

BEHAVIOURIST THEORY OF LANGUAGE LEARNING

BEHAVIOURIST THEORY OF LANGUAGE LEARNING REPRESENTS A FUNDAMENTAL PERSPECTIVE IN THE FIELD OF LINGUISTICS AND EDUCATION, EMPHASIZING OBSERVABLE BEHAVIORS AS THE BASIS FOR ACQUIRING LANGUAGE SKILLS. THIS THEORY POSITS THAT LANGUAGE LEARNING IS A PROCESS OF HABIT FORMATION THROUGH REINFORCEMENT AND REPETITION, RATHER THAN AN INNATE ABILITY. ORIGINATING PRIMARILY FROM THE WORK OF PSYCHOLOGISTS SUCH AS B.F. SKINNER, BEHAVIOURIST THEORY HAS DEEPLY INFLUENCED LANGUAGE TEACHING METHODOLOGIES AND CLASSROOM PRACTICES. IN THIS ARTICLE, THE CORE PRINCIPLES OF THE BEHAVIOURIST APPROACH TO LANGUAGE ACQUISITION WILL BE EXAMINED, ALONG WITH ITS HISTORICAL CONTEXT, KEY MECHANISMS, AND PRACTICAL APPLICATIONS. ADDITIONALLY, THE ARTICLE WILL EXPLORE CRITICISMS AND LIMITATIONS OF THE THEORY TO PROVIDE A BALANCED UNDERSTANDING. THIS COMPREHENSIVE OVERVIEW AIMS TO CLARIFY HOW THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING FITS WITHIN THE BROADER LANDSCAPE OF LINGUISTIC RESEARCH AND LANGUAGE EDUCATION.

- HISTORICAL BACKGROUND OF BEHAVIOURIST THEORY
- CORE PRINCIPLES OF BEHAVIOURIST LANGUAGE LEARNING
- MECHANISMS OF LANGUAGE ACQUISITION IN BEHAVIOURISM
- APPLICATIONS IN LANGUAGE TEACHING
- CRITICISMS AND LIMITATIONS OF THE BEHAVIOURIST APPROACH

HISTORICAL BACKGROUND OF BEHAVIOURIST THEORY

THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING EMERGED IN THE EARLY 20TH CENTURY AS PART OF THE BROADER BEHAVIORISM MOVEMENT IN PSYCHOLOGY. THIS THEORY GAINED PROMINENCE THROUGH THE CONTRIBUTIONS OF JOHN B. WATSON AND LATER B.F. SKINNER, WHO ARGUED THAT HUMAN BEHAVIOR, INCLUDING LANGUAGE USE, COULD BE EXPLAINED THROUGH STIMULUS-RESPONSE MECHANISMS. UNLIKE EARLIER LINGUISTIC THEORIES THAT EMPHASIZED INNATE CAPACITIES, BEHAVIOURISM FOCUSED ON EXTERNAL FACTORS AND ENVIRONMENTAL INFLUENCES SHAPING LANGUAGE ACQUISITION. THE PUBLICATION OF SKINNER'S BOOK "VERBAL BEHAVIOR" IN 1957 MARKED A SIGNIFICANT MILESTONE, PROPOSING THAT LANGUAGE IS LEARNED THROUGH OPERANT CONDITIONING. THIS HISTORICAL CONTEXT SET THE STAGE FOR WIDESPREAD ACCEPTANCE OF BEHAVIOURIST PRINCIPLES IN EDUCATIONAL SETTINGS AND LANGUAGE TEACHING DURING MUCH OF THE MID-20TH CENTURY.

CORE PRINCIPLES OF BEHAVIOURIST LANGUAGE LEARNING

THE BEHAVIOURIST THEORY CENTERS ON SEVERAL KEY PRINCIPLES THAT DEFINE HOW LANGUAGE IS ACQUIRED AND DEVELOPED. THESE PRINCIPLES HIGHLIGHT THE OBSERVABLE AND MEASURABLE ASPECTS OF LEARNING, REJECTING INTROSPECTIVE METHODS AND FOCUSING ON BEHAVIOR ITSELF.

