CHAPTER 2

2. ENGLISH LANGUAGE LEARNING THEORIES

2.1 Introduction

The language teacher, not being a theoretician, usually depends on the research done by linguists, psycho-linguists and socio-linguists. The teacher practices the theories put forward by the theoreticians, including linguists and educationalists, in the class. These theories which eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively. Thus language theories guide a teacher to select and follow an approach to the teaching of any new language.

A modern psychological approach to language is based on moves around two basic theories: behaviourist and cognitive theories of language. Both the theories try to provide an explanation to language learning and present different answers. Behaviourists consider language learning as a process of conditioning and the expected goal in learning is achieved by a series of stimulus and responses. According to behaviourists, learning takes place due to the relationship between stimulus and learners' responses to it. Learner, as a result of this conditioning, will be able to give the expected response and then it can be said that he has learned. Thus practicing the lesson should be important activity of the language learner. Behaviourists believe that these responses of the learners to the stimulus are automatic and not a result of any deliberate thought. During 1930s and 40s, linguists were influenced by Behaviourism and which resulted in the publication of teaching materials based on behaviourist theory.

Cognitive theorists say that each learner has a cognitive structure into which any new learning is absorbed. Cognitive theory is also called 'mentalistic'

because all cognitive interpretation of language learning rests upon the neuro-psychological base of thought. Cognitive theoreticians consider language learning as a 'meaningful process'. Cognitive theory validates Experiential Language Learning because there the learner will understand the new input and connect it with previous inputs or experiences.

2.1.1 Language learning strategies

Learning strategies are used by the learners to help one to acquire, to take input, (Rewrite) and use the information, to make ones learning, quick, simple, more effective which can be passed on to new situations. A learner wants to learn English language to communicate in English fluently and correctly. He needs English in business in a restaurant, to ask directions, etc. Using learning strategies will not enable him to use the language in such situations. Using different learning strategies in a reasonable course of time will enable the learner to use the language successfully. Linguists call it a 'strategy chain', a set of interconnected and supportive strategies. Language autonomy can be acquired with the help of learning strategies. Managing one's own learning process is a must for autonomy. Self-efficacy also can be improved by learning strategies.

There are six major learning strategies: cognitive, mnemonic, metacognitive, compensatory, affective and social.

1. Cognitive: Learners already have many of information. He is always updating this information with new information which he collects from various sources. Cognitive strategy helps learners to make an association with the previous and new knowledge or information. Analysing, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information are examples of cognitive strategies.
2. Mnemonic strategy: Mnemonic strategy assists learners to connect a newly learned knowledge with what they have already learned and know. These are useful for remembering knowledge in a systematic way in different ways. Examples are by sounds as in rhyming, by body movement as learners follow

teachers' command, particular point in a black board or page. Mnemonic strategy connects old & newly learned knowledge stimulus-response manner. This drawback does not prevent learners to use Mnemonic strategy to learn vocabulary items and grammar principles.

3. Metacognitive strategy: many types of Metacognitive strategies exist. 1) They assist learners to manage themselves as learners, 2) In knowledge seeking process, 3) Choose particular tasks for learning. This strategy will help the learner to focus on his area of interest his needs and the best style of learning. Each learning style approach helps to learn a language. Learner can select the learning style which suits him best. Metacognitive strategy helps a learner to select the right resource and fix a goal for language learning. If the goals are not clear the learning process will be obstructed. Metacognitive strategy also helps the learner to handle particular language tasks. Selecting resources to solve these particular tasks also come under this Metacognitive strategy.

4. Compensatory Strategies: Guessing the meaning or idea while listening and reading fills a learning gap. Likewise compensatory or communicative strategies assist learners while speaking and writing. Using synonym and gesturing is a strategy for speaking and use of synonym will fill the knowledge gaps while writing. Cohen (1977) thinks that this strategy is suitable for language use only. Little (1999) and Oxford (1990) are of the opinion that this strategy suits both language use and language learning.

5. Affective strategies: A learner can identify his feelings like anger, unhappiness and anxiety and s/he can be aware of such situations which produce such feelings. Such in language learning process positive attitudes and beliefs can increase the learner's motivation and will improve his language learning.

