

# Learning and Learning EFL: A Perspective



Christina Lhaksmita Anandari, Ed.M.

Dr. Retno Muljani, M.Pd.

Layout:

Niko Albert Setiawan, M.Pd.

[SERIES 1]

# **Learning and Learning EFL: A Perspective**

Christina Lhaksmita Anandari  
Retno Muljani



Sanata Dharma University Press

# Learning and Learning EFL: A Perspective

Copyright © 2020

Christina Lhaksmita Anandari & Retno Muljani  
FKIP-Universitas Sanata Dharma

---

Author

**Christina Lhaksmita Anandari**  
**Retno Muljani**

Printed book:  
**ISBN 978-623-6103-00-5**  
EAN 9-786236-103005

Editor:  
Paulus Suparno, S.J.

Education  
First edition, February 2021  
128 p. ; 21 x 29,7 cm.

Layout designers  
Niko Albert Setiawan

PUBLISHED BY:



SANATA DHARMA UNIVERSITY PRESS  
1st Floor, Library Building USD  
Jl. Affandi (Gejayan) Mrican,  
Yogyakarta 55281  
Phone: (0274) 513301, 515253;  
Ext.1527/1513; Fax (0274) 562383  
Email: publisher@usd.ac.id

COLLABORATIONS WITH:

TEACHING RESEARCH BOOK  
PPIP UNIVERSITAS SANATA DHARMA



Sanata Dharma University Press Member of APPTI  
(Association of University Publishers in Indonesia)  
**APPTI Member Number: 003.028.1.03.2018**

---

All rights reserved.

No parts of this book may be reproduced, in any form or by any means  
without permission in writing from author & the publisher.

---

The contents of the book entirely the responsibility of the author.

## Table of Contents

|  |    |
|--|----|
| Table of Contents .....                    | 4  |
| Preface.....                               | 6  |
| What is learning? .....                    | 7  |
| Overview.....                              | 8  |
| Introduction .....                         | 9  |
| Let's Check .....                          | 12 |
| Topics for Discussions and Activities..... | 13 |
| Behaviorism.....                           | 13 |
| Ivan Pavlov .....                          | 13 |
| Thorndike.....                             | 21 |
| B.F. Skinner .....                         | 25 |
| Cognitivism.....                           | 29 |
| David Ausubel.....                         | 31 |
| Constructivism .....                       | 34 |
| Jean Piaget.....                           | 35 |
| Lev Vygotsky.....                          | 48 |
| Erik Erikson.....                          | 51 |
| Jerome Bruner .....                        | 52 |
| Humanism .....                             | 54 |
| Carl Rogers.....                           | 54 |

|   |    |
|---|----|
| Exercises .....                                   | 57 |
| Reflection .....                                  | 59 |
| Learning English as a Foreign Language (EFL)..... | 61 |
| Overview .....                                    | 62 |
| Introduction .....                                | 63 |
| Let's Check .....                                 | 64 |
| Topics for Discussions and Activities.....        | 65 |
| Basic Concepts of Learning a Language.....        | 65 |
| Language Acquisition Device.....                  | 65 |
| Exposure .....                                    | 66 |
| Nature VS Nurture .....                           | 67 |
| Caretaker's speech .....                          | 68 |
| The Critical Period Hypothesis (CPH) .....        | 69 |
| Scaffolding and Practice.....                     | 71 |
| Practice Makes Perfect .....                      | 72 |
| Exercises.....                                    | 75 |
| Learning Vocabulary as a Language Element .....   | 80 |
| What is vocabulary? .....                         | 81 |
| Classifications of words.....                     | 82 |
| Input and intake .....                            | 84 |
| Receptive and Productive Vocabulary.....          | 86 |

|                                       |     |
|---------------------------------------|-----|
| Tips to learn vocabulary .....        | 88  |
| Exercises .....                       | 90  |
| Learning Reading Skills .....         | 95  |
| Commonly Used Reading Strategies..... | 96  |
| How to paraphrase .....               | 97  |
| Mind mapping .....                    | 104 |
| Exercises.....                        | 105 |
| Reflection .....                      | 108 |
| References.....                       | 113 |
| Online Sources.....                   | 115 |
| Glossary.....                         | 118 |

# Preface

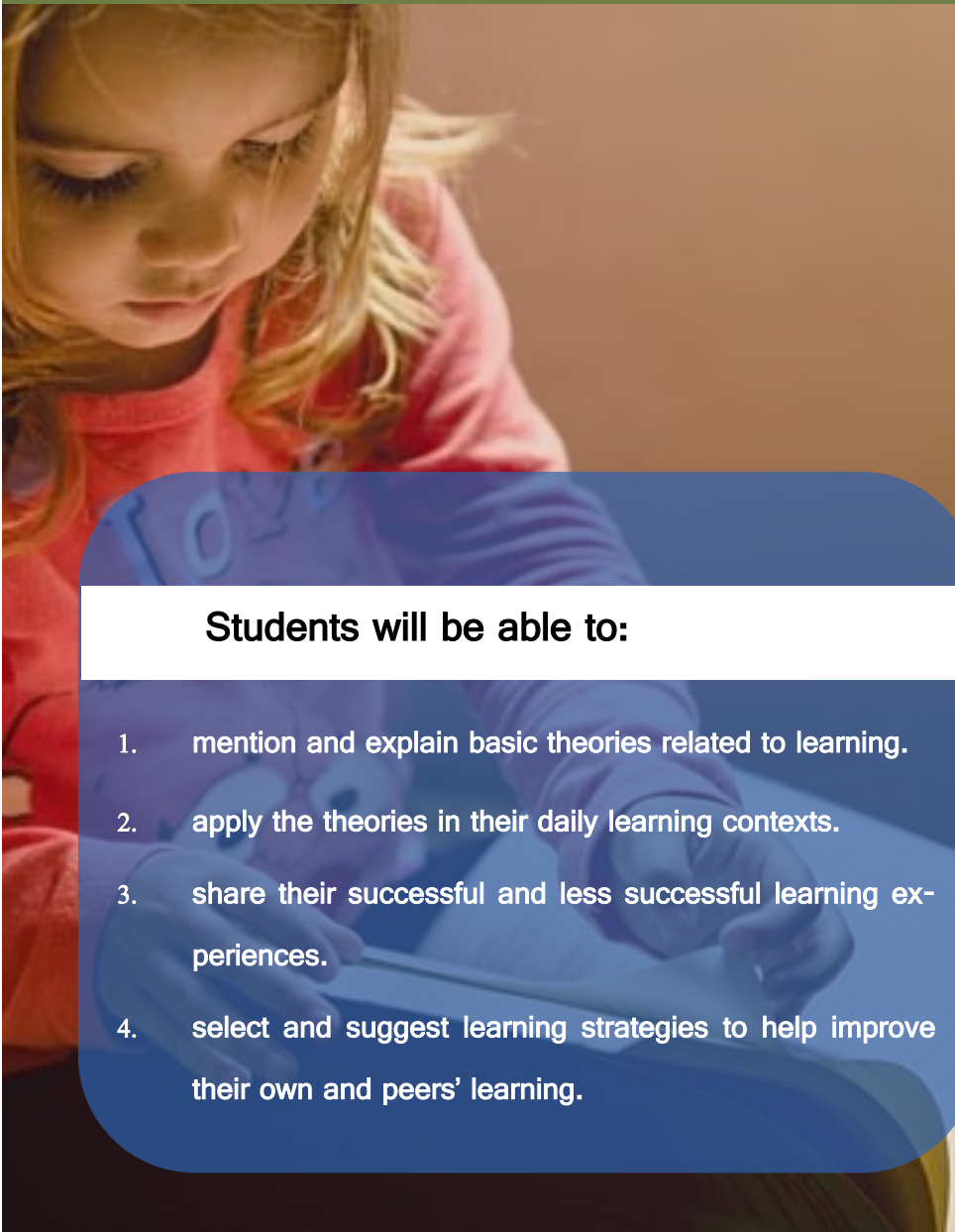
The writers began the journey of writing this book some years ago when they started to teach Psikologi Belajar (Educational Psychology) for English Language Education Study Program students. Throughout the years, the writers readjusted the topics taught in the class with the hope that the student English teachers can have the opportunity to explore deeper on what it takes to become the 21st century teachers.