STIMULUS-RESPONSE ASSOCIATION

AT THE HEART OF BEHAVIOURIST LANGUAGE LEARNING IS THE STIMULUS-RESPONSE (S-R) RELATIONSHIP. A SPECIFIC STIMULUS IN THE ENVIRONMENT TRIGGERS A VERBAL RESPONSE, WHICH, IF REINFORCED, BECOMES A HABIT. FOR EXAMPLE, A CHILD HEARS THE WORD "MILK" (STIMULUS) AND RESPONDS BY SAYING "MILK" (RESPONSE), AND RECEIVING A POSITIVE REACTION REINFORCES THIS BEHAVIOR.

REINFORCEMENT AND CONDITIONING

REINFORCEMENT PLAYS A CRUCIAL ROLE IN STRENGTHENING LANGUAGE BEHAVIORS. POSITIVE REINFORCEMENT, SUCH AS PRAISE OR REWARDS, INCREASES THE LIKELIHOOD THAT A PARTICULAR VERBAL BEHAVIOR WILL BE REPEATED. NEGATIVE REINFORCEMENT, WHICH INVOLVES REMOVING AN UNPLEASANT STIMULUS, ALSO ENCOURAGES REPETITION OF THE CORRECT LANGUAGE USE. OVER TIME, CONSISTENT REINFORCEMENT CONDITIONS LEARNERS TO PRODUCE APPROPRIATE LANGUAGE FORMS.

IMITATION AND REPETITION

IMITATION IS ANOTHER FUNDAMENTAL PRINCIPLE WHERE LEARNERS REPLICATE THE LANGUAGE THEY HEAR FROM OTHERS. REPETITION OF THESE IMITATED FORMS, COMBINED WITH REINFORCEMENT, HELPS SOLIDIFY LANGUAGE HABITS. THIS PROCESS UNDERSCORES THE BEHAVIOURIST BELIEF THAT LANGUAGE LEARNING IS ESSENTIALLY HABIT FORMATION.

MECHANISMS OF LANGUAGE ACQUISITION IN BEHAVIOURISM

THE MECHANISMS BY WHICH THE BEHAVIOURIST THEORY EXPLAINS LANGUAGE ACQUISITION INVOLVE SEVERAL PROCESSES ROOTED IN CONDITIONING AND BEHAVIORAL RESPONSES. THESE MECHANISMS PROVIDE A FRAMEWORK FOR UNDERSTANDING HOW LEARNERS DEVELOP LINGUISTIC COMPETENCE OVER TIME.

CLASSICAL CONDITIONING

CLASSICAL CONDITIONING, ORIGINALLY STUDIED BY IVAN PAVLOV, CONTRIBUTES TO LANGUAGE LEARNING BY ASSOCIATING NEUTRAL STIMULI WITH MEANINGFUL RESPONSES. FOR INSTANCE, A LEARNER MIGHT ASSOCIATE THE SOUND OF A WORD WITH AN OBJECT OR ACTION THROUGH REPEATED PAIRING, LEADING TO THE DEVELOPMENT OF LANGUAGE COMPREHENSION.

OPERANT CONDITIONING

OPERANT CONDITIONING, EMPHASIZED BY SKINNER, INVOLVES LEARNING THROUGH CONSEQUENCES. LANGUAGE BEHAVIORS FOLLOWED BY POSITIVE CONSEQUENCES ARE MORE LIKELY TO BE REPEATED, WHILE THOSE FOLLOWED BY NEGATIVE CONSEQUENCES ARE DISCOURAGED. THIS MECHANISM EXPLAINS HOW LEARNERS ACQUIRE CORRECT PRONUNCIATION, GRAMMAR, AND VOCABULARY THROUGH TRIAL AND ERROR REINFORCED BY FEEDBACK.