6. Social strategies: Social strategies are an integral part of communicative language learning. Social strategies help students to know about the culture

of the target language speaking people. Using this strategy learners can learn with others discuss problem questions, etc.

Rubin (1975) believes that the following properties will make a good learner if s/he is a willing and accurate guesser, has a strong drive to communicate, willing to make mistakes, practice, monitors his or her own and others' speech, and pays attention to meaning

A learner can be taught with different learning strategies. The result depends on cultural back ground and contents of the teacher's material.

2.2 Theories, approaches, methods and techniques

Edward Anthony, an American applied linguist, defines language learning theories, approaches, methods and techniques as follows:

> An *approach* is a set of correlative assumptions dealing with the nature of language (i.e. linguistic) and the nature of language teaching and learning; it describes the nature of the subject matter to be taught; it is more theoretical and forms the basis of any method to be formulated; an approach is axiomatic.

> A *method* is an overall plan for the orderly presentation of language material; no part of the method evolved contradicts the principles of the approach on which it is based; a method is more procedural; within any approach, there can be several methods.

> A *technique* represents implementation; it is the actual implementation of a method in the classroom. It is the particular way of doing things to accomplish an immediate objective. Techniques must be consistent with a method, which in turn must be in harmony with an approach (1963:66).

So English language or any language learning approaches and methods have their sources and routes on language learning theories like behaviourism, cognitivism, structuralism, transformationalism and semanticism.

2.2.1 Grammar-Translation method

Medieval scholastic theories produced the grammar-translation method, which was the only teaching method for several centuries. Howatt's 'A History of English Language Teaching' gives a detailed account of the factors that contributed to the grammar-translation method.

> The origins of the grammar-translation method do not lie in an attempt to teach languages by grammar and translation; these were taken for granted anyway. The original motivation was reformist. ... The grammar-translation method was an attempt to adopt these traditions to circumstances and requirements of schools (1984:279)

Howatt says that the method used by individual learners to read and understand a book in a foreign language using dictionary, grammar texts, etc was taken to schools to teach a foreign language or languages. Literary classics were the source textbooks for teaching foreign languages in the grammar-translation methods, because they were the models of good writing correct grammar. Grammar-translation method was practiced in both east and west for many centuries. In India it was for Persian and Sanskrit and in the west it was for Latin and Greek. Franz Ahn and H.G. Ollendorff are the major successful practitioners of this method. Franz Ahn designed courses for German and then in English, Spanish, Italian and Russian languages. Ollendorff designed the textbooks in a graded linguistic syllabus for the first time.

The learner studies the grammar of the L2 in detail. In the second stage, this knowledge of the grammar will be utilised to translate from the mother tongue into the L2. Later he can use the same method to translate from L2 to L1.

The first language is maintained as the reference system in the acquisition of the second language (Stern 1983).

GT method gives more importance to translating sentences and parts of lessons. Teachers give sentences and parts of lessons to students to translate from L1 to L2 and L2 to L1. It is assumed that the learner will be able to translate precisely and learn L2. Bilingual word lists, dictionaries are of much help to teach vocabulary. Learners also memorize words of L2 and its meaning in L1. The flaw of GT method is, it gives least importance to speaking and listening skills. Teachers base their teaching entirely on 'text' and they follow each unit. Communication skills or pronunciation skills are not taken into consideration and literary language is focussed upon. Learners' involvement, application of innovative technique of teachers to meet the needs of the learners are not considered. The entire focus is on writing and reading. Teachers use L1 or mother tongue profusely to explain lessons in L2. Another drawback is even though the texts are written by well known authors they are not from the academic teaching field. For example, to teach English, works of text excerpts of well known authors like, Dickens, Hardy, Shakespeare, Tennyson, Burke are commonly used. Texts in the foreign language are translated into native language orally and in writing and ideally their literary and cultural significance is discussed, although in many classes because of the limitation in the time available, this is done very perfunctorily, if at all (Rivers 1968)

2.2.2 Structural-oral-situational approach

Structural-oral-situational approach or S-O-S approach is the proposition and practice of diligently taken grammatical structures of English in successful, relevant situations. Formally it is practiced through speech. In the next stage focus was on reading and writing. Language is considered as structural elements for sending meaningful messages. Teaching lessons are chosen and classified by qualified teachers or linguists. Classification will decide which should come in the beginning and which should follow the first and which should follow the

third, etc. It is difficult to do anything at any stage, if it is adaptable and suitable many places (Mackey, 1965). In order to classify structural elements, teaching experts take special note of the following points.

