KUNTHAVAI NAACHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN (A) TNJ.

ENGLISH LANGUAGE TEACHING (18KP2E07A)

II SEMESTER

STUDY MATERIAL FOR UNIT I – II

UNIT - I

1.TEACHING OF ENGLISH IN INDIA

ELT in India:

Pre-colonial period

Vasco da Gama's discovery of the sea route to India also paved way for the introduction of English in the sub-continent in 1498.However, it was only in the 18th century, when the Mughal Empire was on the decline and the English East India Company had secured a foothold in India that India's tryst with the English language began. During this period, English was the language of communication of the elite people and was not the lingua franca of the people.

Colonial period

With the consolidation of the activities of the East India Company in eighteenth century, began the efforts of teaching English in the South Asian subcontinent. As far back as 1759, Christian missionaries entered India and the 1787 despatch welcomed the efforts of Rev. Swartz to establish schools for the teaching of English. Another significant effort was the publication of the first book, 'The Tutor', to teach English to the non-Europeans by author John Miller in 1797. This book was published in Serampore in Bengal. Thus the socio- historical stage for the role of English in education was set by the end of the 18th century.

T.B. Macaulay, in the Minutes of 1835, for the first time, formally introduced the teaching of English in the South Asian subcontinent. In his Minutes he mentioned the importance and usefulness of the education that would be given to the natives through the medium of English. There were primarily two objectives of such education. The first was to create through this education a class of natives who, despite their blood and colour, would be English in culture and be able to "interpret" between the rulers and the subjects:"â€¦a class who may be interpreters between us and the millions whom we govern – a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect" (quoted in Macaulay 1835, quoted in Thirumalai, 2003)2. The second was to create a "demand" for the European institutions. Although both the objectives were designed to serve the interest of the Masters, not of the subjects, but it provided the framework of formal English education to India which to a large extent is followed even today..

Thus by the middle of the nineteenth century the aims and objectives of teaching English were very clearly laid out For the remaining period of colonial rule there were a few landmarks in the development of English such as:

The establishment of universities in Kolkata, Mumbai and Chennai in 1857 and in Dhaka in 1920

Selective education and training in administration, imparted through English, the Indian University Act (1904)

Methodology: Language studies were based on literature and grammar and the means of studies was the grammar-translation method. The spoken component of the language was not practised. The emphasis was given on correctness and complete sentence construction.

English also played a critical role in India's struggle for independence as it became the language of political awakening and resurgence. Even Mohandas K. Gandhi (1869-1948), although a strong advocator of use of national language, used English language effectively to put forth his message to the British Government .

Post colonial period

Post independence, the perception of English as having an alien power base changed. Kachru notes that "English now has national and international functions that are both distinct and complementary. English has thus acquired a new power base and a new elitism" (Kachru 1986, p. 12 as cited in Baldridge, 2002).3 For most part of the twentieth century, it remained a language used by a select few. English primarily remained the language of law and administration.

The Present State

Twentieth century witnessed great advancements in science and technology and this enabled many new ways of sharing information and doing business. India's international commercial activities led to the need for acquiring proficiency in English as an international language. Now, English was not just the language of the administrators and policy makers but also became the language of the business and professional class.

In India, the English speaking population is only about 3-4%, but with India's massive population, India is among the top three countries in the world with the highest number of English speakers. In terms of numbers of English speakers, the Indian subcontinent ranks third in the world, after the USA and UK. Most English speakers in India are second language speakers, in 1971, it was estimated that the rate of bilingualism in India was 13% and 99% of English speakers are second-language speakers (Mahapatra 1990: 7 cited in Hohenthal , 2003).4 Spolsky points out that English is the most widely spoken second language, followed by Hindi. English is more useful as a "lingua franca"; the usefulness of Hindi as a lingua franca is regionally limited (Spolsky 1978: 42 cited in Hohenthal , 2003)5. The small segment of the English speaking population controls domains that have professional prestige (Kachru 1986a: 8 cited in Hohenthal , 2003)). It is this small segment of Indian population that heads India's economic, industrial, professional, political, and social progress. Most interactions in the above spheres of life take place in English.

In the linguistically plural settings of India, English often acts as the link -language among people of different dialect. For many educated Indians English is virtually the first language. Thus in the present context English is playing a vital role in bringing together people from different regional languages for a closer exchange of social, educational and administrative network of India . It provides a linguistic tool for the administrative cohesiveness of a country (Kachru 1986a: 8).

English is used in both public and personal domains and its functions "extend far beyond those normally associated with an outside language, including the instrumental, the regulative, the interpersonal and the innovative, self-expressive function"

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English is known, spoken and read by all educated people everywhere in the world. Children in different parts of world speak this language in their school either as the mother tongue or as a foreign language. Most of the countries of the world whose mother tongue is not English learn this as a second language for its cultural and utilitarian values. The people of India are no exception to it.

English is accepted as the second language in India. In the words of Gandhi, "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasures". It gives us an introduction that English has occupied an important place in Indian education.

The following is the importance of teaching English in India.

(i) English has today become one of the major languages of the world.
(ii) It will be very difficult to neglect English language because of rich literature, scientific and technical nature of the language.
(iii) It is strongly felt that English is the only language of preventing isolation from the world.
(iv) English is given access to the treasure of knowledge.
(v) It provides opportunities to Indians to get employment throughout India.
(vi) It helps to have contact with western science and technology.
(vii) It is a language of trade and industry in India.
(viii) It provides a strong binding force to keep all Indians united.
(ix) It works as a powerful language of communication.
(x) It occupies an important place in school curriculum.

Importance of English Language in India

When people make a great fuss over the merits and demerits of a language they overlook an important point that a language is not merely a means of communicating thoughts but also a way of getting civilized.

Since, the date of India's independence, there has been running many claims and counter-claims regarding the use and importance of English in India. Some speak in favour while some others oppose the idea of retaining English as a subject, in our school or college curriculum.

The British rules introduced English in Indian schools with a hope that the troubles in administration due to linguistic barrier would disappear.

So some Indian nationalists claim that English should be removed from this country when the British rule in India has come to the end. For them, English language carries a disgraceful memory of India's subjugation. In their opinion, Hindi should replace English for all purposes.

But the rival section of people judge English from academic point of view. They argue that English is a window language. It is the most widely spoken language in the world. Through this language, India can establish her contacts with the developed nations of the world.

Although Hindi has been pronounced as the national language in India, some non-Hindi speaking states have not yet accepted it in practice. Thus it is practically impossible to achieve inter-provincial communication through Hindi.