This book is mainly about educational psychology in general. However, there is a special touch given in the book, i.e. it touched the aspects of foreign language learning process which is very near and dear to the hearts of the student teachers who will teach English. Readers are to be guided through the amazing journey of knowing what learning is, what language learning is, and the importance of motivation from the aspect of educational psychology. It is hoped that anyone who reads this book will have some new insights on their personal journey of learning since the book will take the readers to the realms of self-reflections, and thus they will have the opportunity to explore the theories and connecting them with their personal journey as learners of the 21st century era. Moreover, readers/learners will also have the opportunity to gain knowledge (competence), gain awareness (conscience), and adapt the theories in their lives as 21st century learners in their effort to become 21st century English teachers and English language learners (compassion). The writers acknowledged that there are still many aspects that may need revisions and editions. Therefore, the writing journey to perfect the book will not stop here. Enjoy the ride!

Christina Lhaksmita Anandari

Retno Muljani

# What is learning?



## Students will be able to:

1. mention and explain basic theories related to learning.
2. apply the theories in their daily learning contexts.
3. share their successful and less successful learning experiences.
4. select and suggest learning strategies to help improve their own and peers' learning.





Photo by [Jonathan Borba](#) on [Unsplash](#)

## OVERVIEW

This chapter provides basic theories on learning from the perspectives of behaviorism, cognitivism, constructivism, humanism, and connectivism. These theories enable the English teachers-to-be to have some insights on the evolution of learning theories. The insights will hopefully help them to be more open minded and thus be more aware of the different views of learning and different beliefs of learning.

## INTRODUCTION



Go back in time and remember how you learned to ride a bicycle. Who taught you? How were you taught? How long did it take for you to be able to ride a bicycle? There is a big possibility that many of the learners did not ask these questions because many of them did not stop and think about the process. Rather, they focused more on the end result, i.e., the success of riding the bicycle. Many would not pay much attention to the transition from “not knowing” to “knowing. To provide a clearer idea of the concept of learning and the learning process, scan this following QR Code and watch a video on how to teach children ride a bicycle.

Scan the QR code below and watch the video about a boy who is learning to ride a bicycle.



While watching the video, pay attention to the following:

- a. HOW the teacher teaches the child to ride a bicycle.
- b. The learning atmosphere.
- c. The facilities.

Write any words that may represent the learning process that was depicted from the video.

As seen in the video, learning can be done anywhere, anytime. One of the simplest ways for us to determine whether one has learned something is the end result. However, a question arises: Should we focus on the end result only? The changes of the society and how humans are perceived and evolved throughout the centuries influence how the society comprehend the concept of learning (Slavin, 2006). Thus, this comprehension influences how teachers educate the learners and how schools create the learning system culture. The effect of this was the way the education system evolved from time to time. In the end, we are positioned to view learning differently from time to time.

Therefore, this chapter provides a clear description on the evolution of the concept of learning. It provides a clear understanding on the long, exhaustive journey to the 21<sup>st</sup> century learning.

## LET'S CHECK

**Have you ever heard of these names?**

Ivan Pavlov

J.B. Watson

Thorndike

David Ausubel

Jean Piaget

Lev Vygotsky

Erik Erikson

Jerome Bruner

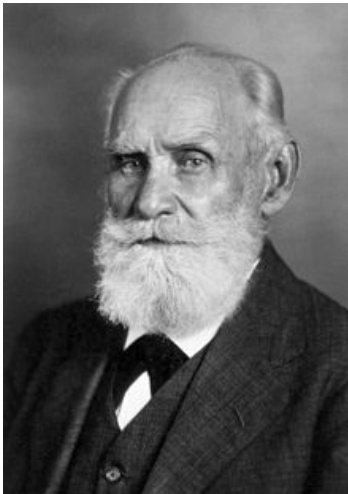
B.F. Skinner

In the next parts, we will learn more about the evolution of Behaviorism theory, and how it evolves to Cognitivism theory.

# TOPICS FOR DISCUSSIONS AND ACTIVITIES

## BEHAVIORISM

### *Ivan Pavlov*



The behaviorism learning concept states that learning is about behavior change. This means that the success or failure of learning can only be decided from the end result of the learning. Learning, according to behaviorism, is mainly about stimulus and response. People's behaviors are affected by

Photo by: [https://id.wikipedia.org/wiki/Ivan\\_Pavlov](https://id.wikipedia.org/wiki/Ivan_Pavlov)


the environmental stimuli. The prominent theorists in behaviorism are Ivan Pavlov (1849-1949), John Boardus Watson (1878-1958), and Burrhus Frederic Skinner (1904-1990). These theorists believed that learning is about the observed responses or behaviors of the learners.

The changes or responses happen because of the stimuli experienced by the learners.

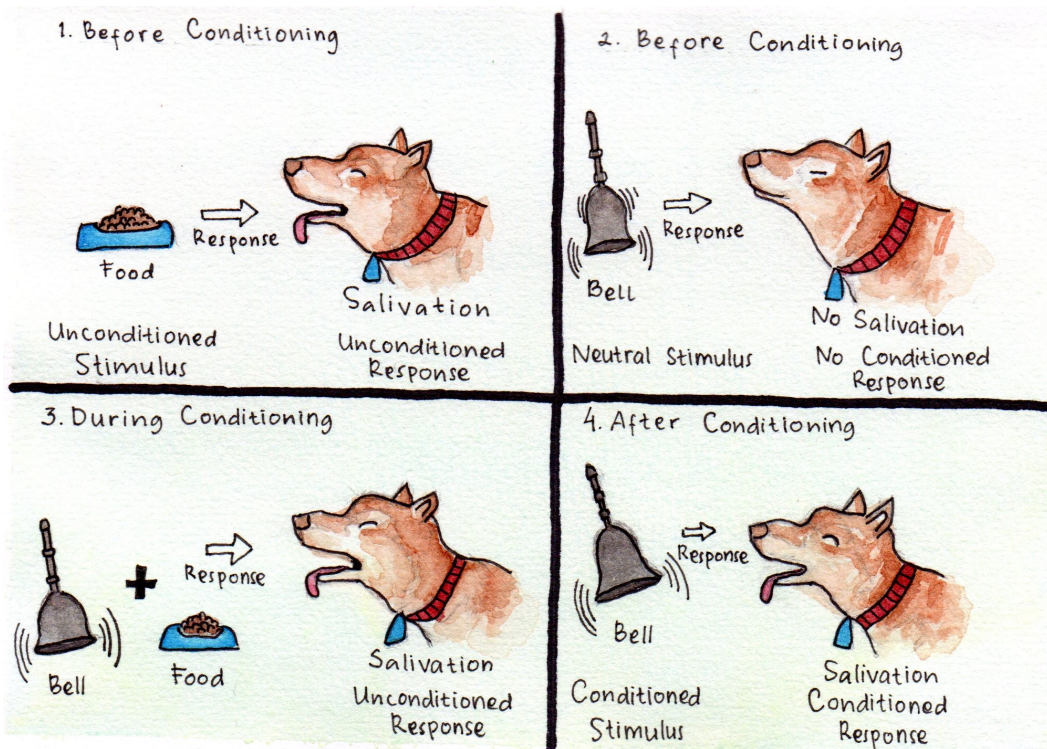
Scan the QR code and  
watch the video on  
*The Drooling Dog  
Theory.*



What keywords that you can get from the brief description on Pavlov's theory? Write them/draw them in the provided space.