- Frequency of structural elements in the language of the user
- Are the classified structures beneficial to acquiring Language
- The feasibility of the teaching and learning in the classrooms.
- Which structural elements can be taken together for the purpose of meeting the students' needs.

Additionally, vocabulary of the L_2 also are chosen and classified. 2000-3000 words which are frequently used by the native speakers and written texts and which are necessary for teaching English are diligently chosen to prepare the vocabulary list.

S-O-S approach is based on the conviction that 'language is primarily speech' L_2 is taught in the same way as the learners picked up their L_1. As they learned their mother tongue, learners first learn by listening, then speaking, then reading and finally writing. Methodologists who advocate SOS believe that Language is a set of habits. They are also influenced by the operant conditioning theories of BF Skinner. Skinner believed that learning language is a habit formation and more use of a language will reinforce it. 'The learners learn to manipulate structures to a point of automatic response to a language stimulus (Rivers, 1964:31)'. Frisby (1957) summarises Palmer's views of language learning process to; first the learner will receive knowledge or resources with knowledge, secondly he will store them into his memory by repeating them and finally he will use them according to the suitability of the situation. SOS approach includes pattern-drilling and memorisation. This may be due to the influence of the behavioural psycho or stimulus-response theory of learning formulated by Skinner.

2.2.3 Direct Method

Direct Method during its initial stages was called natural method. Linguists wanted learners to learn English Language as they learnt their first language or in other words, as a child learns a language. Direct method can be aptly defined as follows. "The direct method originated in a desire to do something that the schools of the time were not doing, and could not do, namely to teach first languages as practical skills for everyday purposes of social survival questions of educational value and worthwhileness were irrelevant. What mattered was the ability to communicate effectively in ordinary life" (Howatt, 1984). 'Direct' suggests that this method intends to teach without translation, grammar or dictionary. Every human being has the ability to communicate in the necessary situations. Most proper and successful way to acquire language is by conversation drills. Maria Dakowska (2005) deems the basic principles of direct method as learning language in a situational context by connecting new words to related contexts for getting suitable meanings.

Direct method gives importance to correct pronunciation. In a Direct Method class, new teaching units were introduced orally. Words were selected based on its usefulness in the given situations. Meaning was taught using objects, pictures, gestures etc. Grammar is learned inductively.

2.2.4 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) focuses on the learner's role, and the importance of meaning. Communicative competence is given prominent position in the process of language learning. CLT deals with most of the aspects of language learning compared to the conventional and modern language teaching methods. Howat talks about the two different types of CLT:

> There is, in a sense, a 'strong' version of communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years stresses the importance of

providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities to wider programmes of language teaching... The 'strong' version of Communicative Language Teaching on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English the latter entails using English to learn it. The two basics of communication is giving a message and completing the information space. Successful communication depends on listener's willingness and ability to understand" (1984: 279)

Savingnon (1983: 8) says, 'We make the best use we can of the symbolic system we know, The meaning we convey depends on others who share an understanding of these symbols and who may or may not interpret them as we intend". Maria Dakowska (2005: 93) gives the following key factors or parameters of the communicative situations.

Table 2.1 Parameters for communicative situations

The setting	**The time and place of communication**
The participants	The social roles of the speakers and the addressees or audience
The purpose	The communicative goal which can be further subdivided into smaller functions
The key	Tone, manner or spirit in which the speech act is performed
The content	The topic of communication may determine the use of specialized language
The channel	The two main channels are activation and visual

Canal and Swaine (1980) say that communication competence is made of grammatical, socio-linguistic and strategic competence. The Aim of teaching should be for the betterment of the communicative competence. The facilitator (teacher) using CLT methodology should take into consideration the communication requirements of students. The students should be allowed to interact with target language speakers. On the other hand, students' mother tongue and the skills used in it should be amply used. Primary purpose of Communicative Language Teaching is to allow the students to experience target language and use it in different contexts. Widdowson (1978: 31) says "meanings do not exist, readymade in the language itself: they are worked out. We are given linguistic clues to what propositions are expressed and what acts are performed, and on the basis of these clues we make sense of the sentences".