The world is developing in the field of science and technology. Scientific inventions in Germany, France and Russia cannot reach India through any language other than English India must keep

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up with the progress of the world in field of science. Therefore, English is inevitable for our country.

Some people argue that importance scientific inventions by the German or the Russian or the French Scientists may be translated into any Indian language and thus the necessity of learning English can be avoided. But it is a tough task.

English Language in India

Introduction: English is one of the most important Global language. Most of the international transactions of recent times were concluded in English. The language has contributed significantly in bringing people and their culture closer.

The benefits of learning English can be seen in the economic, social and political life of the people of the country.

India has undertaken the gigantic task of rapidly developing its economy, and becoming a powerful country. To fulfil this, people must have up-to-date knowledge of the different branches of science. Without expert technicians, mechanics and engineers much progress is not possible. We need them in increasing numbers. In fact, in Medical Science countries like China & Japan are 3-4 years behind India. The very reason for this is that these countries are giving very low importance to English language learning.

Besides this, a growing nation has also to guard her against various internal dangers. Under such conditions, the selection of language to be studied by the youth of the country becomes very significant. English is the store-house of scientific knowledge. Hence, its study is of great importance for a developing country like India.

Importance of English Language in India's international affairs: India's foreign policy is the focus of attention of all the countries of the world. The whole of the world expects to quench its thirst for peace with this policy. India wants to be friendly with all countries. She has to explain and convince others that her point of views is correct. This cannot be done without an effective medium for the exchange of ideas. English provides us with such a medium. This is the language which enjoys the status of an International language. In the U.N.O., the discussions are carried on in this language. In fact, the majority of the countries of the world conduct their business in this tongue. If India wants to play her role in international matters effectively, her people must study English language.

Importance of English in internal matter: India is a country in which people living in different parts having their own languages. The regional languages are quite different from one another. Every few kilometres language changes in India. The leaders and the administrators of the country cannot remain in contact with all these regions without a common language. It is not possible for everyone to know ten or fourteen languages. We do not have any common language at present, except English.

During the English rule, all tried to learn this language. We can feel at home in any corner of the country, if we know this language. English is the language best suited for maintaining internal unity. If we want to crush the provincial, communal and separatist tendencies of our people, we must continue to study it. English is the most important means of national integration with terrorism raising its, ugly head in different parts of the country. We must study English.

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Importance of English in Technological and Scientific advancement: Major technological and scientific advancements have been written in English language. This is the age of science. The world is changing at a terrific speed. This is all due to the scientific and technological progress which the other countries have made. If we want to keep pace with these fast moving countries, scientific and technological research must be made in our own land. We can advance only through knowledge of these subjects. Ultimately, we have to depend upon English. To produce first rate scientists and technicians, English must be taught to our people as good and useful books on these subjects are available in this language only.

Importance of English for higher studies: For proper mental development it is essential that we study the best literature. If we want to shed the feeling of false superiority and to broaden our minds, we must be ever-ready to take the best from others. Now, the literatures of other counties and of our own different languages can be easily obtained in English. In our own languages, modern up-to-date literature is not available. This makes it essential that our young men continue to learn English. Moreover, many a young men go to foreign countries for advanced studies. They need good knowledge of English. Its importance for such scholars is indeed very great.

Use of English for Seeking Job: Even after the completion of their studies, the students of engineering need to have sufficient proficiency in English for getting involved in the process of Job seeking. The vacancies for the jobs are often found announced in English. For understanding the announcements also, they need to possess the capability to perceive what information the vacancy announcements contain.

After being able to understand what the announcement of Job vacancy means what requirements they need to meet for being legible for the vacant post. Furthermore, they have to apply for the post lying vacant in the concerned company. As they prepare themselves for applying for the job, they need to write a very impressive letter of job application. At this moment also, the quality and standard of their English language that they have used in their letter of job applications matters much.

After the submission of the letter of Job applications also, they are required to attend both written examination and interview or group discussion. The qualities of their performance in both the examinations are often gauged on the basis of the quality of English proficiency.

Conclusion: English must be studied as an important foreign language. It must also continue to be the medium of instruction, at least in science and technology, and in other subjects also in higher classes but India represents unity in diversity & respect all languages.

2.LANGUAGE PEDAGOGY AND FUNDAMENTAL CONCEPTS

Language pedagogy is the approach taken towards the methods used to teach and learn languages. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights.

There are **three principal views**:

1. The **structural** view treats language as a system of structurally related elements to code meaning (e.g. grammar).

2. The **functional** view sees language as a vehicle to express or accomplish a certain function, such as requesting something.
3. The **interactive** view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This view has been fairly dominant since the 1980s.[1]

Methodology:

In the late 1800s and most of the 1900s,[2] language teaching was usually conceived in terms of *method*. In seeking to improve teaching practices, teachers and researchers would typically try to find out which method was the most effective.[3] However, *method* is an ambiguous concept in language teaching, and has been used in many different ways. According to Bell, this variety in use "offers a challenge for anyone wishing to enter into the analysis or deconstruction of methods".[4]

Approach, *method* and *technique*:

In 1963, University of Michigan Linguistics Professor Edward Mason Anthony Jr. formulated a framework to describe various language teaching methods, which consisted of three levels: *approach*, *method*, and *technique*.[5] According to Anthony, "The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach."[2] His concept of *approach* was of a set of principles or ideas about the nature of language learning which would be consistent over time; "an approach is axiomatic".[2] His *method* was more procedural; "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach."[2] Finally, his concept of *technique* referred to the actual implementation in the language classroom; "a particular trick, stratagem, or contrivance used to accomplish an immediate objective."[2] He saw techniques as being consistent with a given method and by extension, with a given approach.[5]

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers. A technique is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Such are derived from the controlling method, and less-directly, with the approach.[1]

Anthony's framework was welcomed by the language teaching community when it was introduced, and it was seen as a useful way of classifying different teaching practices.[6] However, it did not clearly define the difference between *approach*, *method*, and *technique*, and Kumaravadivelu reports that due to this ambiguity there was "widespread dissatisfaction" with it.[6] Anthony himself recognized the limitations of his framework, and was open to the idea of improvements being made to it.[6]

Structural method:

Grammar–translation method[edit]
 The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It was the predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself.[*citation needed*] It is now most commonly used in the traditional instruction of the classical languages, however it remains the most commonly practiced method of English teaching in Japan.[*citation needed*]

At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible for all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they

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leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines texts, and develops awareness that language constitutes a system which can be analyzed.

