1967) and Bickerton (1981) made strong statements in favor of a critical period before which and after which certain abilities do not develop.
- Bialystok 1997; Singleton & Lengyel 1995; Scovel 1988, have outlined the possibilities of extrapolating the CPH to second language contexts.

## **Hemispheric Lateralization**

- Zangwill 1971, he said that patients who have had left hemispherectomies have been capable of comprehending and producing an amazing amount of language
- Eric Lenneberg (1967) and others suggested that lateralization is a slow process that begins around the age of two and is completed around puberty.
- Thomas Scovel (1969) proposed a relationship between lateralization and second language acquisition. He suggested that the plasticity of the brain prior to puberty enables children to acquire not only their first language but also a second language, and that possibly it is the very accomplishment of lateralization that makes it difficult for people to be able ever again to easily acquire fluent control of a second language, or at least to acquire it with what Alexander Guiora et al. (1972a) called "authentic" (nativelike) pronunciation.
- Scovel 1988) and other researchers (e.g., Singleton & Lengyel 1995) to take a careful look at neurological factors in first and second language acquisition. This research considered the possibility that there is a critical period not only for first language acquisition but also, by extension, for second language acquisition.
- Much of the neurological argument centers on the **time** of lateralization. While Lenneberg (1967) contended that lateralization is complete around puberty, Norman Geschwind (1970), among others, suggested a much earlier age. Stephen Krashen (1973) cited research to support the completion of lateralization around age five. Krashen's suggestion does not grossly conflict with research on first language acquisition if one considers "fluency" in the first language to be achieved by age five. Scovel (1984: 1) cautioned against assuming, with Krashen, that lateralization is complete by age five. "One must be careful to distinguish between 'emergence' of lateralization (at birth, but quite evident at five) and 'completion' (only evident at about puberty)." If lateralization is not completed until puberty, then one can still construct arguments for a critical period based on lateralization.

### **Biological Timetables**

- Thomas Scovel's (1988 has One of the most compelling arguments for an accent-related critical period. His fascinating multidisciplinary review of the evidence that has been amassed.
- Scovel cited evidence for a sociobiological critical period in various species of mammals and birds.
- Neapolitan et al. 1988, had drawn analogies between the acquisition of birdsong and human language acquisition.
- Scovel's evidence pointed toward the development of a socially bonding accent at puberty, enabling species (a) to form an identity with their own community as they anticipate roles of parenting and leadership, and (b) to attract mates of "their own kind" in an instinctive drive to maintain their own species. "In other words;' explained Scovel (1988: 80), "an accent emerging after puberty is the price we pay for our preordained ability to be articulate apes."
- Walsh and Diller(1981: 18) concluded that different aspects of a second language are learned optimally at different ages:

Lower-order processes such as pronunciation are dependent on early maturing and less adaptive macroneural circuits, which makes foreign accents difficult to overcome after childhood. Higher-order language functions, such as semantic relations, are more dependent on late maturing neural circuits, which may explain why college students can learn many

times the amount of grammar and vocabulary that elementary school students can learn in a given period of time.

## **Right-Hemispheric Participation**

- Obler (1981: 58) noted that in second language learning, there is significant right hemisphere participation and that "this participation is particularly active during the early stages of learning the second language. He cited the strategy of **guessing at meanings**, and **of using formulaic utterances**, as examples of right hemisphere activity.
- Genesee 1982; Seliger 1982 also found support for right hemisphere involvement in the form of complex language processing as opposed to early language acquisition.
- Genesee (1982: 321) concluded that "there may be greater right hemisphere involvement in language processing in bilinguals who acquire their second language late relative to their first language and in bilinguals who learn it in informal contexts.
- Scovel (1982: 324-325) noted, that sort of conclusion needs to be cautious, since the research provides a good deal of conflicting evidence, some of which has been grossly misinterpreted in "an unhappy marriage of single-minded neuropsychologists and double-minded educationalists. . . Brain research ... will not provide a quick fix to our teaching problems."

## **Anthropological Evidence**

- Jane Hill (1970) provided an intriguing response to Scovel's (1969) study by citing anthropological
  research on non-Western societies that yielded evidence that adults can, in the normal course of
  their lives, acquire second languages perfectly.
- One unique instance of second language acquisition in adulthood was reported by Sorenson (1967), who studied the Tukano culture of South America.
- Sorenson reported that during adolescence, individuals actively and almost suddenly began to speak two or three other languages to which they had been exposed at some point. Moreover, "in adulthood [a person] may acquire more languages; as he approaches old age, field observation indicates, he will go on to perfect his knowledge of all the languages at his disposal"
- Sorenson 1967: 678). In conclusion, Hill (1970: 24 -248) suggested that:

  the language acquisition situation seen in adult language learners in the largely monolingual
  American English middle class speech communities ... may have been inappropriately taken to
  be a universal situation in proposing an innatist explanation for adult foreign accents.