## HOW DOG TRAINING WORKS



Pavlov's view on learning indicates that the stimuli that the dog receives are the source of success in learning. The dog can finally associate bell to food because of the repetitive actions given by the dog's environment, i.e. the stimuli: the bell, the food, and the human giving the stimuli. The dog's condition shifts from not being able to associate bell with food into salivating whenever it hears the bell ring. In other words, its behavior changes into a dog that drools only from hearing the bell. According to the theory of behaviorism, this dog is a successful learner because its behavior changes.

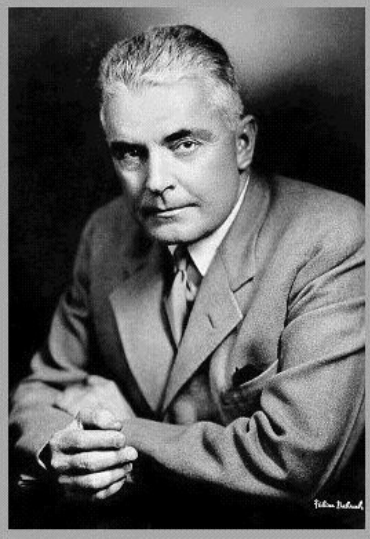


What did you understand about Pavlov's classical conditioning?

A large, empty rounded rectangular box with a dark green border, intended for the student to write their answer to the question above.

## BEHAVIORISM

### *J.B. Watson*



Although Pavlov was the first behavior theorist who came up with the idea of stimulus and response, Watson was the one who made behaviorism theory well-known in the world of psychology. Similar to Pavlov, Watson believed that both animals and humans have similar ways of learning, and therefore when being given similar

Photo by: <https://psychclassics.yorku.ca/Watson/intro.htm>

stimuli, they will show similar responses. Hence, according to Watson, humans and animals have similar reactions towards the given stimuli.

Watson believes that when organisms (humans and animals) are born, their minds are like a blank sheet of paper that can be given any new stimuli in order for them to show the expected responses. This is referred to as “tabula rasa”, or a blank slate. Pavlov and Watson support the idea that the most important aspect in learning is the learner’s behavior because the observed behavior is measurable and obvious to be seen. They emphasize the fact that the best way for anyone to determine whether a learner has achieved suc-

cess in learning is by observing the learner's change of behavior. Watson also emphasizes that it is better not to dwell into cognition and emotion because these are not observable and measurable.

In his experiment, Watson wanted to prove that classical conditioning done by Pavlov to his dog could also be successful if it were done to human beings.

This experiment was known as the "Little Albert Experiment."

## LET'S REVIEW

What keywords that you can get from the brief description on Watson's theory? Write them/draw them in the provided space.



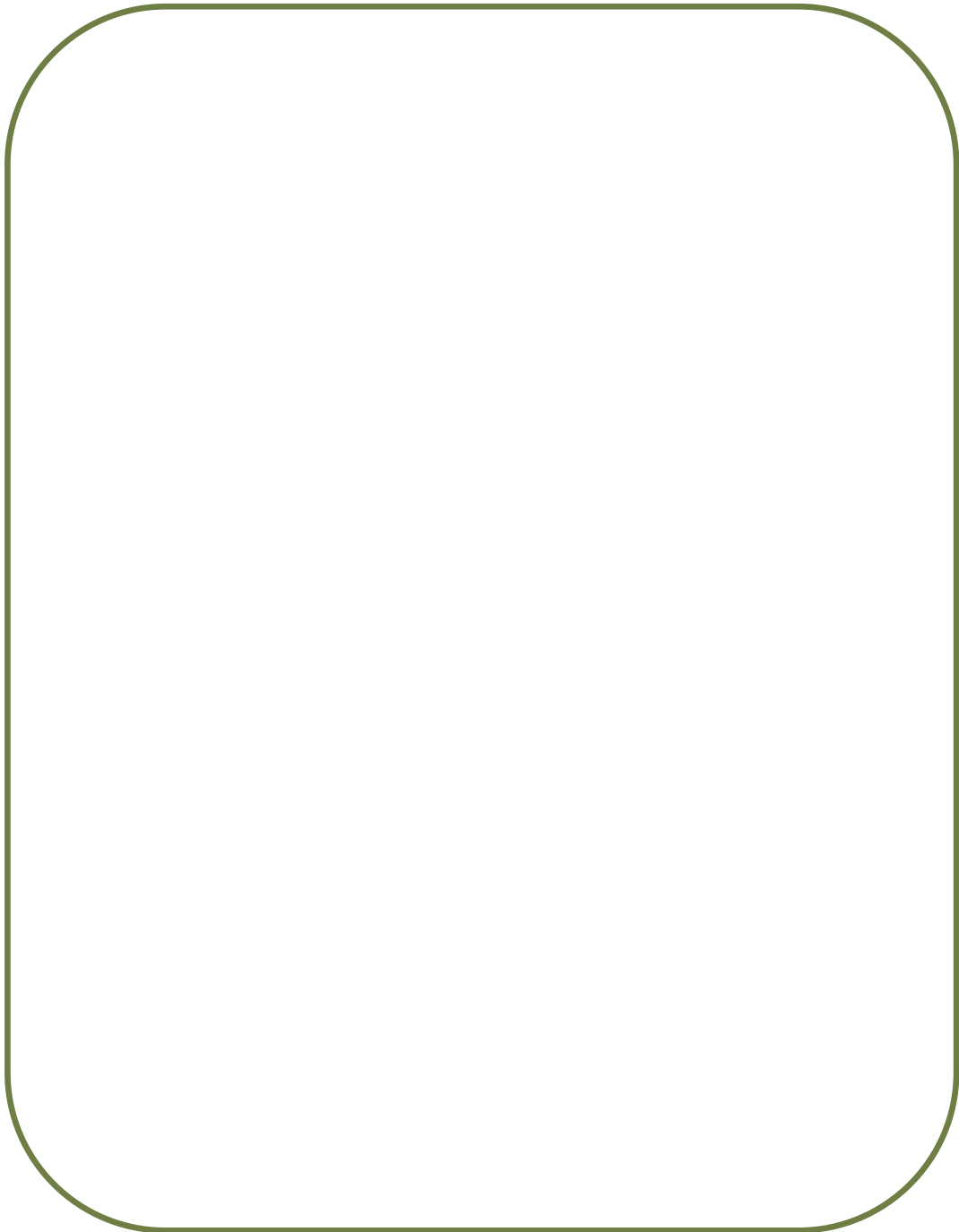
This experiment was done by Watson himself along with his graduate student named Rosalie Mayner to prove that classical conditioning can be done to human beings. Despite the fact that the experiment worked, this method was later banned because it was considered unethical to play with a human's psychological development on purpose, especially to babies.

Scan the QR code  
and watch the video  
carefully.

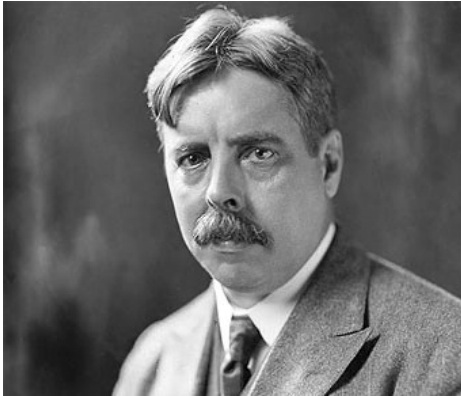


## POINTS TO PONDER

1. Describe the number of experiments done to Little Albert.
2. What were the results of the experiments?
3. What can you conclude from the results of the experiments?