This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course.[*citation needed*] That supposes that the teacher corrects the exercises. The pupil can follow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical rules and control little by little the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each pupil to understand how his mother tongue functions, in order to give him the capacity to communicate his thought.

Audio-lingual method

The audio-lingual method was developed in the United States around World War II when governments realized that they needed more people who could conduct conversations fluently in a variety of languages, work as interpreters, code-room assistants, and translators. However, since foreign language instruction in that country was heavily focused on reading instruction, no textbooks, other materials or courses existed at the time, so new methods and materials had to be devised. For example, the U.S. Army Specialized Training Program created intensive programs based on the techniques Leonard Bloomfield and other linguists devised for Native American languages, where students interacted intensively with native speakers and a linguist in guided conversations designed to decode its basic grammar and learn the vocabulary. This "informant method" had great success with its small class sizes and motivated learners.[1]

This first version of the method was originally called the oral method, the aural-oral method or the structural approach. The audio-lingual method truly began to take shape near the end of the 1950s, this time due government pressure resulting from the space race. Courses and techniques were redesigned to add insights from behaviorist psychology to the structural linguistics and constructive analysis already being used. Under this method, students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The idea is that by reinforcing 'correct' behaviors, students will make them into habits.[1]

 ALM was usually standardized as follows:

1. First item was a dialog in the foreign language (FL) to be memorized by the student. The teacher would go over it the day before.

2. There were then questions in the FL about the dialog to be answered by the student(s) in the target language.

3. Often a brief introduction to the grammar of the chapter was next, including the verb(s) and conjugations.

4. The mainstay is "pattern practice," which were drills expecting "automatic" responses from the student(s) as a noun, verb conjugation, or agreeing adjective was to be inserted in the blank in the text (or during the teacher's pause).

The teacher could have the student use the book or not use it, relative to how homework was assigned. Depending on time, the class could respond as a chorus, or the teacher could pick individuals to respond. **Julian Dakin, in 'The Language Laboratory and Language Learning' (Longman 1973), coined the**

phrase 'meaningless drills' to describe this kind of pattern practice, which others have also described as "mimicry-memorization."

5. There was a vocabulary list, sometimes with translations to the mother tongue.

6. The chapter usually ended with a short reading exercise.

Due to weaknesses in performance,[13] and more importantly because of Noam Chomsky's theoretical attack on language learning as a set of habits, audio-lingual methods are rarely the primary method of instruction today. However, elements of the method still survive in many textbooks.[1]

Functional methods[edit]

The oral approach and situational language teaching[edit]

The oral approach was developed from the 1930s to the 1960s by British applied linguists such as Harold Palmer and A.S. Hornsby. They were familiar with the direct method as well as the work of 19th-century applied linguists such as Otto Jespersen and Daniel Jones but attempted to formally develop a more scientifically founded approach to teaching English than was evidenced by the direct method.[1]

A number of large-scale investigations about language learning and the increased emphasis on reading skills in the 1920s led to the notion of "vocabulary control". It was discovered that languages have a core basic vocabulary of about 2,000 words that occur frequently in written texts, and it was assumed that mastery of these would greatly aid reading comprehension. Parallel to this was the notion of "grammar control", emphasizing the sentence patterns most-commonly found in spoken conversation. Such patterns were incorporated into dictionaries and handbooks for students. The principal difference between the oral approach and the direct method was that methods devised under this approach would have theoretical principles guiding the selection of content, gradation of difficulty of exercises and the presentation of such material and exercises. The main proposed benefit was that such theoretically based organization of content would result in a less-confusing sequence of learning events with better contextualization of the vocabulary and grammatical patterns presented.[1] Last but not least, all language points were to be presented in "situations". Emphasis on this point led to the approach's second name. Proponents claim that this approach leads to students' acquiring good habits to be repeated in their corresponding situations. These teaching methods stress PPP: presentation (introduction of new material in context), practice (a controlled practice phase) and production (activities designed for less-controlled practice).[1]

Although this approach is all but unknown among language teachers today, elements of it have had long-lasting effects on language teaching, being the basis of many widely used English as a Second/Foreign Language textbooks as late as the 1980s and elements of it still appear in current texts.[1] Many of the structural elements of this approach were called into question in the 1960s, causing modifications of this method that led to communicative language teaching. However, its emphasis on oral practice, grammar and sentence patterns still finds widespread support among language teachers and remains popular in countries where foreign language syllabuses are still heavily based on grammar.[1]

Directed practice

Directed practice has students repeat phrases. This method is used by U.S. diplomatic courses. It can quickly provide a phrasebook-type knowledge of the language. Within these limits, the student's usage is accurate and precise. However the student's choice of what to say is not flexible.

Interactive methods

High School Spanish taught as a second language to a class of native English speakers at an American private school in Massachusetts.

Direct method

The direct method, sometimes also called *natural method*, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900 and is best represented by the methods devised by Berlitz and de Sauzé, although neither claims originality and it has been re-invented under other names.[14] The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language: a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary.[14]

According to this method, printed language and text must be kept away from second language learners for as long as possible, just as a first language learner does not use printed words until he has good grasp of speech. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency.

The method relies on a step-by-step progression based on question-and-answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately. Lessons progress to verb forms and other grammatical structures with the goal of learning about thirty new words per lesson.[14]

The series method

In the 19th century, François Gouin went to Hamburg to learn German. Based on his experience as a Latin teacher, he thought the best way to do this would be memorize a German grammar book and a table of its 248 irregular verbs. However, when he went to the academy to test his new language skills, he was disappointed to find out that he could not understand anything. Trying again, he similarly memorized the 800 root words of the language as well as re-memorizing the grammar and verb forms. However, the results were the same. During this time, he had isolated himself from people around him, so he tried to learn by listening, imitating and conversing with the Germans around him, but found that his carefully constructed sentences often caused native German speakers to laugh. Again he tried a more classical approach, translation, and even memorizing the entire dictionary but had no better luck.[14]

When he returned home, he found that his three-year-old nephew had learned to speak French. He noticed the boy was very curious and upon his first visit to a mill, he wanted to see everything and be told the name of everything. After digesting the experience silently, he then reenacted his experiences in play, talking about what he learned to whoever would listen or to himself. Gouin decided that language learning was a matter of transforming perceptions into conceptions, using language to represent what one experiences. Language is not an arbitrary set of conventions but a way of thinking and representing the world to oneself. It is not a conditioning process, but one in which the learner actively organizes his perceptions into linguistics concepts.[14]

