

Theories of language learning



Pedram Razeqi & Mohammad Momeni

Interactional language learning theory

What is Interaction?

Collaborative exchange of thought, feeling or idea.



Interactional language learning theory

Cooperative view of language acquisition that focus on the nature of interaction that occur between a language learner and others, and how such communication help them to learn second language in more efficient way.

Negotiation of Meaning



- ❑ The meaning may be realized through several exchanges, or turns, rather than in a single exchange.
- ❑ One speaker may expand on what the other has said.
- ❑ One person may ask questions to clarify what the other has said.

Repairing Misunderstanding

- Repeating something the other person has said, to confirm understanding.
- Restating something, to clarify meaning.
- Asking the other person to repeat.
- Asking the other person for clarification.
- Repeating a word or phrase that was misunderstood.



Clarifying Input

clarification

- Clerk to customer: You need to fill in the form. **The form.** You need to fill it in. Write here, please.
- Citizen to visitor: Which part of Japan are you from? **Are you from Tokyo?**
- Supervisor to factory worker: You start this one first. **Finish.** Then you see me.

Clarifying input



S: I'm going away for weekend.

T: You're going away for the weekend?

S: Yes, away for the weekend.

T: What did you buy at the sale?

S: I bought it. This bag.

T: Oh, you bought this bag? It's nice.

S: Yes, I bought this bag.

S: Last week, I go away.

T: Oh, you went away last week?

S: Yes, I went away.



Clarifying Input



T: So, **where are you staying now?**

S1: Staying an apartment. Together some friends.

T: That's nice. **How many of you?**

S1: Staying with three friend. Sharing with Nada and Anna. Very near.

T: **It's near here? Near the campus?**

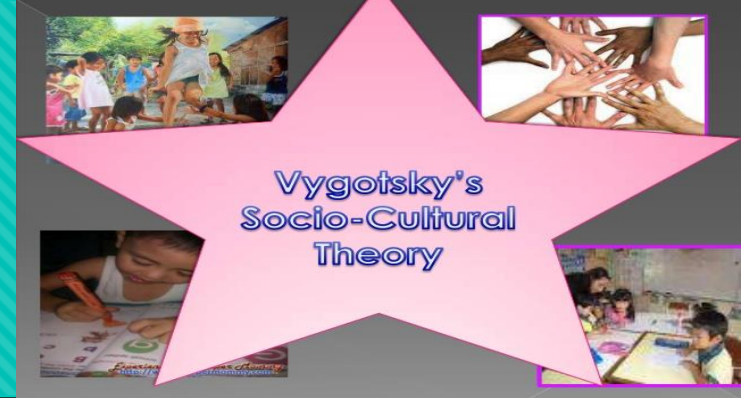
S1: Yes, it's near the campus. On Forbes Street.

Question



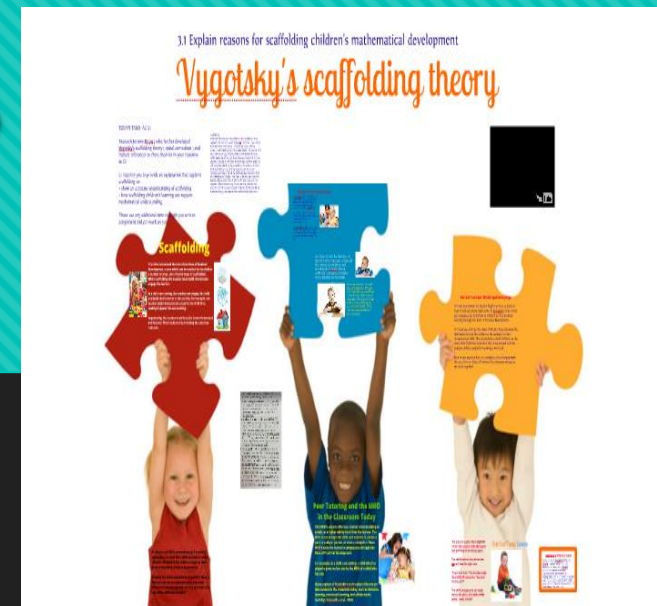
- Do you think reformulation of learners' utterances lead to learning?

Language learning as a social process



- ✓ A view of learning that draws on sociocultural theory developed by Russian psychologist Vygotsky.
- ✓ The notions of scaffolding and the zone of proximal development were introduced by researchers seeking to apply Vygotsky's theories.

At first, What is sociocultural theory?



- Sociocultural theory views language learning as a social process in which meaning and understanding is constructed through dialogue between a learner and a more knowledgeable person.
- The learning takes place in a particular social setting.
- Learning is a process of guided participation, mediated through the guidance of a more knowledgeable other (process of mediation).

Scaffolding



- It refers to the process of mediation.
- Learning is initially mediated and directed by the teacher or other more advanced learners.

So the important question is " How is scaffolding taking place in classroom setting?"

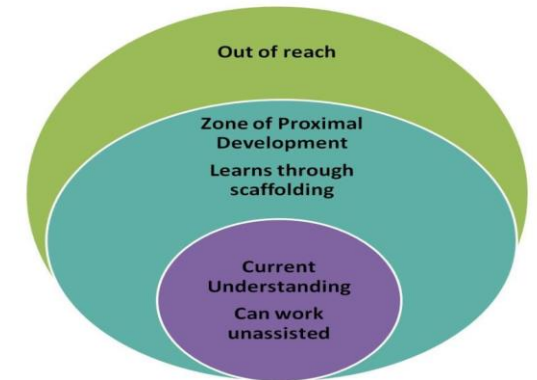
One important question



Do you think scaffolding also occurs between learners of the same level when they carry out an activity?