## *Thorndike*



Edward L. Thorndike (1874-1949) is an American psychologist who discovered the law of effect theory. This theory describes that human beings will have a successful learning if they experience

Photo by: [https://www.hrstud.unizg.hr/\\_download/repository/Edward\\_L.\\_Thorndike.pdf](https://www.hrstud.unizg.hr/_download/repository/Edward_L._Thorndike.pdf)

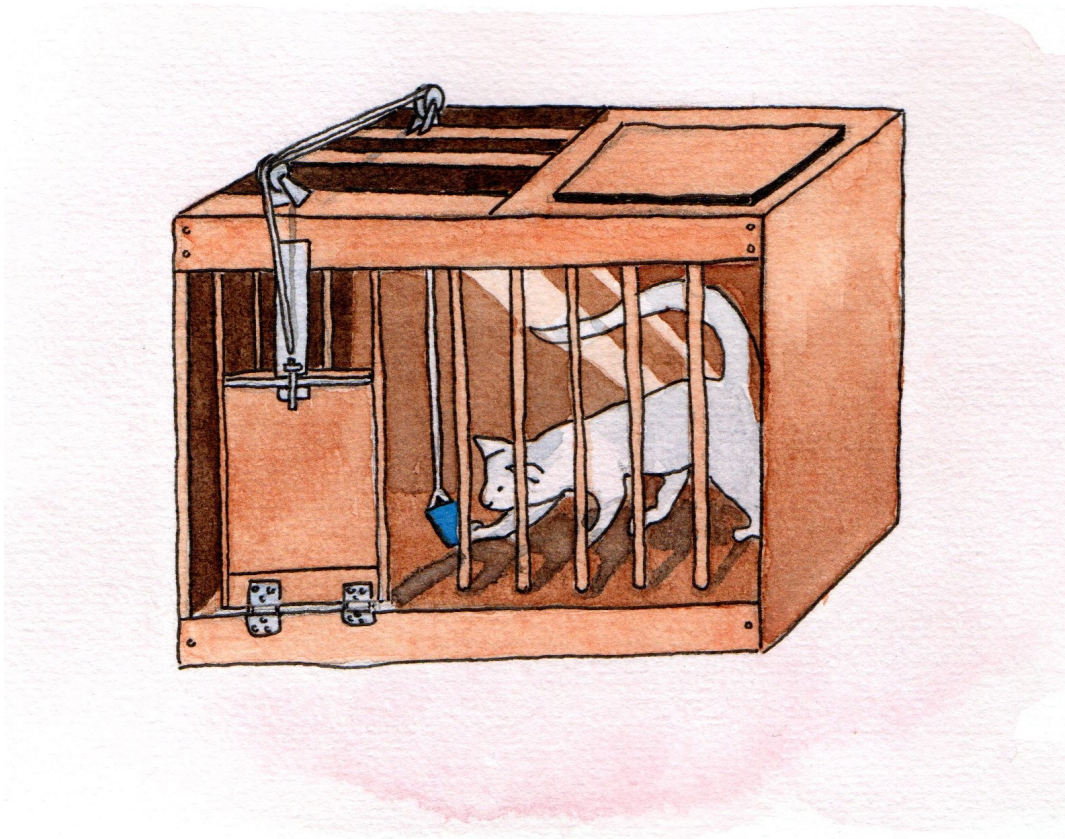
positive and satisfying results, and thus they will feel encouraged to continue their learning and repeat the learning.

The key point of the law of effect theory is on the consequences of the learning. If an individual experiences a satisfying learning result, he or she will have a good perception on learning. This individual will associate the act of learning with a positive behavior (a rewarding experience). However, if he or she suffers a negative experience in the learning, he or she will have a negative perception on learning. This individual will associate the act of learning with a negative behavior. These behaviors (positive and negative behaviors) are then considered as the observable behavior changes that are used to determine the learning result.

What keywords that you can get from the brief description on Thorndike's theory? Write them/draw them in the provided space.



To prove this, Thorndike conducted an experiment to a cat. The cat was placed inside a box called the *Puzzle Box*.



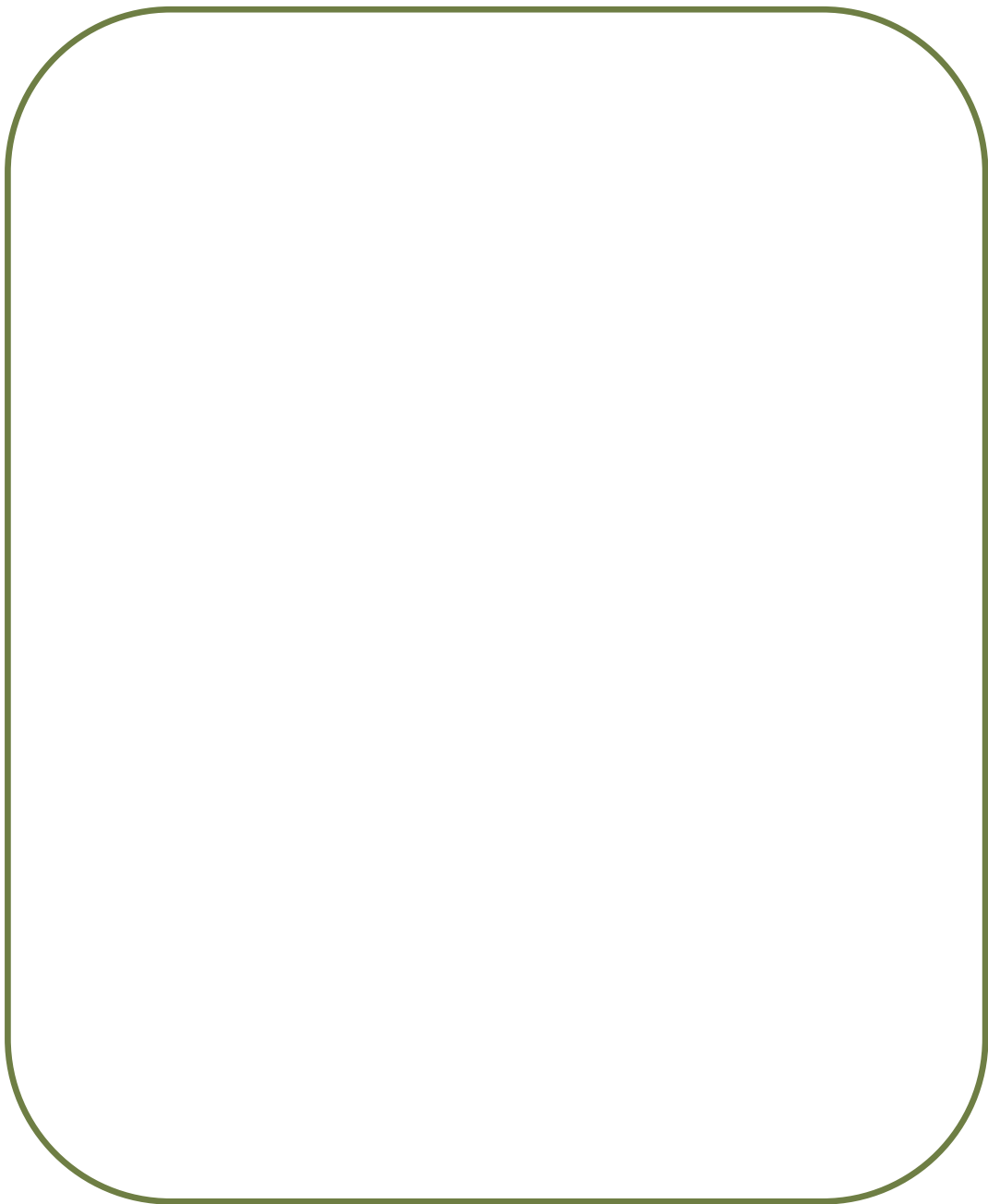
Scan the QR code and  
watch the video  
carefully.