The series method is a variety of the direct method in that experiences are directly connected to the target language. Gouin felt that such direct "translation" of experience into words, makes for a "living language". (p59) Gouin also noticed that children organize concepts in succession of time, relating a sequence of concepts in the same order. Gouin suggested that students learn a language more quickly and retain it better if it is presented through a chronological sequence of events. Students learn sentences based on an action such as leaving a house in the order in which such would be performed. Gouin found that if the series of sentences are shuffled, their memorization becomes nearly impossible. For this, Gouin

Material organized by : Mrs.S.Sujithra

preceded psycholinguistic theory of the 20th century. He found that people will memorize events in a logical sequence, even if they are not presented in that order. He also discovered a second insight into memory called "incubation". Linguistic concepts take time to settle in the memory. The learner must use the new concepts frequently after presentation, either by thinking or by speaking, in order to master them. His last crucial observation was that language was learned in sentences with the verb as the most crucial component. Gouin would write a series in two columns: one with the complete sentences and the other with only the verb. With only the verb elements visible, he would have students recite the sequence of actions in full sentences of no more than twenty-five sentences. Another exercise involved having the teacher solicit a sequence of sentences by basically ask him/her what s/he would do next. While Gouin believed that language was rule-governed, he did not believe it should be explicitly taught.[14]

His course was organized on elements of human society and the natural world. He estimated that a language could be learned with 800 to 900 hours of instruction over a series of 4000 exercises and no homework. The idea was that each of the exercises would force the student to think about the vocabulary in terms of its relationship with the natural world. While there is evidence that the method can work extremely well, it has some serious flaws. One of which is the teaching of subjective language, where the students must make judgments about what is experienced in the world (e.g. "bad" and "good") as such do not relate easily to one single common experience. However, the real weakness is that the method is entirely based on one experience of a three-year-old. Gouin did not observe the child's earlier language development such as naming (where only nouns are learned) or the role that stories have in human language development. What distinguishes the series method from the direct method is that vocabulary must be learned by translation from the native language, at least in the beginning.[14]

Communicative language teaching

Communicative language teaching (CLT), also known as *the Communicative Approach*, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms[15] it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although the 'Communicative Language Teaching' is not so much a method on its own as it is an approach.

In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. Dogme language teaching shares a philosophy with TBL, although differs in approach.[16] Dogme is a communicative approach, and encourages teaching without published textbooks and instead focusing on conversational communication among the learners and the teacher.[17]

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3.SKILLS OF LSRW

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English Skills

When we think of English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend both the level of your learners as well as their situational needs. Generally beginners, especially those who are nonliterate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in your lessons may also increase. With

advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need.

Teaching Listening

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model (for example, order a cake from a bakery), or participate in real-time conversation.

Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

- **Before Listening**
  Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.
- **During Listening**
  Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.
- **After Listening**
  Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.

The following ideas will help make your listening activities successful.

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- **Noise**
  Reduce distractions and noise during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes.
- **Equipment**
  If you are using a cassette player, make sure it produces acceptable sound quality. A counter on the machine will aid tremendously in cueing up tapes. Bring extra batteries or an extension cord with you.
- **Repetition**
  Read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen for different information each time through.
- **Content**
  Unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary. You may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').
- **Recording Your Own Tape**
  Write appropriate text (or use something from your textbook) and have another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.
- **Video**
  You can play a video clip with the sound off and ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.
- **Homework**
  Give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete.

Teaching Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom.

Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays. Speaking activities abound; see the Activities and Further Resources sections of this guide for ideas.

Here are some ideas to keep in mind as you plan your speaking activities.

- **Content**
  As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have.
- **Correcting Errors**
  You need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.
- **Quantity vs. Quality**
  Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.
- **Conversation Strategies**
  Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').
- **Teacher Intervention**
  If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.

Teaching Reading

We encounter a great variety of written language day to day -- articles, stories, poems, announcements, letters, labels, signs, bills, recipes, schedules, questionnaires, cartoons, the list is endless. Literate adults easily recognize the distinctions of various types of texts. This guide will not cover instruction for learners with little or no literacy in their native language; you will need to work intensively with them at the most basic level of letter recognition and phonics.

Finding authentic reading material may not be difficult, but finding materials appropriate for the level of your learners can be a challenge. Especially with beginners, you may need to significantly modify texts to simplify grammar and vocabulary. When choosing texts, consider what background knowledge may be necessary for full comprehension. Will students need to "read between the lines" for implied information? Are there cultural nuances you may need to explain? Does the text have any meaningful connection to the lives of your learners? Consider letting your students bring in their choice of texts they would like to study. This could be a telephone bill, letter, job memo, want ads, or the back of a cereal box. Motivation will be higher if you use materials of personal interest to your learners.

Your lesson should begin with a pre-reading activity to introduce the topic and make sure students have enough vocabulary, grammar, and background information to understand the text. Be careful not to introduce a lot of new vocabulary or grammar because you want your students to be able to respond to the content of the text and not expend too much effort analyzing the language. If you don't want to explain all of the potentially new material ahead of time, you can allow your learners to discuss the text with a partner and let them try to figure it out together with the help of a dictionary. After the reading activity, check comprehension and engage the learners with the text, soliciting their opinions and further ideas orally or with a writing task.

Consider the following when designing your reading lessons.

- **Purpose**
  Your students need to understand ahead of time why they are reading the material you have chosen.
- **Reading Strategies**
  When we read, our minds do more than recognize words on the page. For faster and better comprehension, choose activities before and during your reading task that practice the following strategies.
  - Prediction: This is perhaps the most important strategy. Give your students hints by asking them questions about the cover, pictures, headlines, or format of the text to help them predict what they will find when they read it.
  - Guessing From Context: Guide your students to look at contextual information outside or within the text. Outside context includes the source of the text, its format, and how old it is; inside context refers to topical information and the language used (vocabulary, grammar, tone, etc.) as well as illustrations. If students have trouble understanding a

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particular word or sentence, encourage them to look at the context to try to figure it out. Advanced students may also be able to guess cultural references and implied meanings by considering context.

- o Skimming: This will improve comprehension speed and is useful at the intermediate level and above. The idea of skimming is to look over the entire text quickly to get the basic idea. For example, you can give your students 30 seconds to skim the text and tell you the main topic, purpose, or idea. Then they will have a framework to understand the reading when they work through it more carefully.
- o Scanning: This is another speed strategy to use with intermediate level and above. Students must look through a text quickly, searching for specific information. This is often easier with non-continuous texts such as recipes, forms, or bills (look for an ingredient amount, account number, date of service, etc.) but scanning can also be used with continuous texts like newspaper articles, letters, or stories. Ask your students for a very specific piece of information and give them just enough time to find it without allowing so much time that they will simply read through the entire text.