2.2.5 Principles of Communicative Method

The initiation and implementation of the Communicative Language Teaching is a step forward in the language teaching pedagogy. The following are some important principles underlying Communicative Language Teaching:

1.   Communicative Language Teaching is student-focused: Students' participation and involvement during the English Language teaching class is the most important factor. In CLT learner is the centre of action or activities. Teacher's role is secondary. (Richards and Rodgers, 1986). The teacher is a facilitator or guide and he involves in the Communicative Language Teaching with the learner in equal terms. The learner can do, involve, negotiate or change the lessons or other components of their task in the target language.

2.   The aim of Communicative Language Teaching is the effective target language learning. Considering this the teaching materials of classroom activities should be made relevant, authentic and meaningful. This will make the learner to understand better and to remember the already learned or done activities. The lessons or activities planned or designed should be

open ended and give opportunities for students to think, have original independent ideas or answers. It should be reality based, relevant, interesting and related to modern civilization lessons and be ideal for CLT. These will make successful learning possible in CLT class. Johnson's suggests,

> The attempts to make information gaps in the classroom, thereby producing communication, viewed as the bridging of the information gap, has characterised much recent communicative methodology. (1979: 201)

This information gap in the CLT should be provided to students as pictures, puzzles, games, audio or video clips, etc.

3. Culture content of the syllabus should be identical to the culture of learners and target language users. Communication and culture are inter-related. So if the classroom activities and lessons like passages, pictures, posters, film clippings, games, puzzles and objects reflect the culture relevant to the learner of target language, they can promote learning via communication.

4. Observing the speaker is important for the listener to comprehend his message in full. The speaker's body language expressions are very important, in addition to his verbal messages. This property of learner-listener observation makes video an integral part of Communicative Language teaching methodology. Subtitles, printed scripts, graphics, print or hand written notes can be used to arrive at successful communication.

5. A Communicative Language Teaching text book should focus on context. It should be skill-oriented, it should be rich, colourful and illustrated with pictures, photographs, cartoons, drawing, maps, charts, etc. Passages should be interesting, real, original and useful. Tasks for teaching all aspects of learning should be there. Tasks should promote problem solving, interaction, planning in advance, making presentation, short speeches, etc.

2.2.6 Task based language learning

Long (1985:89) defines task as any job undertaken by somebody for himself or for other people. It can be buying a ticket, reserving a seat in the theatre and similar other jobs anybody does in his or her everyday life, personally or professionally. Richards (1986: 289) defines a pedagogical task as a performance done as a result of 'processing or understanding language'. Watching a play and later enacting it is an example of a pedagogical task. Practicing or doing variety of tasks will enhance language learning and can be considered as successful task completion. It also will increase the communication skill of the student. Language is practised for learning communication and not for the sake of the language. Breen (1987:23) defines pedagogical task as any language learning attempt which has a definite aim, suitable content and a planned procedure. Doing the task should enhance language learning. Tasks can be done individually, in pair or as a group activity.

Skehan (1998) considers meaning as the basis of a task. Learners have to invent, find out or guess the meaning and he cannot depend on meanings provided by others. The tasks which are given to the learning should be similar to real life incidents. Prominence should be given to the successful completion of the task. Task evaluation is done on the basis of outcome.

Ellis (2003:16) expects a task to be like a real work activity, which involve in productive oral and written skills like any other language learning process.

David Nunan (2007: 4) defines a task as a classroom work, which helps students to understand, manipulate and communicate in the target language. Students should acquire grammatical knowledge, while being involved in a task. For meaning expression, conveying meaning is preferred to manipulation. A task should be complete, independent and should have 'a beginning, middle and an end'.