  Multilingual speech communities of various types deserve careful study. ... We will have to
  explore the influence of social and cultural roles which language and phonation play, and the
  role which attitudes about language play, as an alternative or a supplement to the cerebral
  dominance theory as an explanation of adult foreign accents.
- Hill's challenge was taken up in subsequent decades. Flege (1987) and Morris and Gerstman (1986), for example, cited motivation, affective variables, social factors, and the quality of input as important in explaining the apparent advantage of the child. However, both Long (1990b) and Patkowski (1990) disputed such conclusions and sided with Scovel in their relatively strong interpretation of an age-related critical period for first and second language acquisition.

## THE SIGNIFICANCE OF ACCENT

- In terms of statistical probability (see Scovel 1988), it is clear that the chances of anyone individual commencing a second language after puberty and achieving a scientifically verifiable authentic native accent are infinitesimal.
- Gerald Neufeld (1977, 1979, 1980) undertook a set of studies to determine to what extent adults
  could approximate native-speaker accents in a second language never before encountered. "While
  Neufeld recognized the limitations of his own studies, he suggested that "older students have
  neither lost their sensitivity to subtle differences in sounds, rhythm, and pitch nor the ability to
  reproduce these sounds and contours"
- Nevertheless, Scovel (1988: 154-159) and Long (1990b: 266-268) later pointed out glaring experimental flaws in Neufeld's experiments, stemming from the methodology used to judge.
- n more recent years, Moyer (1999) and Bongaerts, Planken, and Schils(1995) have also challenged the strong version of the CPH. Moyer's study with native English-speaking graduate students of German upheld the strong CPH: subjects' performance was not judged to be comparable to native speakers of German. The Bongaerts et al.study reported on a group of adult Dutch speakers of

English, all late learners, who recorded a monologue, a reading of a short text, and readings of isolated sentences and isolated words. Some of the non-native performances, for some of the trials, were judged to have come from native speakers. However, in a later review of this study, Scovel (1997: 213) carefully noted that it was also the case that many native speakers of English in their study were judged to be nonnative! The earlier Neufeld experiments and these more recent studies have thus essentially left the strong CPH unchallenged.

- Scovel (1988: 186) captured the spirit of this way of looking at second language acquisition:
  - For me, the acquisition of a new language will remain a phenomenon of natural fascination and mystery, not simply because it is a special skill of such incredible complexity that it remains one of the greatest achievements of the human mind, but because it also is a testimony of how much we can accomplish within the limitations that nature has placed upon us.
- Cook (1995: 55) warned against "using native accent as the yardstick" in our penchant for holding up monolingualism as the standard. And so, maybe instead, we can turn those perspectives into a more positive focus on the "multi-competence" (Cook 1995: 52) of second language learners. Instead of being so perplexed and concerned about how bad people are at learning second languages, we should be fascinated with how much those same learners have accomplished.
- Bongaerts et al. (1995) found results that suggested that certain learner characteristics and contexts may work together to override the disadvantages of a late start.
- Slavoff and Johnson (1995) found that younger children (ages seven to nine) did not have a particular advantage in rate of learning over older (tento twelve-year-old) children.
- Ioup et al.'s (1994) study of a highly nativelike adult learner of Egyptian Arabic are useful in their focus on the factors beyond phonology that might be relevant in helping us to be more successful in teaching second languages to adults

# **COGNITIVE CONSIDERATIONS**

 Jean Piaget (1972; Piaget & Inhelder 1969) outlined the course of intellectual development in a child through

various stages:

- Sensorimotor stage (birth to two)
- Preoperational stage (ages two to seven)
- Operational stage (ages seven to sixteen)
- Concrete operational stage (ages seven to eleven)
- Formal operational stage (ages eleven to sixteen
- Ausubel (1964) hinted at the relevance of such a connection when he noted that adults learning a
  second language could profit from certain grammatical explanations and deductive thinking that
  obviously would be pointless for a child.
- Ellen Rosansky (1975: 96) offered an explanation noting that initial language acquisition takes place when the child is highly "centered":
- (Sullivan 1967: 12), and is related to the concept of equilibrium. That is, cognition develops as a process of moving from states of doubt and uncertainty (disequilibrium) to stages of resolution and certainty (equilibrium) and then back to further doubt that is, in time, also resolved.
- Piaget (1970) claimed that conceptual development is a process of progressively moving from states of disequilibrium to equilibrium and that periods of disequilibrium mark virtually all cognitive development up through age fourteen or fifteen, when formal operations finally are firmly organized and equilibrium is reached

# **AFFECTIVE CONSIDERATIONS**

- Alexander Guiora, a researcher in the study of personality variables in second language learning, proposed what he called the language ego (Guiora et al. 1972b; see also Ehrman 1993) to account for the identity a person develops in reference to the language he or she speaks. He suggested that the language ego may account for the difficulties that adults have in learning a second language.
- Macnamara (1975: 79) noted that "a child suddenly transported from Montreal to Berlin will rapidly learn German no matter what he thinks of the Germans."But as children reach school age, they also begin to acquire certain attitudes toward types and stereotypes of people.