SHAPING AND SUCCESSIVE APPROXIMATIONS

SHAPING REFERS TO THE GRADUAL PROCESS OF REINFORCING CLOSER AND CLOSER APPROXIMATIONS TO THE DESIRED LANGUAGE BEHAVIOR. FOR EXAMPLE, A TEACHER MIGHT INITIALLY REINFORCE ANY VOCALIZATION FROM A LEARNER, THEN ONLY THOSE THAT RESEMBLE ACTUAL WORDS, PROGRESSIVELY GUIDING THE LEARNER TOWARD ACCURATE LANGUAGE PRODUCTION.

APPLICATIONS IN LANGUAGE TEACHING

THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING HAS HAD A SIGNIFICANT IMPACT ON LANGUAGE TEACHING METHODS, ESPECIALLY DURING THE MID-20TH CENTURY. ITS PRACTICAL APPLICATIONS CONTINUE TO INFLUENCE CERTAIN TEACHING STRATEGIES AND CLASSROOM PRACTICES.

DRILL-BASED TEACHING

DRILL EXERCISES ARE A HALLMARK OF BEHAVIOURIST-INSPIRED LANGUAGE INSTRUCTION. THESE REPETITIVE PRACTICES FOCUS ON MEMORIZATION AND REINFORCEMENT OF CORRECT LANGUAGE FORMS THROUGH PATTERN DRILLS, SUBSTITUTION DRILLS, AND

REPETITION DRILLS. THE GOAL IS TO INSTILL AUTOMATICITY IN LANGUAGE USE.

AUDIO-LINGUAL METHOD

THE AUDIO-LINGUAL METHOD, DEVELOPED IN THE 1950S AND 60S, IS DIRECTLY BASED ON BEHAVIOURIST PRINCIPLES. IT EMPHASIZES LISTENING AND SPEAKING SKILLS USING REPETITIVE DRILLS AND IMMEDIATE CORRECTION TO REINFORCE CORRECT RESPONSES. THIS METHOD MINIMIZES EXPLICIT GRAMMAR INSTRUCTION, FOCUSING INSTEAD ON HABIT FORMATION.

POSITIVE REINFORCEMENT TECHNIQUES

LANGUAGE TEACHERS EMPLOYING BEHAVIOURIST TECHNIQUES OFTEN USE PRAISE, REWARDS, AND CORRECTIVE FEEDBACK TO REINFORCE DESIRED LANGUAGE BEHAVIORS. THIS APPROACH ENCOURAGES STUDENT PARTICIPATION AND MOTIVATION BY ASSOCIATING LANGUAGE SUCCESS WITH POSITIVE OUTCOMES.

STRUCTURED AND CONTROLLED LEARNING ENVIRONMENT

BEHAVIOURIST THEORY SUPPORTS A HIGHLY STRUCTURED LEARNING ENVIRONMENT WHERE LANGUAGE INPUT IS CAREFULLY CONTROLLED, AND LEARNERS ARE EXPOSED TO CLEAR MODELS FOR IMITATION. THIS ENVIRONMENT ENSURES CONSISTENT REINFORCEMENT AND MINIMIZES ERRORS DURING EARLY STAGES OF LANGUAGE ACQUISITION.

- REPETITION AND MEMORIZATION
- IMMEDIATE FEEDBACK AND CORRECTION
- USE OF DRILLS AND PATTERN PRACTICE
- TEACHER-CENTERED INSTRUCTION

CRITICISMS AND LIMITATIONS OF THE BEHAVIOURIST APPROACH

DESPITE ITS HISTORICAL INFLUENCE, THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING HAS FACED SUBSTANTIAL CRITICISM FROM LINGUISTS, PSYCHOLOGISTS, AND EDUCATORS. THESE CRITIQUES HIGHLIGHT THE THEORY'S INABILITY TO FULLY EXPLAIN THE COMPLEXITIES OF LANGUAGE ACQUISITION.