2.2.6.1 A task framework

A task used in the task based language teaching is similar to or identical to any activity which a person does in his or her routine life. Halliday (1985) divides real world tasks, into three general activities. He calls them three 'macro functions of language. People use language to buy or sell or exchange goods and perform and get service. This is transactional or service macro function. We as social human beings use language to interact with others. This is known as the interpersonal or social macro functions. We use language to write or read, i.e., for enjoyment and entertainment and this according to Halliday is the aesthetic macro function of language.

Day to day activities or real-world tasks are brought into the classroom for learning and they are presented as pedagogical task. Tasks are planned and implemented in the classroom, not for repeating what they do outside but to use as a learning method. In the beginning the learners will reproduce learning with or without changes, but later this will make them capable of creating language expressions selecting from the texts and other materials developed for doing the tasks. David Nunan says, "...Language classrooms are unnatural by design, and that they exist precisely to provide for learners the kinds of practice opportunities that do not exist outside the class room." (2007: 22). According to David Nunan principles of task based language leaching can be defined as following (2007)

2.2.6.2 Principles of Task based language teaching

1. Scaffolding

Teacher has an important role in the learner-centred task-based language teaching. Learning materials and study units support and back the learning process. Teacher will facilitate a favourable atmosphere where learning takes place.   The task to be introduced is higher than the learner's existing knowledge. All the teaching or implementation of the steps of the task should be done carefully and in time.

2. Dependency

Each lesson is a chain of different tasks. Each task precedes another and is succeeded by another. Each task is a natural continuation of the preceding task. In each task there are sub activities like listening or observing the tasks repeatedly and manipulating and then creating new language expressions.

3. Recycling

Learners should be given more opportunities for learning a particular lesson by taking more time. This time period will give him opportunities for going through or face varied linguistic and experiential environments. The learner will see how a piece of learning material which he did not understand initially works in conjunction with other closely related linguistic items. From the different opportunities society give for example, in a restaurant, theatre or super market, the learner can learn how to express like and dislike, such as yes or no questions, making preferences, etc.

4. Active Learning

The Major idea of experiential learning is 'learning by doing'. Learners can build up their learning and knowledge instead of waiting for the teacher to transfer it to them. Experiential learning provides immense opportunities for the learners in the class, they can 'use' the language by way of role play, memorisation of dialogues, developing storylines, completing chart, etc. Using audio and video input, listening to teachers and fellow students will help to complete their learning tasks. Experiential learning doesn't reject the teacher. Teacher has a major role – giving input, explaining etc. But real class time should be student focussed and not teacher dominated.

5. Integration

Language teaching, especially second language teaching was based on synthetic approach, where lexical, grammatical and phonological items were

taught separately. Communicative activities did not consider their effect and by 1980 they argued for a meaning based approach instead of the form based or synthetic approach. Due to this conflict an attempt has been made to integrate both the formal and functional aspects of teaching where communication's role was stressed because 'communication is learning'.

6. Reproduction is learning

In regular tasks, students repeat or reproduce what is provided by the teachers and teaching materials. These tasks are provided for the purpose of teaching forms, functions and meanings. These tasks can be considered as the pre-tasks which were followed by creative tasks where students connecting these expressions and familiar components create original and new ideas, usages and sentences. They will reach a level where they can generate creative language.

7. Reflection

In task-based language teaching, each teaching task is based on a distinct teaching strategy. Students who understand this strategy were better learners. Because of the change in the focus from language content to learning process, a reflective learner can learn better.

2.2.7 Experience Based Language Teaching

It is difficult for a language teacher trainer to teach or train the teacher trainees because they are new and inexperienced in the profession of teaching. It is difficult for the new teacher to anticipate problems which his students may have. The new teacher will find it difficult to know in advance which aspect of language learning is difficult for his students.