- **Silent Reading vs. Reading Aloud**
Reading aloud and reading silently are really two separate skills. Reading aloud may be useful for reporting information or improving pronunciation, but a reading lesson should focus on silent reading. When students read silently, they can vary their pace and concentrate on understanding more difficult portions of the text. They will generally think more deeply about the content and have greater comprehension when reading silently. Try extended silent reading (a few pages instead of a few paragraphs, or a short chapter or book for advanced students) and you may be surprised at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extended texts, work with materials at or slightly below your students' level; a long text filled with new vocabulary or complex grammar is too cumbersome to understand globally and the students will get caught up in language details rather than comprehending the text as a whole.

ESL textbooks are a good place to look for reading activities that include pre- and post-reading exercises. **If you choose to select your own reading material, the following sites may be helpful.**

- EFL Reading. Free graded reading materials for ESL & EFL students & teachers.
Limited number of texts for various English levels; includes exercises to be done before, during, and after reading.
- English to go
Five free printable low-preparation reading lessons with teaching instructions for beginner through advanced levels; more available with membership.
- Themes From Rural Life
Short reading passages on farm life; reading levels not stated; illustrations and vocabulary lists included; written for adults.
- Aesop's Fables - Online Collection
Hundreds of fables; most will need language modified for ESL; try easier 'Selected Fables' first.

Material organized by : Mrs.S.Sujithra

Teaching Writing

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside your class. This doesn't mean that they shouldn't be challenged to write, but you should consider their needs and balance your class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally.

Two writing strategies you may want to use in your lessons are free writing and revised writing. Free writing directs students to simply get their ideas onto paper without worrying much about grammar, spelling, or other English mechanics. In fact, the teacher can choose not to even look at free writing pieces. To practice free writing, give students 5 minutes in class to write about a certain topic, or ask them to write weekly in a journal. You can try a dialog journal where students write a journal entry and then give the journal to a partner or the teacher, who writes another entry in response. The journals may be exchanged during class, but journal writing usually is done at home. The main characteristic of free writing is that few (if any) errors are corrected by the teacher, which relieves students of the pressure to perform and allows them to express themselves more freely.

Revised writing, also called extended or process writing, is a more formal activity in which students must write a first draft, then revise and edit it to a final polished version, and often the finished product is shared publicly. You may need several class sessions to accomplish this. Begin with a pre-writing task such as free writing, brainstorming, listing, discussion of a topic, making a timeline, or making an outline. Pairs or small groups often work well for pre-writing tasks. Then give the students clear instructions and ample time to write the assignment. In a class, you can circulate from person to person asking, "Do you have any questions?" Many students will ask a question when approached but otherwise would not have raised a hand to call your attention. Make yourself available during the writing activity; don't sit at a desk working on your next lesson plan. Once a rough draft is completed, the students can hand in their papers for written comment, discuss them with you face to face, or share them with a partner, all for the purpose of receiving constructive feedback. Make sure ideas and content are addressed first; correcting the English should be secondary. Finally, ask students to rewrite the piece. They should use the feedback they received to revise and edit it into a piece they feel good about. Such finished pieces are often shared with the class or posted publicly, and depending on the assignment, you may even choose to 'publish' everyone's writing into a class booklet.

Tactful correction of student writing is essential. Written correction is potentially damaging to confidence because it's very visible and permanent on the page. Always make positive comments and respond to the content, not just the language. Focus on helping the student clarify the meaning of the writing. Especially

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at lower levels, choose selectively what to correct and what to ignore. Spelling should be a low priority as long as words are recognizable. To reduce ink on the page, don't correct all errors or rewrite sentences for the student. Make a mark where the error is and let the student figure out what's wrong and how to fix it. At higher levels you can tell students ahead of time exactly what kinds of errors (verbs, punctuation, spelling, word choice) you will correct and ignore other errors. If possible, in addition to any written feedback you provide, try to respond orally to your student's writing, making comments on the introduction, overall clarity, organization, and any unnecessary information.

Consider the following ideas for your writing lessons.

- **Types of Tasks**
  Here are some ideas for the types of writing you can ask your students to do.
  - Copying text word for word
  - Writing what you dictate
  - Imitating a model
  - Filling in blanks in sentences or paragraphs
  - Taking a paragraph and transforming certain language, for example changing all verbs and time references to past tense
  - Summarizing a story text, video, or listening clip (you can guide with questions or keywords)
  - Making lists of items, ideas, reasons, etc. (words or sentences depending on level)
  - Writing what your students want to learn in English and why
  - Writing letters (complaint, friend, advice) - give blank post cards or note cards or stationery to add interest; you can also use this to teach how to address an envelope
  - Organizing information, for example making a grid of survey results or writing directions to a location using a map
  - Reacting to a text, object, picture, etc. - can be a word or whole written piece
- **Format**
  Clarify the format. For an essay, you may specify that you want an introduction, main ideas, support, and a conclusion. For a poem, story, list, etc., the format will vary accordingly, but make sure your students know what you expect.
- **Model**
  Provide a model of the type of writing you want your students to do, especially for beginners.
- **Editing**
  Consider giving students a checklist of points to look for when editing their own work. Include such things as clear topic sentences, introduction and conclusion, verb tenses, spelling, capitalization, etc.
- **Correction**
  Minimize the threatening appearance of correction. Instead of a red pen, use green or blue or even pencil, as long as it's different from what the student used. Explain to the students that you will use certain symbols such as VT for verb tense or WO for word order, and be very clear whether a mark (check mark, X, star, circle) means correct or incorrect as this varies among cultures.