NEGLECT OF INTERNAL COGNITIVE PROCESSES

ONE PRIMARY CRITICISM IS THE BEHAVIOURIST DISREGARD FOR INTERNAL MENTAL PROCESSES INVOLVED IN LANGUAGE LEARNING. CRITICS ARGUE THAT LANGUAGE ACQUISITION IS NOT SOLELY A MATTER OF HABIT FORMATION BUT ALSO INVOLVES INNATE COGNITIVE ABILITIES AND MENTAL REPRESENTATIONS BEYOND OBSERVABLE BEHAVIOR.

LACK OF EXPLANATION FOR LANGUAGE CREATIVITY

THE BEHAVIOURIST MODEL STRUGGLES TO ACCOUNT FOR THE CREATIVE AND GENERATIVE NATURE OF LANGUAGE. LEARNERS OFTEN PRODUCE NOVEL SENTENCES THEY HAVE NEVER HEARD BEFORE, INDICATING THAT LANGUAGE ACQUISITION INVOLVES MORE THAN MERE IMITATION AND REINFORCEMENT.

OVEREMPHASIS ON REPETITION AND DRILLS

RELYING HEAVILY ON REPETITION AND DRILLS MAY LEAD TO ROTE LEARNING WITHOUT TRUE COMMUNICATIVE COMPETENCE. THIS APPROACH CAN NEGLECT MEANINGFUL INTERACTION AND CONTEXTUAL LANGUAGE USE, WHICH ARE ESSENTIAL FOR FUNCTIONAL LANGUAGE PROFICIENCY.

EMPIRICAL CHALLENGES AND ALTERNATIVE THEORIES

EMPIRICAL RESEARCH, NOTABLY BY NOAM CHOMSKY, CHALLENGED BEHAVIOURIST ASSUMPTIONS BY EMPHASIZING THE ROLE OF INNATE LINGUISTIC STRUCTURES, SUCH AS THE UNIVERSAL GRAMMAR. COGNITIVE AND INTERACTIONIST THEORIES HAVE SINCE PROVIDED MORE COMPREHENSIVE EXPLANATIONS OF LANGUAGE LEARNING PROCESSES.

SUMMARY OF KEY LIMITATIONS

- IGNORES MENTAL AND COGNITIVE FACTORS
- CANNOT FULLY EXPLAIN NOVEL LANGUAGE USE
- FOCUSES ON MECHANICAL REPETITION OVER COMMUNICATION
- LESS EFFECTIVE FOR ADVANCED LANGUAGE SKILLS

FREQUENTLY ASKED QUESTIONS

WHAT IS THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING?

THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING PROPOSES THAT LANGUAGE ACQUISITION IS A RESULT OF HABIT FORMATION THROUGH CONDITIONING, IMITATION, AND REINFORCEMENT, EMPHASIZING OBSERVABLE BEHAVIORS OVER INTERNAL MENTAL PROCESSES.

WHO IS THE MAIN PROPONENT OF THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING?

B.F. SKINNER IS THE MAIN PROPONENT OF THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING, PARTICULARLY THROUGH HIS WORK ON OPERANT CONDITIONING.

HOW DOES REINFORCEMENT PLAY A ROLE IN THE BEHAVIOURIST THEORY OF LANGUAGE LEARNING?

IN THE BEHAVIOURIST THEORY, REINFORCEMENT STRENGTHENS THE LIKELIHOOD OF A BEHAVIOR BEING REPEATED. POSITIVE REINFORCEMENT, SUCH AS PRAISE OR REWARDS, ENCOURAGES CORRECT LANGUAGE USE, WHILE NEGATIVE REINFORCEMENT OR CORRECTION DISCOURAGES ERRORS.