But an experienced teacher knows the aspects of language lesson which troubles the students and he knows how much time is required for a student to understand a lesson unit. Language teachers, who are experienced, teach target languages in a flexible manner. Each class they take makes them a better teacher

and they will improve their materials, techniques etc so that the later classes were more didactic, memorable and enjoyable. Every experience each language teacher acquires helps him to use innovative techniques to teach difficult grammar points, solve the problem in pronouncing difficult words, the phrases the students misused, etc. easily. Experience helps language teachers to use or modify or sometimes abandon certain teaching techniques. These strategies can be recollected and used in a future class in the similar way or with changes as the situation requires. As per the teaching situation the teacher selects the most suitable teaching strategy to use in that particular class. Experienced language teachers teach in a flexible manner in the class rooms and it can be elaborated in cognitive psychology term 'schema' theory. Medin and Ross say as follows:

1) A schema refers to one's knowledge about the word (as opposed to information that is in the world).

2) It is general, encoding information about a particular type of situation rather than about one particular situation.

3) It is structured, meaning that it includes not only a set of facts, but also how the facts are related. This allows inferences to be made.

4) Its structure allows it to be used in the comprehension of types of situations (1992: 346)

Another aspect of schema theory is that they produce expectations of what is going to happen, it helps us to understand any unusual happening and it will help us to foresee what is going to happen. Language teachers draw from their memory bank and refine them to introduce in the most suitable way in the class, everyday.

Language teachers improve their teaching skills on the job. A teacher may ask for opinion and get some materials from other teacher. He may collect the necessary materials from the library. Text books from other countries may not be acceptable wholly because of cultural difference. In such case the teacher will

revise, modify and change the materials to suit the students' cultural background. Breen and Litlejohn (2000: 9) say "the actual syllabus is a compromise between the original syllabus and teacher's response to student's needs that is revealed in the classroom".

A well experienced Language teacher has the ability to utilize all teaching skills, and achieve the set goal. The success of this effort will make the students to trust such teachers because they know that any activity done in the class was useful to them.

2.2.8 Activity Based language Teaching

"By engaging in activities that generate feelings of involvement, urgency and excitement, language students find themselves forgetting their inhibitions and expressing themselves more readily in the target language". (Rose M. Senior, 2006: 182). Activities that allow students to enjoy and be entertained are very effective. Activity based language learning with games and other task is part of the communicative approach. If the games and tasks are selected and prepared carefully to suit the students, they are very much relevant. Further these games and fun not only reduce the inhibitions of the students but releases their tension and nervousness. Since they have to gain language proficiency in a short time, this is more relevant in the case of adult learners. Also students preparing for college education do not have much time and are much pressurised. Language teachers in schools find that highly energetic young boys can be streamlined by using activity based language teaching. Teachers can streamline this extra energy to language learning, which is very productive. Communicative games, role-playing, going around the classroom, to interact with others to complete the game, competitive activities where students can encourage their team mates, chanting, singing or giving dictations, making imaginary telephone conversations, students line up according to age and height, move to another location where there is more space and etc., are some of the contents of activity based education.

There is a risk of confusing fun with learning. Several educationalists recognized it. According to Ormrod (2000: 601) "Excitement and entertainment should not be thought of as goals in and of themselves. Rather, they are means to a more important goal: achieving instructional goals". A feeling of lightness and fun will make language learners tension free and will create an atmosphere for better language learning.

2.2.9 Collaborative learning

Entire stake holders, including students and teachers, in English language education can collaborate for the following reasons: (i) to experiment with additional methods of teaching, (ii) encouraging an atmosphere of Co-operation or collaboration among learners instead of competition for which is practiced by the traditional teaching approaches, (iii) collaborative learning will create a situation where all stake holders benefit in equal quantity and terms by sharing information and knowledge, making it a win-win situation, (iv) placing the learner at the centre of the learning process instead of the traditional teacher centered process. (Nunan, Introduction. 2003: 1)

All students are varied and study in his/her own way. These differences in the students' style of learning might be considered for choosing the right learning experiences. Nunan (2003: 2) says, "At each stage in the curriculum process, be it planning, implementation or evaluation, information about learners (and, where feasible, from learners) will be used to guide the selection content, learning experiences and the means of assessing outcomes".

