Chapter 4: Human Learning

Human Learning

1) perceiving
2) attending
3) storing
4) recalling

Learning and Training

Meaning of Learning
1) Specifying entry behavior
2) Formulating the goals of the task
3) Devising methods of training
4) Evaluation procedure

Behavioristic viewpoint of learning
Pavlov and Skinner

Rational/Cognitive stance
Ausubel

Constructivist school of thought
Carl Rogers

Transfer, Interference, and Overgeneralization
The interaction of previously learned material with a present learning event

Transfer
Positive Transfer
Negative Transfer
Overgeneralization
Interference

Inductive and Deductive Reasoning
Inductive
General facts
Rule
Deductive
Rule
general fact

Peter cited that there are more students who perceive idea as a whole before parts emphasizing a positive effect of inductive reasoning

Aptitude and Intelligence
Aptitude
Difference in personal aptitude makes the different speed acquiring second language

Intelligence
Successful language acquisition depends on the motivation and determination than on so called "native" abilities, or aptitude

Three Types of Learning

Pavlov's Classical Behaviorism (Watson and Jocke)
Classical Conditioning (S-R)
Stimulus
Response (R-S)
Conditioned Response
ex) salivation at the sound of the tuning fork

Behaviorism
John Watson
Human behavior should be studied objectively, rejecting mentalistic notions of innateness and instinct

Skinner's Operant Conditioning
Pavlov's Classical Conditioning = Respondent Conditioning
Operant Conditioning (R-A)
Accidental discovery (response)
Reinforcer
Habitual
Learned (conditioned)

Programmed Instruction
a carefully designed program of step-by-step reinforcement
Skinner described language as a system of verbal operants

Audiolingual Method (ALM) in Chapter 3

Ausubel's Meaningful Learning Theory
Contrasting Rote Learning and Meaningful Learning
Rote Learning
the process of acquiring materials as "discrete and relatively isolated" entities

Meaningful Learning
the process of relating and anchoring new material to relevant established entities in cognitive structure

Frank Smith "similar strategies can be used in parlor games"
William James
"in mental terms, the more other facts a fact is associated with in the mind, the better possession of it our memory retains"

Systematic Forgetting
Positive aspect of "Pruning" : We might better achieve the goal of communicative competence by removing unnecessary barriers to automaticity

Attrition (Language Attrition P.87)
Subtractive Bilingualism
members of a minority group learn the language of the majority group, and the latter group downgrades speakers of the minority language

Chapter 4 Human Learning