WHAT ARE THE KEY MECHANISMS INVOLVED IN LANGUAGE LEARNING ACCORDING TO THE BEHAVIOURIST THEORY?

THE KEY MECHANISMS INCLUDE IMITATION, REPETITION, PRACTICE, AND REINFORCEMENT, WHERE LEARNERS MIMIC LANGUAGE INPUT AND ARE CONDITIONED TO PRODUCE CORRECT FORMS THROUGH FEEDBACK.

How does the Behaviourist theory explain language acquisition in children?

According to the Behaviourist theory, children acquire language by imitating the speech they hear and receiving reinforcement from caregivers, which helps them form language habits.

What are some criticisms of the Behaviourist theory of language learning?

Critics argue that the Behaviourist theory overlooks the innate cognitive abilities involved in language acquisition and cannot fully explain how children produce novel sentences they have never heard before.

How is the Behaviourist theory applied in language teaching?

The theory is applied through drills, repetition exercises, and positive reinforcement to encourage correct language usage, often seen in audio-lingual and structural teaching methods.

Does the Behaviourist theory consider internal mental processes in language learning?

No, the Behaviourist theory primarily focuses on observable behaviors and external stimuli, largely ignoring internal mental processes such as thoughts and innate linguistic competence.

How does the Behaviourist theory differ from the Nativist theory of language learning?

The Behaviourist theory emphasizes environmental influence and learned behaviors through conditioning, while the Nativist theory posits that humans have an innate, biological capacity for language acquisition.

Is the Behaviourist theory still relevant in modern language learning research?

While largely supplemented by cognitive and social theories, Behaviourist principles like reinforcement and practice remain influential in certain language teaching methods and behavior modification techniques.

Additional Resources

1. *Behaviorism and Language Learning: Foundations and Applications*

This book provides a comprehensive overview of the behaviorist approach to language learning, tracing its historical roots and foundational principles. It explains key concepts such as stimulus-response, reinforcement, and conditioning within the context of acquiring language skills. The text also explores practical teaching methodologies inspired by behaviorism, making it useful for both students and educators.

2. *Language Acquisition through Conditioning: A Behaviorist Perspective*

Focusing on the role of conditioning in language learning, this book delves into how repeated exposure and reinforcement shape language behavior. It discusses classical and operant conditioning theories as they apply to vocabulary acquisition, pronunciation, and grammar. The author also contrasts behaviorist techniques with other language learning theories to highlight their unique contributions.

3. *Behaviorist Approaches to Second Language Teaching*

This volume examines the application of behaviorist principles in second language classrooms, detailing strategies such as drills, repetition, and positive reinforcement. It provides case studies demonstrating the effectiveness of behaviorist methods in different learning environments. The book also addresses criticisms and limitations, offering a balanced view of behaviorism in language education.

4. *Conditioned Learning and Language Development*

EXPLORING THE PSYCHOLOGICAL UNDERPINNINGS OF LANGUAGE DEVELOPMENT, THIS BOOK OUTLINES HOW CONDITIONED LEARNING SHAPES EARLY SPEECH AND COMPREHENSION. IT INTEGRATES RESEARCH FINDINGS FROM BEHAVIORIST PSYCHOLOGY WITH LINGUISTIC STUDIES TO EXPLAIN LANGUAGE ACQUISITION STAGES. EDUCATORS WILL FIND PRACTICAL INSIGHTS FOR DESIGNING BEHAVIORIST-INSPIRED LEARNING ACTIVITIES.

5. *THE ROLE OF REINFORCEMENT IN LANGUAGE LEARNING*

THIS TEXT FOCUSES SPECIFICALLY ON THE CONCEPT OF REINFORCEMENT AND ITS IMPACT ON LANGUAGE LEARNING OUTCOMES. IT INVESTIGATES VARIOUS TYPES OF REINFORCEMENT—POSITIVE, NEGATIVE, CONTINUOUS, AND INTERMITTENT—AND THEIR EFFECTS ON LEARNER MOTIVATION AND RETENTION. THE AUTHOR INCLUDES EXPERIMENTAL EVIDENCE SUPPORTING REINFORCEMENT AS A CRITICAL FACTOR IN SUCCESSFUL LANGUAGE ACQUISITION.