**Bilingualism** 

- Cook 1995 said "bilinguals are not two monolinguals in the same head"
- Reynolds 1991; Schinke- Llano 1989) shows a considerable cognitive benefit of early childhood bilingualism, supporting Lambert's (1972) contention that bilingual children are more facile at concept formation and have a greater mental flexibility.

# **Interference Between First and Second Languages**

- Ravem (1968), Natalicio and Natalicio (1971), Dulay and Burt (1974a), Ervin-Tripp (1974), Milon (1974), and Hansen-Bede (1975), among others, concluded that similar strategies and linguistic features are present in both first and second language learning in children.
- Dulay and Burt (1974a) found, for example, that 86 percent of more than 500 errors made by Spanish-speaking children learning English reflected normal developmental characteristics that is, expected intralingual strategies, not interference errors from the first language.
- Hansen-Bede (1975) examined such linguistic structures as possession, gender, word order, verb forms, questions, and negation in an English-speaking three-year-old child who learned Urdu upon moving to Pakistan.

### **Order of Acquisition**

- Heidi Dulay and Marina Burt (1972, 1974a, 1974b, 1976). They even went so far at one point as to claim that "transfer of 11 syntactic patterns rarely occurs" in child second language acquisition. They claimed that children learning a second language use a **creative construction** process, just as they do in their first language.
- Dulay and Burt found a common order of acquisition among children of several native language backgrounds, an order very similar to that found by Roger Brown (1973) using the same morphemes but for children acquiring English as their first language.
- Rosansky (1976) argued that the statistical procedures used were suspect, and others (Larsen-Freeman 1976; Roger Andersen 1978) noted that eleven English morphemes constitute only a minute portion of English syntax, and therefore lack generalizability. More recently, Zobl and Liceras (1994: 161), in a "search for a unified theoretical account for the 11 and L2 morpheme orders," reexamined the morphemeorder studies and concluded the generalizability of morpheme acquisition order.
- See pages 70-75 because I didn't read them through the book so, I don't know if there are any
  scientists or not.

### CH4

# The "Designer" Methods of the 1970s

 David Nunan (1989: 97) refers to the methods of the day as "designer" methods: promises of success, one size fits all!

### **Community language learning**

- Charles Curran (1972) In his "Counseling-Learning" model of education, he was inspired by Carl Rogers's view of education in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group.
- Curran's model of education was extended to language learning contexts in the form of Community language learning (CLL)

## Suggestopedia

- Lozanov (1979) said that people are capable of learning much more than they give themselves credit for.
- Scovel(1979) criticized the suggestopedia, he showed quite eloquently that Lozanov's experimental data, in which he reported astounding results with Suggestopedia, were highly questionable. Moreover, the practicality of using Suggestopedia was an issue that teachers faced where music and comfortable chairs were not available.

## The Silent Way

Caleb Gattegno, is the founder of the silent way ,he was said to be interested in a "humanistic" approach (Chamot & McKeon 1984: 2) to education, much of the Silent Way was characterized by a problem-solving approach to learning.

- Richards and Rodgers (1986: 99) summarized the theory of learning behind the Silent Way:
  - 1. learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
  - 2. learning is facilitated by accompanying (mediating) physical objects.
  - 3. learning is facilitated by problem solving involving the material to be learned.
- Gattegno (1972) believed that learners should develop independence, autonomy, and responsibility. At the same time, learners in a classroom must cooperate with each other in the process of solving language problems.

## **Total Physical Response**

• James Asher (1977) is The founder of the Total Physical Response (TPR), He noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). He also gave some attention to right-brain learning. According to Asher, motor activity is a right-brain function that should precede left-brain language processing. Asher was also convinced that language classes were often the locus of too much anxiety and wished to devise a method that was as stress-free as possible, where learners would not feel overly self-conscious and defensive. He said that, the teacher was very directive in orchestrating a performance: "The instructor is the director of a stage play in which the students are the actors" (Asher 1977: 43).

## The Natural Approach

• Stephen Krashen's (1982) theories of second language acquisition have been widely discussed and hotly debated since the 1970s. The major methodological offshoot of Krashen's work was manifested in the Natural Approach, developed by one of Krashen's colleagues, Tracy Terrell (Krashen & Terrell 1983).

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