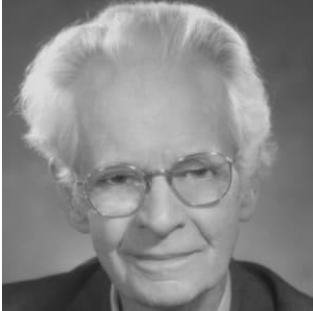


## POINTS TO PONDER

1. Discuss the following:
2. After watching the video, what are the key points of law of effect that you can highlight?
3. In your opinion, is this theory still applicable? If so, in what way?



## ***B.F. Skinner***



After a few years, some psychologists believe that the stimulus and response are not enough to determine the success of learning, especially when we deal with humans. One psychologist named B.F.

Photo by: <https://www.biography.com/scientist/bf-skinner>

Skinner realizes that humans have more complex learning process. Deriving from Thorndike's law of effect, he describes that successful learning can be achieved if there are rewards and punishments.

He believes that behavior changes occur because they are triggered by some actions. His theory on operant conditioning, rewards and punishments, positive and negative reinforcements are still widely used in the teaching education. This is a proof that Skinner believed that learning is not as simple as classical conditioning (Pavlov and Watson).

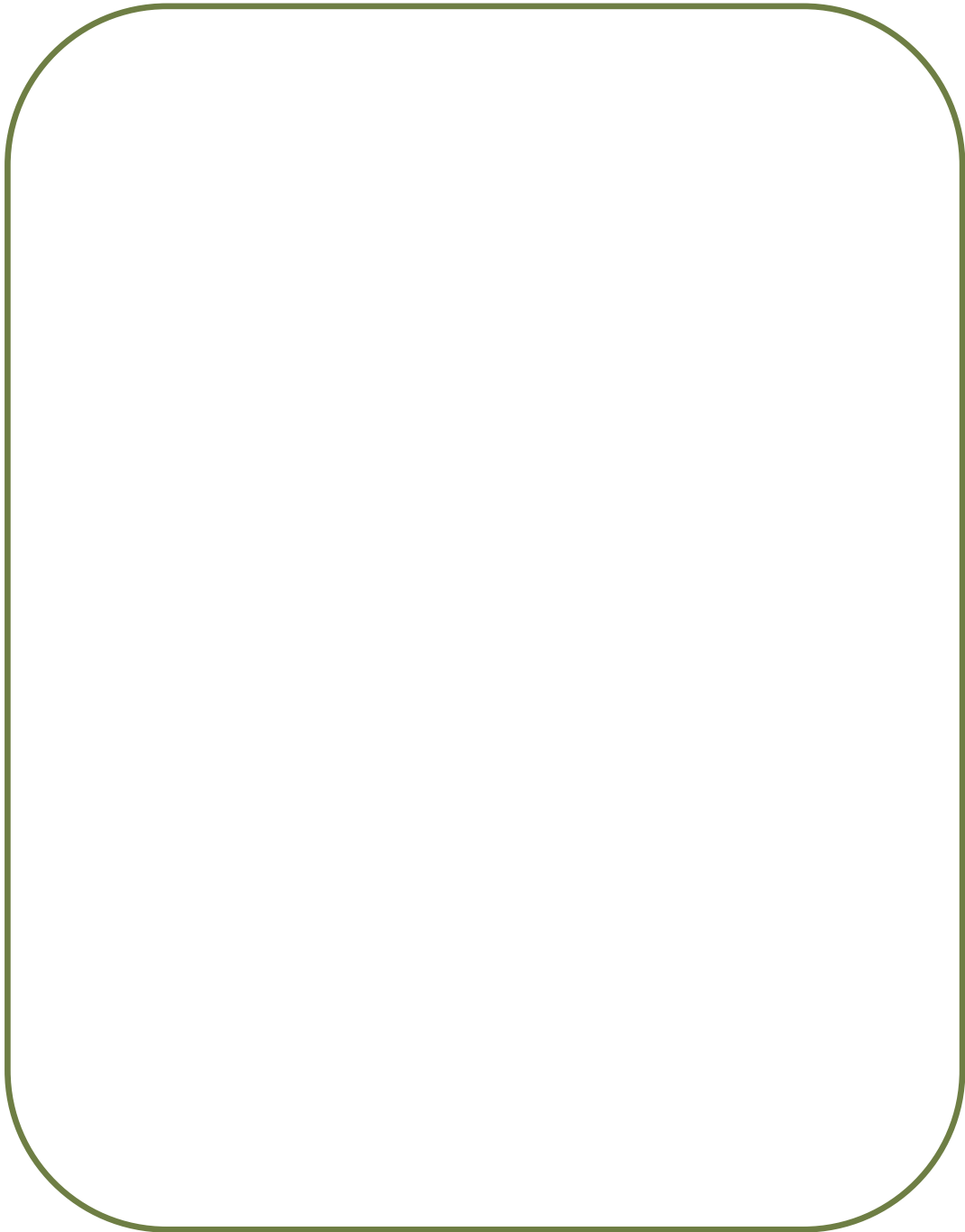
According to Skinner, observable learning results should be seen as the effects of a situation, not only as a success/failure in learning. He points out that rewards, punishments, positive reinforcements, and negative reinforcements play an important role in an organism's learning. In order to prove this, he made the "Skinner's Box".

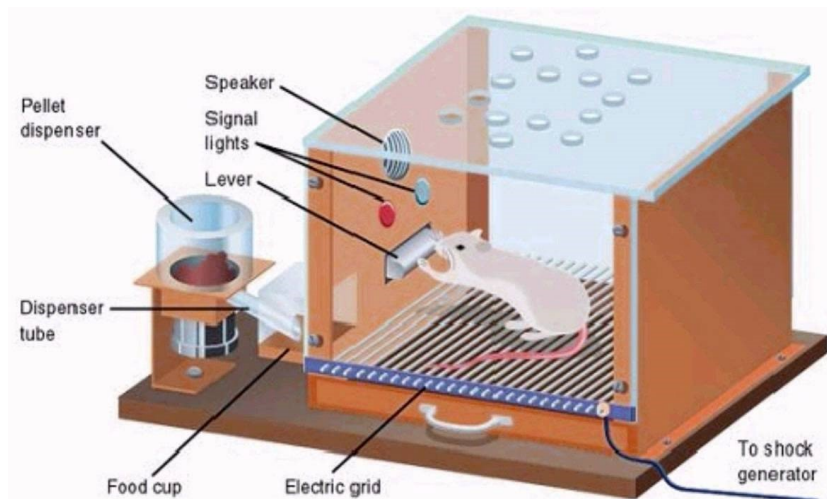
Scan the QR code to watch the video on "Skinner's Box"



## POINTS TO PONDER

1. Describe what you see in the video.
2. What were the stimulus and response that you see in the video?
3. What did the rat experience?





Picture by: [https://www.researchgate.net/figure/Classical-Skinner-Box-experiment-II-MATERIALS-AND-METHODS\\_fig2\\_224313225](https://www.researchgate.net/figure/Classical-Skinner-Box-experiment-II-MATERIALS-AND-METHODS_fig2_224313225)