6. *BEHAVIORISM AND THE STRUCTURAL APPROACH TO LANGUAGE TEACHING*

THIS BOOK LINKS BEHAVIORIST THEORY WITH THE STRUCTURALIST APPROACH TO TEACHING LANGUAGE, EMPHASIZING PATTERN DRILLS AND HABIT FORMATION. IT OUTLINES HOW LANGUAGE STRUCTURES CAN BE TAUGHT EFFECTIVELY THROUGH REPETITION AND REINFORCEMENT. THE WORK IS A USEFUL RESOURCE FOR UNDERSTANDING THE HISTORICAL DEVELOPMENT OF LANGUAGE TEACHING METHODOLOGIES.

7. *STIMULUS-RESPONSE MECHANISMS IN LANGUAGE LEARNING*

CENTERED ON THE STIMULUS-RESPONSE MODEL, THIS BOOK ANALYZES HOW ENVIRONMENTAL STIMULI TRIGGER LANGUAGE RESPONSES THAT BECOME HABITUAL THROUGH PRACTICE. IT OFFERS A DETAILED EXAMINATION OF BEHAVIORAL EXPERIMENTS THAT DEMONSTRATE LANGUAGE LEARNING PROCESSES. THE TEXT ALSO DISCUSSES IMPLICATIONS FOR DESIGNING EFFECTIVE LANGUAGE INSTRUCTION PROGRAMS.

8. *FROM BEHAVIORISM TO COMMUNICATIVE LANGUAGE TEACHING: A HISTORICAL PERSPECTIVE*

THIS BOOK TRACES THE EVOLUTION OF LANGUAGE TEACHING THEORIES, STARTING WITH BEHAVIORISM AND MOVING TOWARDS MORE COMMUNICATIVE APPROACHES. IT HIGHLIGHTS THE CONTRIBUTIONS AND LIMITATIONS OF BEHAVIORIST THEORY IN THE BROADER CONTEXT OF LANGUAGE PEDAGOGY. READERS GAIN AN UNDERSTANDING OF HOW BEHAVIORIST PRINCIPLES INFLUENCED MODERN LANGUAGE TEACHING METHODS.

9. *BEHAVIORIST TECHNIQUES IN LANGUAGE LEARNING: PRACTICE AND THEORY*

COMBINING THEORETICAL DISCUSSIONS WITH PRACTICAL APPLICATIONS, THIS BOOK OFFERS A DETAILED GUIDE TO BEHAVIORIST TECHNIQUES SUCH AS IMITATION, REPETITION, AND REINFORCEMENT SCHEDULES. IT INCLUDES CLASSROOM EXAMPLES, LESSON PLANS, AND ASSESSMENT STRATEGIES ROOTED IN BEHAVIORIST THEORY. THIS RESOURCE IS IDEAL FOR LANGUAGE TEACHERS SEEKING TO INTEGRATE BEHAVIORIST IDEAS INTO THEIR PRACTICE.

Behaviourist Theory Of Language Learning

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behaviourist theory of language learning: Teaching English as a Second Language

Angela L. Carrasquillo, 2013-10-15 First Published in 1994. Educators will welcome this cohesive and comprehensive volume on the research and practice of teaching English as a second language (TESOL). The author, director of the TESOL program at Fordham University Graduate School of Education, provides a holistic view of the field—its practical and philosophical considerations. Of particular interest is the coverage of such new research areas as ESL literacy, cultural literacy, thinking in a second language (TSL), and pragmatic writing.

behaviourist theory of language learning: An Introduction to Language and Linguistics