Principles of Language Learning

Children can learn any language as easily as walking, running, playing, etc. People generally assume that those who study in English medium schools are good at English and those who study in government schools are poor in English. Language learning has little to do with the medium of school. It rather depends on teachers' application of principles of language learning. **Let us see what the principles of language learning.**

a. Habit Formation Language learning is a habit formation process. It is a process during which various language habits are formed. Therefore, listening, speaking, reading and writing habits are to be formed consciously and unconsciously.

b. Practice and Drill Language learning is a habit-forming process. For this purpose sufficient practice and drill is needed.

c. Oral Approach A child learns to speak his mother tongue before reading or writing it. This principle should be adopted in learning and teaching a second or a foreign language. 16

d. Natural Order of Learning Listening-Speaking-Reading-Writing (LSRW) is the natural order of learning a language. In this order, a child learns his or her mother tongue without any formal instruction. So this natural order of learning should be considered while teaching English.

e. Multi-Skill Approach All the four language skills are to be given their due importance when learning or teaching them. No skill should be overemphasized or neglected.

f. Selection and Gradation One should proceed from simple to difficult in language learning; therefore, vocabulary and structures of language should be selected and graded as per their frequency, teachability and difficulty level.

g. Situational Approach The English language should be taught in situations which is the natural way in which a child learns his mother tongue.

h. Exposure A child learns his mother tongue because he is exposed to it. While learning a foreign language like English, exposure to it helps in learning it.

i. Imitation The child learns his mother tongue by imitation. The English teacher must provide a good model of speech before the learners. Audio-visual aids should be used.

j. Motivation Motivation plays an important role in learning a language. Thus, learners should be motivated.

k. Accuracy The English teacher should insist on accuracy in all aspects of language learning. So learners follow their teachers and consider them as a role model.

l. Purpose Purpose of language learning should be decided in the beginning. So it becomes a simple affair to design a course suitable for the purpose.

General Objectives of Teaching English
The general objectives of teaching and learning the English language can be summarized as follows:

i.Listening

It enables the learners to:

a. listen to English sounds properly;

b. listen to words with meaning expressed by others;

c. give the response to the talk of the teacher;

d. recognize and tell the meaning of the words and sentences expressed by the teacher;

e. reproduce whatever he has listened from the teacher; and

f. organize the ideas listened to.

ii. Speaking

It enables the learners to:

a. use proper pronunciation in speaking English.

b. use correct stress and intonation in speaking English.

c. speak grammatically correct.

d. tell the answers to the questions asked by the teacher.

e. take part in debate and conversation.

f. use appropriate vocabulary while speaking English.

g. speak English fluently.

iii. Reading

It enables the learners to:

a. read English letters, words and sentences correctly and properly.

b. tell the meaning of the words and sentences provided in the written form.

c. read English with proper stress, intonation, pronunciation.

d. read lessons loudly and silently.

e. read English with proper pauses.

iv.Writing

It enables the learners to:

a. write English letters, words and sentences correctly.

b. use capital and small letters at the proper places.

c. use proper punctuation marks.

d. write answers correctly.

e. write a composition on a simple topic.

f. express the thoughts and ideas in a written form.

g. write grammatically correct.

h. write English with proper speed.

UNIT II

1.THEORIES OF LANGUAGE

There are four theories that explain most of speech and language development: behavioral, nativistic, semantic-cognitive, and social-pragmatic.

The behaviorist theory believes that "infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards," (Cooter & Reutzel, 2004).

John B. Watson - Coined the term "behaviorism" - Studied how a certain stimuli led organisms to make responses - Believed psychology was only an objective observation of behavior

Behaviourists consider learning a language as a set of mechanical habits which are formed through a process of imitation and repetition. Humans learn a language through repeating the same form and text until it becomes a habit. Children imitate the sounds and patterns which they hear around (Lightbown & Spada: 1999).

Behaviourism is the earliest language learning theory which is propounded by J.B. Watson (1878-1957) in 1913. This theory is supported and believed by some behaviourists who are Skinner, Pavlov and Thorndike; also, profoundly developed the theory of behaviourism on learning.

Behaviourism focuses on observable behaviours which are changed as the symptoms of learning. According to Brown (1987: 17), the behaviouristic approach focuses on the immediately perceptible aspects of linguistic behaviour – the publicly observable responses. Learning only occurs when there are changes in behaviour and observable as an evidence of changing. Feeling and mental process are not accepted in Skinner's human behaviour's theory; however, he still accepted the existence of mind. Behaviourists consider learning a language as a set of mechanical habits which are formed through a process of imitation and repetition. Humans learn a language through repeating the same form and text until it becomes a habit. Children imitate the sounds and patterns which they hear around (Lightbown & Spada: 1999). So, it was proposed that learners would repeat words they heard and tried to use it in their conversation until it became a regular basis in life. Behaviourists therefore think that learning a language especially second language (L2) should be learnt through extensive drill and practice.

Besides that, behaviourists also justified that learning a new language is learning a new set of habit. According to Ellis (1990), learning could be effected by manipulating the environment to provide the required experience. This lead to the theory formation of habit is related to the environment where learning process actually takes place. These habits formation and the environment are recognized as Stimulus-Response (S-R) by Pavlov and Skinner. In 1950s, school of psychology successfully prevailed S-R in the form of behaviourism to ensure the connection between both elements. Behaviourists might consider effective language behaviour to be the production of correct responses to stimuli (Brown: 1987). According to the theory, behaviour happens in casual, associative chains; all learning is thus characterized as associative

learning, or habit formation, brought about by the repeated association of a stilmulus with a response Hadley (1993, cited in Hilgard 1962, p.45). So, its best known proponent, B.F. Skinner used rats conclude that conditioning has a 3-state procedure: stilmulus, response and reinforcement. From here, Skinner presumed that human learning and animal learning are parallel; thus, L2 learning is also similar as other kind of learning can be explained by the same laws as well as principles.

In behaviourism, there are two different types of reinforcement. The first one is positive reinforcement, where the response or behaviour is strengthened and positively augmented by praise or reward.

Behaviourist learning theory also claimed that old habits interfere with the acquisition of new ones. Learning of the L2 would be facilitated since all the learners had to do was to transfer L1 habits (Ellis: 1990). That means errors in first language learning (L1) are the result of interference in L2. It has to be avoided and prevent L1 interference happened as well as corrected on the spot if they do occur.

One of the examples of extensively drilling in learning is Audio Lingual Method which is an American method. It is function as a structural approach designed to develop oral communication fluency in L2. Audio Lingual Method is focuses on accuracy (pronunciation and intonation), mistakes should be avoided and corrected immediately if it happened. Ellis (1990: 23) wrote: "for learning to be effective habits had to become automatic." In short, language learning's pattern has to be "over-learnt" and the content based on common day's dialogues as well as expression. If follow by the positive reinforcement which will help students to develop correct habits. By then, learning the structures of the language is more emphasized if compare to the vocabulary.

A cognitive theory of learning

It sees second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways of processing information that enhance comprehension, learning or retention of information.

This explanation of language learning contrasts strongly with the behaviourist account of language learning, which sees language learning as an unconscious, automatic process.

Example
This view leads to a classroom focus on using learning strategies that have been observed in successful language learners and to a view of the learner as an 'information-processor', with limitations as to how much new information can be retained, and who needs strategies to be able to transfer information into memory.