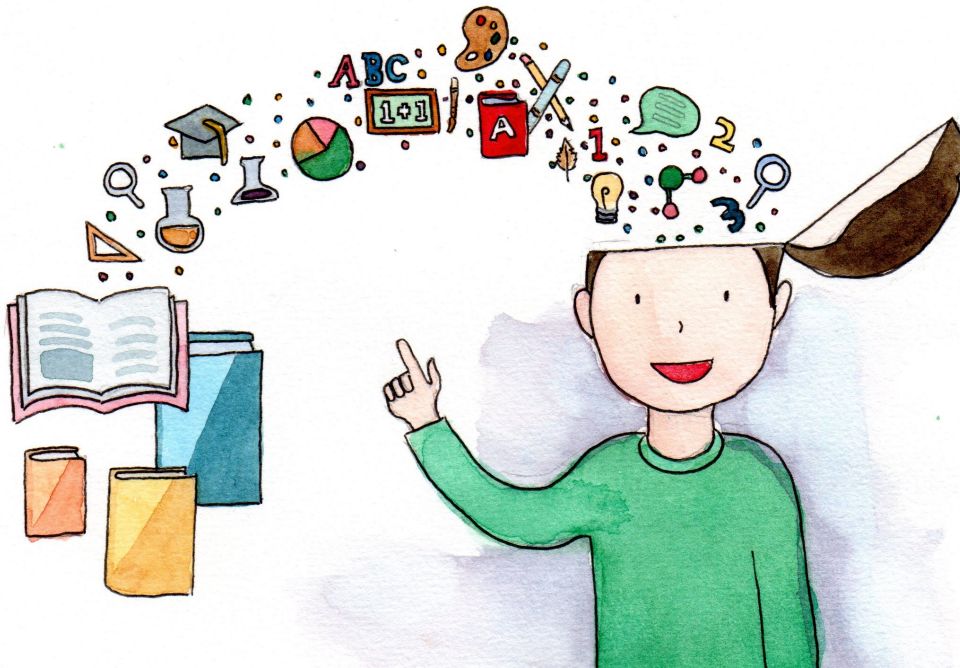
The video describes the simple connectivity between stimulus and response, rewards and positive reinforcements. It also depicts the fact that learning is a subjective process, i.e. the types and numbers of reinforcements may differ among learners. These key points describes clearly that humans learn in different ways.

Rewards, punishments, and reinforcements can be seen in our everyday lives. A simple example is on how many of us are so addicted to smartphones. With their purpose of “everything is just a click away”, humans are rewarded by having to sit in one spot and do multiple tasks such as bill payments, texting, video calling, etc. The benefits of having a smartphone are so vast that they give reinforcements to the users through the provided apps. Scan the QR code on the right to watch a video that describes the

massive addiction to smartphones.

Needless to say, the study of behavior has evolved from time to time. It began by only believing that the observed behavior was the only source to determine the success or failure of learning to creating a new notion in that humans learn differently and that they need to be given the appropriate stimuli in order to produce the appropriate responses. More psychologists realize that humans are complex beings in that they have a mind on their own and are gifted with such an amazing brain. Therefore, there is a high need to investigate and conduct research on how humans think and learn in order to comprehend why they respond in such a way when being given stimuli. This new notion is the opening gate to a new era: Cognitivism.

## COGNITIVISM



Beginning in the late 1950s, many psychologists began to pay close attention to Skinner's operant conditioning theory. They found that indeed when dealing with human beings, behavior change cannot be used as the sole information to decide whether they have achieved a successful learning or not. In their opinion, humans have complex learning processes because each individual has his or her learning experiences. Hence, according to these groups of psychologists, learning is about **the mental process which may not be reflected in the behavior**. Therefore, there came a new notion that there may be some unobservable processes that can trigger the behaviors.

Scan the QR code below.



Watch the video carefully and write any important words related to cognitivism, cognition, and how the brain works that you hear in the provided space.

Write your words here:

A large, empty rounded rectangular box with a dark green border, intended for writing notes.

## *David Ausubel*



One prominent theorist on cognitivism is David Ausubel (1918-2008). He was one of the pioneers of cognitivism. He is well-known for his meaningful learning theory. His ideas are influenced by Jean

Photo by: <https://www.rededucom.org/dialogue-with-other-currents/meaningful-learning-from-david-ausubel.htm>

Piaget's work (cognitive constructivism). Ausubel believes that a human being or a learner can obtain new ideas or concepts if the ideas or concepts are learned through meaningful learning processes. He also emphasizes that a successful learner is the one who learns through meaningful activities. Learners who are successful are those who learn using their emotion and intellect. This powerful combination enables the learners to be involved in the learning process. Hence, their learning process is meaningful.

The concept of meaningful learning opens a new chapter in the world of education. This concept provides a new view on learning, that is that in order to make the learning successful, the learners should be taught concepts that are relevant to their competence level. The learning process should also be authentic and purposeful. Based on the notion that learning should be rele-



vant, authentic, and purposeful,

Ausubel initiates a concept called *advance organizers*. Advance organizers concept is a brilliant concept in that it helps educators to ensure that the learners' learning process is relevant, authentic, and purposeful. One of the most evident examples of advance organizers is curriculum and lesson plans. These two important elements in learning show the clear connection between one information to another and how they are synced together in order to achieve meaningful learning. Ausubel believes that learning is multi layered, and therefore learning should be organized and be done step by step (scaffolding).

There are three phases of teaching/learning using advance organizers. In phase 1, the teacher provides the steps and activities to activate their prior knowledge. Activating prior knowledge is the most important phase in learning because learners are given the opportunity to retrieve the existing information. Phase 2 is done when learners are given new information to learn. In this phase, learners are taught on how to use their background knowledge to try to understand the new knowledge. In the last phase, the learners are taught to arrange the new information but without erasing the existing knowledge.

## POINTS TO PONDER

Think about your journey in learning English. How can you use past tense and present tense with ease?

A large, empty rounded rectangular box with a dark green border, intended for the student to write their response to the question above.

## CONSTRUCTIVISM

After the rise of cognitivism theory, other theorists who did not completely agree with the behaviorism concept began to voice their ideas on what learning is. Like many other cognitivism theorists, they argue that learning is not only about the change of behavior, but it is also about constructing new ideas, concepts, and information with the existing knowledge that the learners already have previously (Mattar, 2018). Therefore, constructivism goes hand in hand with cognitivism, but it focuses more on the how the learners construct the knowledge. Constructivism concept believes that learning is about constructing their own understanding by connecting previous experiences with the new information (Jones & Brader-Araje, 2002).

The question that these theorists have is: how does a learner construct his knowledge? Keep in mind that human beings already have existing knowledge prior to learning a new knowledge. This question is also voiced by Ausubel in his research, and thus he was able to come up with the *advance organizer* theory. However, different from cognitivism, constructivism focuses on the how.

## *Jean Piaget*



Jean Piaget (1898-1986) is one of the prominent figures in constructivism. Piaget is well known for his concept of physiological development and the learning stages. According to Piaget, the two concepts go hand in hand because the learners' physiological development will influence the learners' learning stages.

Photo by: [https://en.wikipedia.org/wiki/Jean\\_Piaget](https://en.wikipedia.org/wiki/Jean_Piaget)

According to Piaget, there are four stages of cognitive development. They are sensorimotor, preoperational, concrete operational, and formal operational.

| Stage                | Age group        | Learning goal                  |
|----------------------|------------------|--------------------------------|
| Sensorimotor         | 0 – 2 years old  | Object permanence              |
| Preoperational       | 2 – 7 years old  | Symbolic thoughts              |
| Concrete operational | 7 – 11 years old | Concrete thoughts, logic       |
| Formal operational   | 11 – adulthood   | Abstract concepts, imagination |

### **Stage 1: Sensorimotor**

In this first stage of the physiological development, the learner's goal is to develop his or her sensorimotor ability. Newborn babies begin to learn how to



Photo by: <https://www.sciencesource.com/archive/Object-Permanence---Baby-with-Hidden-Toy-SS2135670.html>

be familiar with their surroundings by learning how to use their five senses of sight, smell, touch, hear, and taste. In this stage, children at the age group of 0-2 years old are in the process of learning to comprehend the concept of “object permanence”. This means that they are learning to understand that some objects still exist even though they cannot be seen, touched, or felt. Some experiments were done to see the babies’ abilities in spotting objects that are not visible.

In one experiment on object permanence, a baby was given a toy in front of him. After he plays it for a little while, a white paper is put between him and the toy. The baby, whose ability of object permanence hasn’t developed, thinks that the toy disappears. The baby doesn’t have the ability to under-

stand the concept of “hidden”, i.e. the concept that an object does not disappear into thin air, but rather, it is hidden somewhere out of sight.