Ralph Fasold, Jeffrey Connor-Linton, 2006-03-09 This accessible textbook offers balanced and uniformly excellent coverage of modern linguistics.

behaviourist theory of language learning: Approaches and Methods in Language Teaching Jack C. Richards, Theodore S. Rodgers, 2001-03-12 In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, co-operative language learning, content-based instruction, task-based language teaching, and The Post-Methods Era.

behaviourist theory of language learning: Making Mathematics Accessible to English Learners, 2009 This practical book helps middle and high school mathematics teachers effectively reach English learners in their classrooms. Designed for teachers who have had limited preparation for teaching mathematics to English learners, the guide offers an integrated approach to teaching mathematics content and English language skills, including guidance on best instructional practices from the field, powerful and concrete strategies for teaching mathematics content along with academic language, and sample lesson scenarios that can be implemented immediately in any mathematics class. It includes: Rubrics to help teachers identify the most important language skills at five ELD levels Practical guidance and tips from the field Seven scaffolding strategies for differentiating instruction Seven tools to promote mathematical language Assessment techniques and accommodations to lower communication barriers for English learners Three integrated lesson scenarios demonstrating how to combine and embed these various strategies, tools, techniques, and approaches Chapter topics include teaching inquiry-based mathematics, understanding first and second language development, teaching the language of mathematics, scaffolding mathematics learning, and applying strategies in the classroom.

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counter the steering of social processes on the basis of technocratic imperatives, and to provide a rational anticipation of a better future.

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Grahame Hill, 2001 DT These highly successful revision guides have been brought right up-to-date for the new A Level specifications introduced in September 2000. DT Oxford Revision Guides are highly effective for both individual revision and classroom summary work. The unique visual format makes the key concepts and processes, and the links between them, easier to memorize. DT Students will save valuable revision time by using these notes instead of condensing their own. DT In fact, many students are choosing to buy their own copies so that they can colour code or highlight them as they might do with their own revision notes.

behaviourist theory of language learning: In the Linguistic Paradise Ozo-mekuri Ndimele, 2019-02-19 In the Linguistic Paradise is the second volume in the Nigerian Linguists Festschrift Series. The motivating force behind the establishment of the Festschrift Series is to honour outstanding scholars who have excelled in the study of languages and linguistics in Nigeria. This volume is dedicated to Professor E. Nolue Emenanjo, a celebrated linguist and a pioneer professor of Igbo Linguistics. The book is organised in five sections, as follows: Language, History and Society; Literature, Stylistics and Pragmatics; Applied Linguistics; Formal Linguistics; and Tributes. There are 15 papers in the first section the majority address the perennial problem of language choice in Nigeria. Section two contains 10 papers focusing on literature, stylistics and pragmatics. Section three contains 17 papers a sizeable number of which focus on language teaching and learning, two are on lexicography, while others are on language engineering. Section three contains 16 papers focusing on the core areas of linguistics. In section four a biographical profile of Professor E. Nolue Emenanjo and list of publications is presented, while Nwadike examines the contributions of Emenanjo in Igbo Studies.

behaviourist theory of language learning: Second Language Learning Theories - The Behaviouristic Approach as the Initial Theory Towards Modern Researches Marie Louis Freyberg, 2010-10 Seminar paper from the year 2006 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2-3, University of Kassel, 15 entries in the bibliography, language: English, abstract: The way of teaching a Second Language is still subject of research and discussion today. Current studies on L2 teaching methodologies show the necessity of investigation. Long time, L2 teaching methodologies were closely related to theories on L2 learning or Second Language Acquisition (SLA). Those theories became the most popular in World War II and the behaviouristic approach of the 1950's and 60's was influential and leading during a long period following. That is why this paper concentrates on the behaviouristic approach, considering B.F. Skinner especially. As other researchers found this approach insufficient, various studies have been initiated. They tried to find evidence for opposite theories or they enlarged and/or changed behaviourists views. The behaviourist approach still has some influence on L2 teaching today. However, modern investigations made clear that there is a need for distinction between L2 learning theories and teaching methodologies.