Learner centred curriculum and traditional curriculum agrees on planning, implementation and evaluation. Intense participation of the students in the decision-making method, which includes deciding the subjects of the curriculum and the teaching method, which was hither to done by the teacher only, there is a collaborative effort, and that makes learner centred approach distinct and more significant. (Nunan 1988: 2)

A meaningful and effective collaboration between the learners and teacher can result in the following situation. (i)It can improve the learning of the students in addition to their learning about their learning. (ii) It may improve their knowledge about the target language, about themselves as learners and about (their) learning. (iii) It will improve their communication skills. (iv) Learner has to deal with, understand and adjust with the differences between group needs and individual needs during language learning process, 'both in social, procedural terms as well as linguistic, content terms'. Learner will come to know that the curriculum subjects and learning methods are very much connected. Also he will know that the decision-making tasks are really communicative actions. (Nunan, 2003: 3)

Collaborative learning will help students 'to acquire common learning goals'. It encourages co-operation on the other hand traditional teaching methods pave way for competition. Meanwhile collaborative learning will give opportunities for learners to have occasions for a very healthy competition like competing with other groups and pairs of his class. The successes or failures here will not be personal and in this can they can have the benefits of competition like facing challenges, putting more effort, having a competitive spirit etc and avoid the ill effects of traditional competitive classroom practices. Stevens, Madden, Slavin and Farnish (1987) came to a conclusion that learners using cooperative style outperformed learners who got traditional instruction, in linguistic, grammatical and communication skills. The findings "support the link between the communicative approach to foreign language instruction and cooperative learning in small groups. The study demonstrates how to forge a link between the content and process of instruction" (Bejarano 1987:483)

In tasks where learners negotiate for meaning or are required to negotiate for meaning are significantly appropriate for the development of target language. (Nunan. Introduction. 2003: 4)

Bassano and Christison (1988) suggest three areas in which cooperative learning can be signifiant. They are: "(1) classroom environment and social tasks; (2) process tasks such as peer tutoring and goal setting and (3) progress monitoring and evaluative tasks". They are of the opinion that classrooms and social tasks are ideally suitable for creating cooperation which will lead to better learning. They also suggest that learners can handle responsibilities like, arranging and maintaining of the classroom, keeping the attendance records, making announcements regarding any matters and get feedbacks regarding discipline matters. These duties are in addition to the more important work they have to do, they are: choosing the task activities, setting the goal for each task, developing the materials for pre, main and post tasks, assessing themselves and others and finally creating and maintaining progress charts. (Nunan, Introduction. 2003: p 4)

Armstrong gives a list of five advantages of collaborative teaching approaches.

1. Team teaching permits team members to take advantage of individual teacher strengths in planning for instruction and in working with learners.
2. Team teaching spurs creativity because teachers know they must teach for their colleagues as well as for their learners.
3. Team learning facilitates individualized instruction because it is possible to provide learning environments involving close personal contact between teacher and learner.
4. Team teaching provides for better sequencing and pacing of increments of instruction because perceptions of an individual teacher must be verified by at least one other team member.
5. Team teaching builds program continuity over time. Team teaching programs abide. Specific teachers within a team do not (1977:65-86)

2.3 Experiential learning

Experience is transformed into or used to acquire knowledge. Experiential learning is a conceptual basis for task-based language teaching. Learning experience is used as a language learning content by reliving that experience orally and/or writing their learning intensely. These experiences can be artificially created by asking or allowing them to do different tasks which themselves will promote language learning. 'Learning by doing' is the central idea and the learner's active participation is a must and it is possible if the teacher provides them with interesting tasks, which is related to the everyday life, culture, etc. David Kolb (1984) believes that experiential learning has its roots in subjects like social psychology, humanistic education, developmental education and cognitive theory. Learners make use of what they already know and can do to acquire new knowledge and do new skills. Learners "do this by making sense of some immediate experience, and going beyond the immediate experience through a process of reflection and transformation." (Nunan, 2007: 12)

Another theorist of experiential learning Kohonen provides the following maxims for action for experiential learning.