Picture by: <https://www.wikihow.com/Help-Babies-Learn-About-Object-Permanence>

In another experiment, a baby is asked to play peek-a-boo with his mother. Babies at the age of 0-10 months old do not have a perfect object permanence ability, so when the object in front of them is covered or hidden, they will think that the object disappears. In a peekaboo playtime, when the caregivers cover their faces, babies believe that their caregivers disappear. Once the caregivers uncover their faces, the babies will be surprised and amazed that the caregivers suddenly appear in front of their eyes.

## Stage 2: Preoperational

When children come to the age of 2, they have become better at object permanence because they can begin to relate objects with words. The existence of the language helps them to express their ideas despite the fact that it is very minimal. In the preoperational stage, the children begin to explore the symbolic thoughts. They are ready to do this because they now know that objects that they no longer see do not vanish, rather, they are hidden or misplaced. Therefore, children at the age of 2-3 like to play hide and seek because they know how to search for things. Another important aspect of this stage is that children are beginning to explore their own world, i.e. they begin to feel the excitement of having imagination.



Photo by: [Charlein Gracia](#) on [Unsplash](#)

Children at this stage will usually have imaginary friends, play pretend, and they will try to make adults do what they want because they are in the egocentric period. As a result, there can be the “terrible twos” moments because children starting at the age of 2 will have their own ways to cope with things and therefore, they do not yet have the ability to listen to suggestions. In other words, children at this stage do not yet have the ability to use logic. The term “terrible twos” are common to be used by adults who describe 2 year-olds.

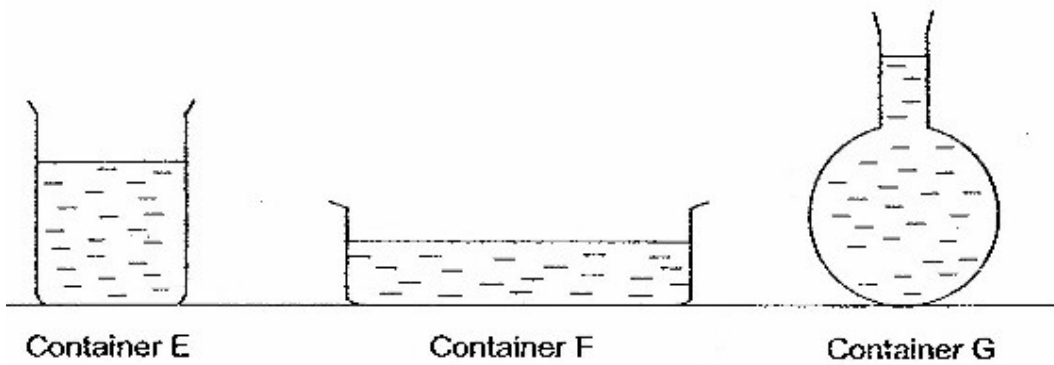


Another important aspect is *centration*. As mentioned previously, since the children at this stage is egocentric, then they do not have the ability to listen and use logic. The effect of this is that they cannot see things from different points of view. Because of this, they build up a certain amount of frustration. If children at this stage are given two containers, one tall and one short, and



both containers are given the same amount of water, they will say that the tall container has more water than the small container.

<http://oldschool.com.sg/module/PublicAccess/action/Wrapper/>



[sid/9595afb87c8cf767f034c3ae53e74bae/coll\\_id/4742/desc/Preliminary+Examination+\(%231\):+Section+B/all\\_pg/1](http://oldschool.com.sg/module/PublicAccess/action/Wrapper/sid/9595afb87c8cf767f034c3ae53e74bae/coll_id/4742/desc/Preliminary+Examination+(%231):+Section+B/all_pg/1)

### Stage 3: Concrete Operational



Photo by [Church of the King](#) on [Unsplash](#)

The concrete operational stage appears when children at the age of 7-11 begin to combine sensorimotor skills with language and logic. At this stage,

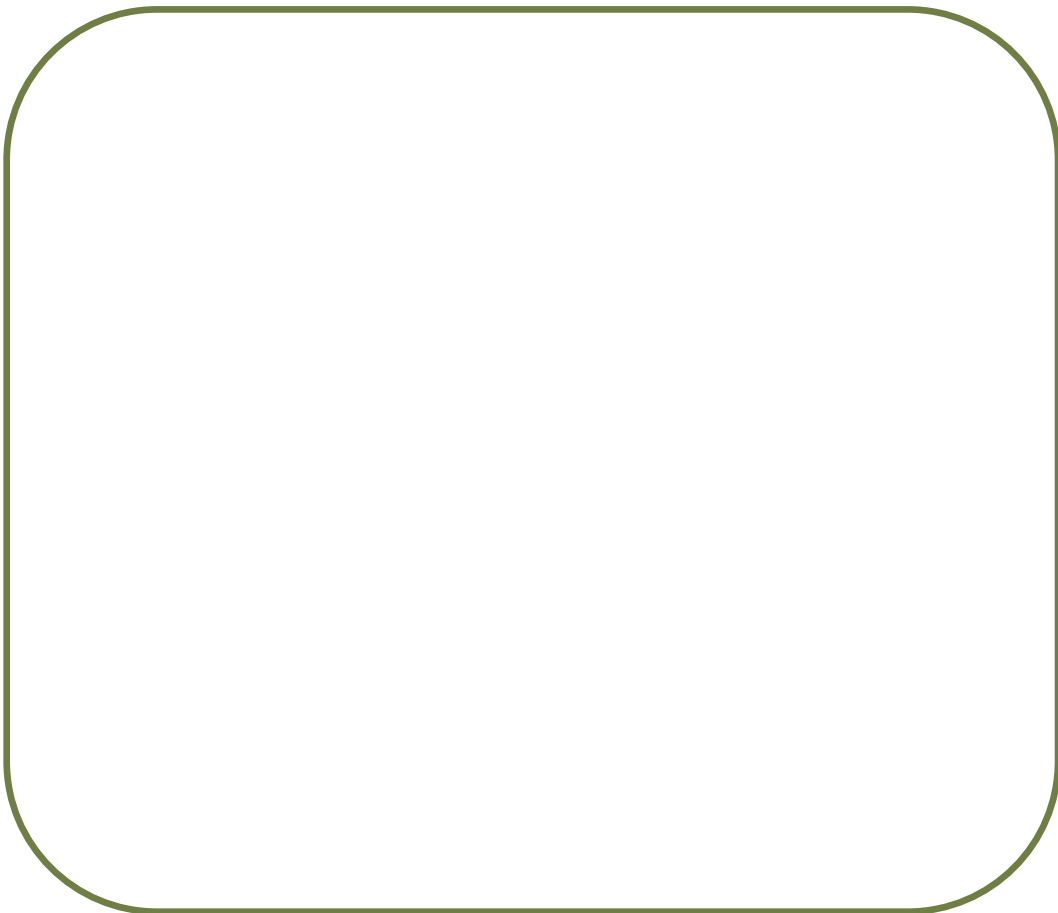
children are beginning to learn how to use logic and are no longer egocentric. They are beginning to be more social, i.e. they are developing *conservation*. Children at this stage have the ability to have conversations and listen to different ideas and points of view from different people. Children at this age can make inductive reasoning but not yet deductive reasoning. This means that children ages 7-11 need guidance and clear instructions in their learning process. Also, they are beginning to explore anything that interests them. With their basic competence of language usage, learners begin to voice their minds, share and discuss their ideas and curiosity with their classmates. Therefore, at this stage, not only do the learners explore the language features and function, but also the concept of sharing and discussing with other individuals in and outside the classrooms.