Zone of proximal development

Zone of Proximal Development



- ✓ Those functions, which are in the stage of maturing, lie in the zone of proximal development.
- ✓ It focuses on the gap between what the learner can currently do and what needs to be achieved to reach the level of potential development.
- ✓ Potential development is determined through problem-solving and adult guidance or in collaboration with more capable peers.

Consider this example:

EXAMPLE

A learner driver is able to effectively drive forward and backward but he or she has problem with parallel parking. Through targeted guidance from a teacher, the learner is able to learn how to park independently.



Language learning as a strategic process

- **Shifting from a subject-centered view of language to the learner-centered approach.**
- **Learning strategies are activities consciously chosen by learners for the purpose of regulating their own learning.**

Six characteristics of good language learners identified by Rubin

1. Accurate guessers who are comfortable with uncertainty.
2. Having strong drive to communicate, and to learn from communication.
3. Not inhibited and are willing to appear foolish.
4. Constantly looking for patterns in language.
5. Seeking out opportunities to practice.
6. Monitoring their own speech and the speech of others.



Different types of strategies used by second language learners

- ❑ Cognitive strategies
- ❑ Metacognitive strategies
- ❑ Social strategies
- ❑ Affective strategies



Cognitive strategies involve deliberate manipulation of language to improve learning

Example

A learner remembers new words by visualizing them represented in a memorable or ridiculous situation. This makes it easier and faster to recall these words.

hurt: /hɜ:rt/

heart: /ha:rt/

Other examples of cognitive strategies: underlining key words, using clues in reading comprehension, mnemonics and ...



Metacognitive strategies involve the planning a learner does before a classroom activity, monitoring performance during an activity and evaluating how he or she carries out an activity.

As an example

How should I approach this reading task? (planning)

What parts of the text should I pay more attention to? (planning)

Am I focusing on the appropriate parts of the text? (monitoring)

Did I understand correctly the words the writer used? (monitoring)

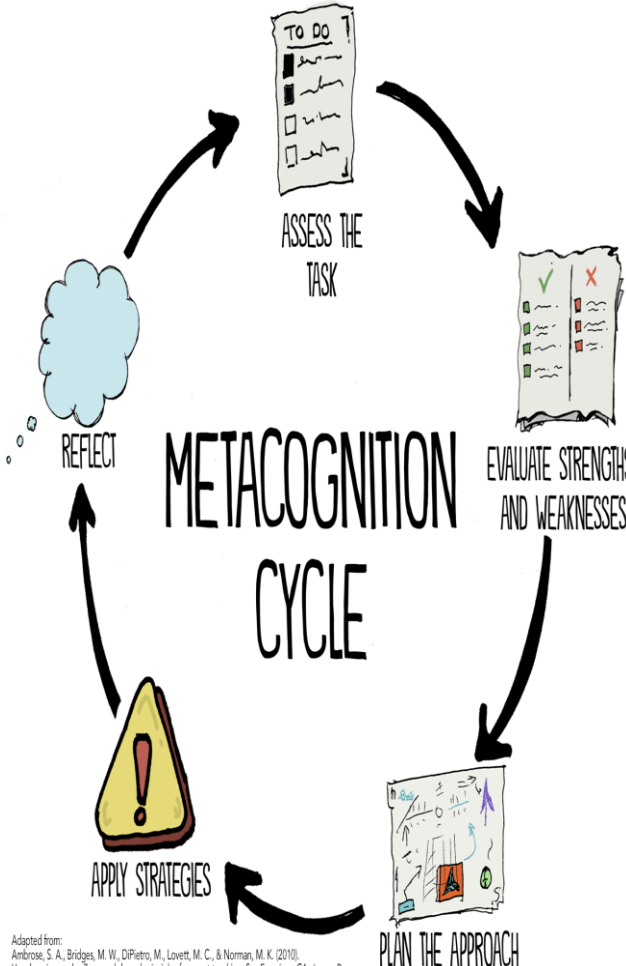
Did I perform the task well? (evaluating)

What caused me to misunderstand part of the text? (evaluating)

THE POWER OF METACOGNITION

Metacognition is vital for students to thrive in college, in their careers, and in life-long learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.



Adapted from: Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

Social strategies are actions the learner initiates in order to increase the amount of interaction

As an example we can say :

a learner may deliberately avoid spending time with people who share his or her mother tongue.

❖ Affective strategies are actions the learner takes to control the emotional conditions.

Example:

Lowering anxiety levels with relaxation techniques is one kind of affective strategy.

Question

What strategies do you use for more effective language learning?



To sum up

english.baby!
sum
up

- ✓ The most important outcome of strategy research is the emphasis it gives to learner autonomy and learner responsibility.
- ✓ Teaching is not simply concerned with teaching language; it includes teaching' how to learn a language.
- ✓ Effective language learning involves developing awareness of strategies that can be used to plan, monitor and evaluate language use, as well as to repair trouble spots in communication.



Thank You

== For Your Attention ==