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Learners John Warren Carr, Ursula Sexton, Rachel Lagunoff, 2007 This updated edition of the bestselling guidebook helps middle and high school science teachers reach English learners in their classrooms. The guide offers practical guidance, powerful and concrete strategies, and sample lesson scenarios that can be implemented immediately in any science class. It includes rubrics to help teachers identify the most important language skills at five ELD levels; practical guidance and tips from the field; seven scaffolding strategies for differentiating instruction; seven tools to promote academic language and scientific discourse; assessment techniques and accommodations to lower

communication barriers for English learners; and two integrated lesson scenarios demonstrating how to combine and embed these various strategies, tools, techniques, and approaches. The volume is designed for teachers who have had limited preparation for teaching science in classrooms where some students are also English learners.

behaviourist theory of language learning: Second Language Acquisition Susan M. Gass, Larry Selinker, 2001 This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, *Second Language Learning Data Analysis, Second Edition*, makes an ideal accompaniment to the text.

behaviourist theory of language learning: Teaching Science to Every Child John Settlage, Sherry Southerland, 2012-04-23 *Teaching Science to Every Child* provides timely and practical guidance about teaching science to all students. Particular emphasis is given to making science accessible to students who are typically pushed to the fringe - especially students of color and English language learners. Central to this text is the idea that science can be viewed as a culture, including specific methods of thinking, particular ways of communicating, and specialized kinds of tools. By using culture as a starting point and connecting it to effective instructional approaches, this text gives elementary and middle school science teachers a valuable framework to support the science learning of every student. Written in a conversational style, it treats readers as professional partners in efforts to address vital issues and implement classroom practices that will contribute to closing achievement gaps and advancing the science learning of all children. Features include Point/Counterpoint essays that present contrasting perspectives on a variety of science education topics; explicit connections between National Science Education Standards and chapter content; and chapter objectives, bulleted summaries, key terms; reflection and discussion questions. Additional resources are available on the updated and expanded Companion Website www.routledge.com/textbooks/9780415892582 Changes in the Second Edition Three entirely new chapters: Integrated Process Skills; Learning and Teaching; Assessment Technological tools and resources embedded throughout each chapter Increased attention to the role of theory as it relates to science teaching and learning Expanded use of science process skills for upper elementary and middle school Additional material about science notebooks --Provided by publisher

behaviourist theory of language learning: BTEC National Early Years Sandy Green, 2002 This text precisely matches the 2002 specifications for the BTEC National Early Years qualification. It covers the eight core units and two externally assessed specialist units, child health and human growth and development. Each chapter covers a unit of the qualification. It is suitable for those taking the qualification at either certificate or diploma level and contains case studies with linked questions, activities and professional practice pointers throughout to help students apply theory to everyday practice.

behaviourist theory of language learning: Understanding Language Classroom Contexts Martin Wedell, Angi Malderez, 2013-04-11 Arguably the whole point of education is to effect change in what people know and are able to do. Globalization has contributed to a common perception worldwide of the need to introduce changes to the teaching and learning of languages. The success of many attempts to do so has been limited by insufficient consideration of implementation contexts. *Understanding Language Classroom Contexts* explores and illustrates how what happens in any (language) classroom is influenced by (and can be an influence on) the contexts in which it is situated. A clear understanding of these influences is thus the starting point for planning effective

change. The book considers many visible and invisible features of the multiple layers of any context, and provides a framework for understanding the types of factors that may influence whether changes (planned by a teacher or externally initiated) are likely to be successful. The book will help teachers (and educational managers or change planners outside the classroom) to understand why their classrooms are as they are and so to make informed decisions about what can or cannot (or not easily) be changed, and suggests how any changes might be appropriately managed.

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