- Encourage the transformation of knowledge within the learner rather than transmission of knowledge from the teacher to the learner.
- Encourage learners to participate actively in small, collaborative groups.
- Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- Emphasize process rather than products, learning how to learn, self-enquiring, social and communication skills.
- Encourage self-directed rather than teacher-directed learning.
- Promote intrinsic rather than extrinsic motivation. (quoted in TBLT, Nunan, 2007: p.12)

Kohonen (1992: 37) believes that any learning is a part of personal growth. Experiential learning is based on, this maxim, learning a new language is learner's prerogative and responsibility. Experiential language learning enhances learner's ability for self-direction. The learner brings in his/her own personal experiences and thereby adds to the content and learning process instead of waiting for the teacher to do it. All this prove that experiential learning is ideally learner-centred and the learner sidelines the teacher and becomes an independent and self-directed person.

2.3.1 David Kolb and Experiential Learning

David Kolb's 'learning cycle is based on in the concept of 'experience' and his definition of 'learning' has influenced many linguists. Kolb defines, "Learning is the process whereby knowledge is created through the transformation of experience." (Kolb, 1984: 38) He considers experience as the base for the generation of knowledge and likes to "suggest through experiential learning theory a holistic integrative perspective on learning that combines experience, perception, cognition, and behaviour." (Kolb, 1984: 20-21) He calls his experiential learning model as 'Lewinian Experiential Learning Model'. He creates his own learning theory based on this model. Kolb talks of two aspects in his learning cycle. Concrete and immediate experiences help in producing meaning and validating the learning method.

> Immediate personal experience is the focal point for learning, giving life, texture, and subjective personal meaning to abstract concepts and at the same time providing a concrete, publicly shared reference point for testing the implications and validity of ideas created during the learning process. (Kolb, 1984: 21)

Since Kolb's model rests on action research and laboratory teaching, feedback is necessary. The Process of aim-directed action and evaluation of the consequences of this action originates from these feedbacks.

All levels in this model fit into different forms of adaptation to different 'learning styles'. Each learner's learning ability and learning style corresponds to each level mentioned above. Kolb writes:

> Learners, if they are to be effective, need four different kinds of abilities – concrete experience abilities, reflective observation abilities, abstract conceptualization abilities, and active experimentation abilities. That is, they must be able to involve themselves fully, openly, and without bias in new experiences. They must be able to reflect on and observe their experiences from many perspectives. They must be able to create concepts that integrate their observations into logically sound theories, and they must be able to use their theories to make decisions and solve problems. (Kolb, 1984: 30)

So, each part of the circle refers to varied abilities of learners which are required for successful action and thinking. In Kolb's learning cycle, experience is very much subjective and it moves to the rear and correlates to various levels which refer to learners' varied learning abilities. Elkjaer believes that "Kolb has won such a prominent position in many educational researchers' practice and research... is because he says something that feels intuitively correct, namely that it is important to base teaching on participants' own experiences." (Elkjaer, 2010: 86) Experiences for Kolb are a closed circle of the actions and thinking of learners.

Kolb considers learning as a process of creating knowledge. To know more about this learning, human knowledge should be explored to find out the types and the methods through which the knowledge was acquired. Knowledge creation happens, whether small or big, in all spheres. Interaction between 'social' and 'personal' knowledge creates knowledge. Social knowledge is the 'the civilized objective accumulation' of the learners' cultural experience. Personal knowledge is collection of each individual learner's 'subjective'

experience. Thus knowledge is created by the close interaction among the objective and subjective experiences in a 'process called learning.

David Kolb (1984: 3-4) considers learning especially experiential learning as a lifelong process. EL is based on social psychology, philosophy and cognitive psychology. He says,

> The experiential learning model pursues a framework for examining and strengthening the critical linkages among education, work, and personal development. It offers a system of competencies for describing job demands and corresponding educational objectives and emphasizes the critical linkages that can be developed between the classroom and the 'real world' with experiential learning methods.(Kolb, 1984: 3-4)

EL model considers workplace as a place for learning that can enhance and add knowledge. It can facilitate the development of the human personality through meaningful action and career development prospects.

The present research used the experiential learning methods promoted by David Kolb and Kohenen elaborately. ELM was considered to be the most appropriate for the selected respondents as the candidate require 'familiar experiences' to enhance their expression skills.