In the classroom
Relevant activities include review and revision, class vocabulary bags, using a scaffolding approach with young learners, analysis and discussion of language and topics, inductive approaches and learner training.

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THE HISTORY OF COGNITIVISM

Cognitivism as a theory of learning studies about the process occurs inside the learner's mind has the own history about how it happens or the development of it. The development of cognitivism theory is famous with the term "cognitive revolution". According to asiaeuniversity (2012:106) the cognitive revolution is the name for an intellectual movement in the 1950s that began with what are known collectively as the cognitive sciences. It began in the modern context of greater interdisciplinary communication and research. Although cognitive psychology emerged in the late 1950s and began to take over as the dominant theory of learning. It wasn't until the late 1970s that cognitive science began to have its influence on instructional design (Mergel,1998).

From the assumptions of the two experts, I can infer that the development of cognitivism happened in the 1950s as the dominant theory of learning. Unfortunately, the impact of it in the language learning occurred in 1970s. One of the real impacts is the influence on instructional design. In this case, the development of cognitive theory in psychology is as the response of behaviorism (asiaeuniversity, 2012:106). As we know that, behaviorism is the theory of language learning which emphasize in observable behavior. The answer why cognitivism theory appears as the response of behaviorism theory was because the behaviorist psychologist tried to avoid the use of mental process in our mind. They tried to erase the cognitivism theory. In other words, they just would like to explain something which is observable, not the unobservable one (cognitivism).

FACTORS INFUENCED THE DEVELOPMENT OF COGNITIVISM

After we know the history of cognitivism, it is important for us to know the factors influenced the development of it. According to Jordan, Carlite & Stack (2008: 36-37) there are four factors influenced it. They are the development of experimental psychology, the move from on interest in external behaviors to internal brain process, the inadequacy of computer and an interest in artificial intelligence.

Experimental psychology
The factor emphasized in how the memory was laid down by using nonsense syllables and words that was begun in the 1880s by Herman Ebbinghuns.

The Shift from behaviorism to cognitivism
The factor emphasized that not all learning can be explained through observable behaviors, sometimes we find unobservable ones. For example : Rats build up a mental representation or cognitive map of their environment and develop expectations rather than a set of inflexible links between stimuli and response(Tolman , 1948 in Jordan, 2008:37).

Language Acquisition
The factor showed that the result of contested theories of language acquisition was the evidence of human cognition. In this case language is as the result which is shaped by the stimulus-response.

Computer and Artificial Intelligence
The factor showed the relationship between computers and cognitivism theory. Here, the computer is seen as a process for cognitive function while brain as the computing tool. For example the cognitive theory consists of information processing, input-process –
output model.In this case, the position of cognitive learning theory is just the beginning to inform the design of CALL materials (Collentine, 2000:3).

DEFINITION OF COGNITIVISM

According to Mergel (1998) cognitivism is a cognitivist theory that based on thought process behind the behavior. It means that the theory occurs inside the learners mind consciously. Moreover, it focuses on how people think, how people understand, and how people know (asiaeuniversity, 2012:107).How people think is the theory stresses in how our ways of thinking will impact to the behavior. How people understand is the theory shows the people's understanding related to outside world. How people know is the theory shows how the people know phenomenon outside the world. Of course, it derives from the process thatrt happens in human mind.

An individual 's cognition plays a significant and primary role in the development and maintenance of emotional and behavioural responses to life situation (Prendes & Resko). In other words, cognitivist theory as the study of mental process could impact or influence the individual's emotion and behavioural responses because it is a process in determining on how person thinks, understands, and knows.

PRINCIPLES OF COGNITIVISM

Cognitivism involves the study of mental processes such as sensation, perception, attention, encoding, and memory that behaviorists were reluctant to study because cognition occurs inside the" black box" of the brain (Jordan, Carlite & Stack, 2008:36). In this case, sensation perception, attention, encoding, and memory are the principle of cognitivism. The followings are the explanation of them.

The first principle is sensation. It shows how the stimuli derived from external stimuli is registered in sensory before it being sent to the following process. The second principle is perception which shows as the process to interpret and make sense something which can be seen through our sense. It consists of pattern recognition, object recognition, bottom up or top down processing, and conscious perception. The third principle is attention which stresses in the concentrating to one thing, that the most importance than the others. It is important to determine the conscious awareness. The fourth principle is encoding as the principle of cognitive theory focuses on the importance of encoding information, after something being perceived and attended to stimuli. The way to encode the information can be done through organizing and then form it in the form of schema. In this case, to encode the information in the form of experience can be conducted through two ways. They are bottom up and top down (Jordan, Carlite, & Stack 2008:43). Bottom up is the way to encode experience by transferring the information that is gained through the external world. It is mediated through attention and perception. While top down is another way to encode experience. It is in the form of action prior knowledge in order to help in interpreting the bottom up. The fifth principle is memory. Memory is the ability to keep and remind the information in our mind. It consists of short term memory, long term memory, and sensory.

Short term memory consists of limited amount of data and short duration. It is also known as the working memory because it consists of some functions. They are rehearsal (repetition), coding, decision making, and retrieval. The information that can be maintained approximately 5-9 bits. According to Vinci (2000: 18) long term memory can hold a huge amount of information-facts , data, and rules for how to use and process them and the information can be maintained for long period. It means that long term memory consists of very large amount of data and very long duration. The way to keep the information can be maintained in this type of memory is by using cues.

THREE IMPORTANT COGNITIVE THEORIES

Cognitive is a learning theory that emphasized in the process which happens inside the learners. In this case, there are three important types of cognitive theories. They are Piaget's cognitive development theory, Vygotsky's socio cultural cognitive theory and the information processing approach.

Piaget's Cognitive Development (1896-1980)

Piaget is the famous psychologist from Swiss who describes cognitivism theory in the cognitive developmental theory. According to Hebb(2003: 3) Piaget's theory states the children actively construct their understanding of the world and go through stages of cognitive development. It means that Piaget described cognitivism in the stage development of children when they are ready to construct the meaning of things through their own understanding which starts from the simple to complex thing. Knowledge and thinking skills provide the substance and tools for cognitive problem solving (Bandura, 1989:9). There are two processes underlie in cognitive construction. They are organization and adaptation. Organization is important in order the children construct the meaning of thing which make sense to them by organizing our experience. For example we specify the less and important ideas then we connect them. While adaptation is useful when we add the new information in our thinking system because there is important additional information.

In this case, adaptation is differentiated into two ways. They are assimilation and accommodation. Assimilation occurs when individuals adjust to new information (Hebb, 2003:3). For example: Newborns reflexively such everything that touches their lips (assimilation) , but after several months of experience, they construct their understanding of the world differently . They don't suck fuzzy blanket (accommodation). Piaget developed the cognitive development because he believed that the children pass the four stages of cognitive development.

The first stage is sensorimotor (from birth to about two years of age). In this stage an infant tries to construct the meaning of something that he or she is seeing and hearing. This stage emphasizes in the infant's motoric action. All the end of the stage, that is two years old babies will have complex sensorimotor than before because they try to desire the meaning of thing in simple symbols. The second stage is preoperational stage (two to seven years of age). In this stage, the children try to represent the world through word, images, and drawing. The third stage is concrete operational stage (seven to eleven years of age). In this stage, the children can use the intuitive thought. It means that they try to learn from concrete to abstract thing. For instance, concrete operational thinkers can't imagine the step to complete algebra equation which is too abstract for thinking at this stage of development. The fourth stage is operational stage (eleven to fifteen years of age) In this stage, the individuals move beyond concrete experiences and think in abstract and more logical terms. For instance formal operational thinkers are more detail in solving the problems.

Vygotsky's Socio Cultural Theory 1896-1934)

Vygotsky is a Russian psychologist who emphasize the cognitivism theory based on the developmental analysis, the role of language, and social relation. According to Hebb(2003:3) there are three claims of Vygotsky. They are child's cognitive skills can be understood only when they are developmentally analyzed and interpreted. It means that if someone wants to know the origin and the transformation from beginning to the next, he must take a part in child's cognitive functioning.

Vygotsky's second claim is cognitive skills are mediated by words, language, and forms of discourse which serve as psychological tools for facilitating and transforming mental activity.It means that language is important tool for children in early childhood in order to plan their activities and solve the problems. His third claims described knowledge is situated and collaborative. It means that knowledge occurred in environments through the interaction with others collaboratively.

CONCLUSION: Cognitive theory is learning theory of psychology that attempts to explain human behavior by understanding the thought process. It is emphasized in the conscious thought. The theory was born in the 1950s. There are four factors influenced the development of it. They are experimental psychology, the shift from behaviorism to cognition, language acquisition and computer artificial intelligence. In this case, cognitivism is divided into three important cognitive theories emphasize their conscious thoughts. They are Piaget's cognitive development theory, Vygotsky's socio cultural cognitive theory, and the information processing approach. All of the types of cognitive theory stress on the important of process that is happening inside the human's mind. The application of cognitive theory can be applied through problem based learning, discovery learning, cognitive strategies, and project based learning. Overall the goal of its application is to create the students to be active in teaching learning process.
Language is the most significant aspect which makes us different from all other species. Accordingly, language acquisition is the most impressive aspect of human development both in psychological and cognitive perspective. However, all the normal human beings acquire the language they first encounter as children. Then they might learn multiple languages but those languages will always be different from the first language they acquired by being exposed to. So, it is evident that there are a lot of differences between the first language and the second language of a person.

Difference between first and language learning

- A first language is the mother tongue or native language of a person while a second language is a language a person learns in order to communicate with the native speaker of that language.
- The first language is like an instinct which is triggered by birth and developed with the experience of being exposed to it. A second language is a personal choice of a person.
- There is no other alternative to a first language. A person cannot decide his/her first language. It comes to him/her as an inheritance/legacy/birthright. On the other hand, a second language is always fixed by the person. There are many alternatives to a second language. A person/community can choose a second language among other languages.
- The acquiring process of the first language is very rapid while the learning process of the second language can vary from language to language and from person to person, but can never be as rapid as the first language acquisition.
- The first language is 'acquired' and the second language is 'learned'. The difference between these two words describes the qualities of the two languages. 'Acquire' means "to come into possession or ownership of" which indicates that the first language is like a dynamic and abstract property which comes into possession of a person. On the other hand, 'learn' means "to gain knowledge or skill by study, instruction, or experience" which indicates that there is nothing passive in second language learning.

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- A first language is completely acquired with 100% proficiency within 6 years from the birth. However, a second language can never be learned as efficiently as a first language; though good competence can be achieved in the second language, the process is slow.
- The first language acquisition is always natural and there is no need for instruction in acquiring it. But a second language learning is not natural and it needs continuous guidance and instruction.
- The first language acquisition begins with telegraphic speech. The term 'telegraphic speech' deriving from the word 'telegram' was coined by Roger Brown, an American psycholinguist, in 1963. It refers to the two-word a child can utter when s/he is 18 to 24 months of age. Examples of telegraphic speech: Mom see, Dad go, No ball, Daddy walk, Mommy milk, etc. On the other hand, the second language acquisition begins with a full sentence. A child cannot start learning the second language without being fully efficient in the first language.
- The first language is a natural part of a person's everyday life. But the second language is a new aspect of the person's life if s/he chooses it to be.
- The first language does not require any conscious effort; the acquisition process of the first language is subconscious. The second language requires constant conscious effort so that the learners can internalize the structures of the second language.

Some factors of difference for the first language and the second language.

1.Age:
It is the most important factor that makes a second language totally different from the first language. Children of the age of 6 who have already acquired full proficiency in their first language are most capable of learning a second language. Adults usually find it difficult to learn a new language when they become too accustomed to their first/native language.

2.Personality:
A child's personality does not usually make that much of difference in the acquisition of the first language. But it makes a huge difference in the learning process of the second language. In the second language learning process, the learners with an introvert personality usually make slow progress than the learners with an extrovert personality.

3.Culture:
The first language is one of the most important factors of a person's culture. But a second language is not that important in anyone's culture. However, the second language has some effects on the culture of a person but not significant enough to be counted as an element of that culture.

4.Motivation:
It is an important factor for the second language learning. A learner with good motivation to learn a second language is likely to learn that language faster. But the acquisition of the first language does not require any motivation because it is a natural phenomenon. The first language is acquired subconsciously and there is no need for motivation to acquire it.

5.Mother Tongue:

The first language is the mother tongue of a person. The second language learning depends a lot on the structures of the first language. If the structure of the first language is similar to the second language, it will be easy and fast for the learners to internalize it. For instance, an English native speaker will find Dutch easier to learn than Hindi as a second language.

A first language and a second language both have their effects on each other. However, as we have learned that the first language is natural and has a solid base in a person's intellectual and psychological development, the first language is not affected by the second language as much as the second language is affected by the first language. Finally, we can say that the relationship and the differences between a first and a second language are complex but constant.