#### **Stage 4: Formal Operational**

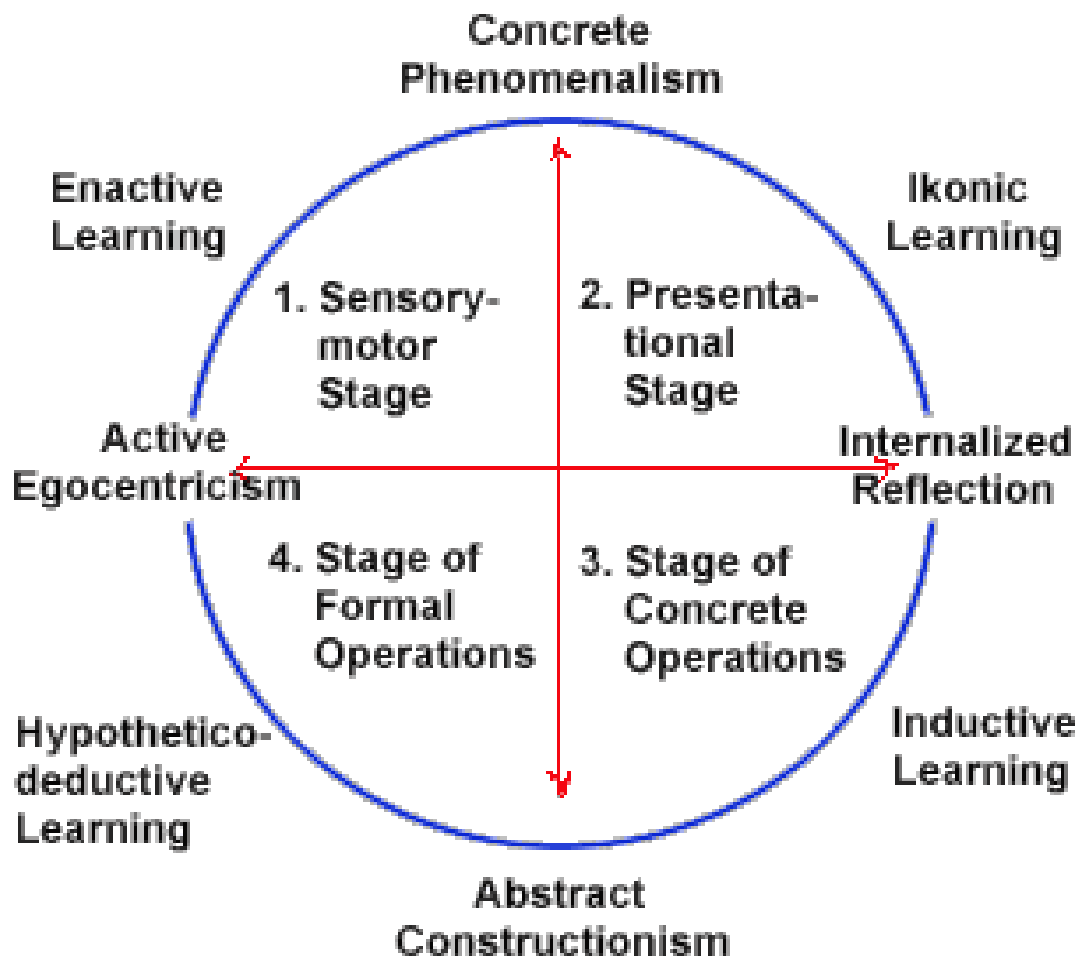
Children at this stage are able to make problem-solving. Children from the age 11-adulthood are beginning to be more sensitive with the things happening in their surroundings, therefore they see the reality, imagine what they want they want to see, feel, and experience, and find ways (problem solving) to realize their imagination. For instance, a child sees an old man sitting in a busy sidewalk selling food. He sees that not a lot of people buy his food. The

child then says to himself, “I am going to ask my friends to come here and buy his food tomorrow. I’m sure he will be happy.” The plan of asking his friends to come with him to buy the old man’s food is an example of how a child has the ability to assess the situation, assess his own feelings, imagine what he can do to help the old man, and plan his next move to help the old man.

**Write your understanding of the Piaget’s 4 stages  
of cognitive development**

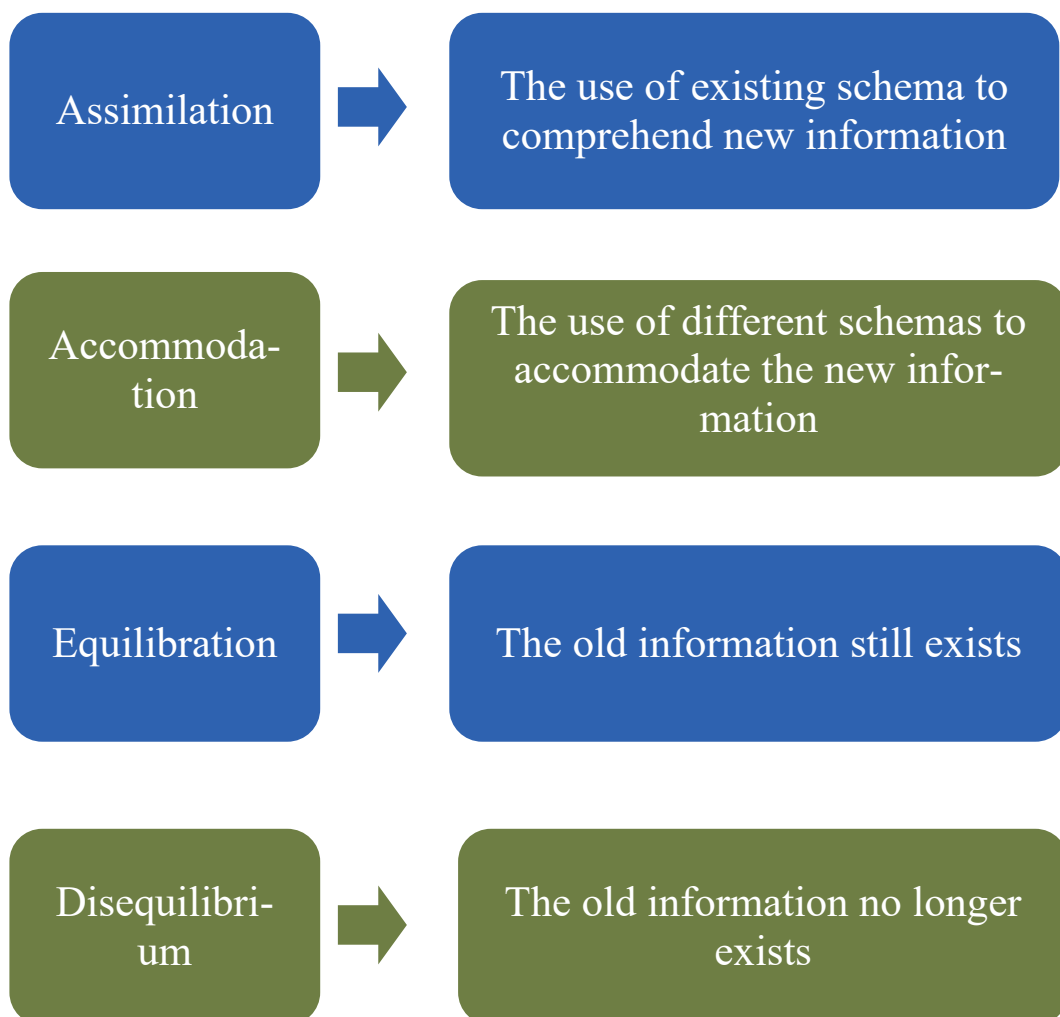


The following chart reveals the complexities of a learner's cognitive development.



Source: <http://prattpsychology.blogspot.com/2011/03/piagets-stage-theory.html>

Besides the physiological development stages, Piaget also gives contribution to help us understand the learner's stages of learning. According to Piaget, there are 4 learning stages. They are Assimilation, Accommodation, Equilibration, and Disequilibrium. These four stages are commonly used for self-constructivism.



### **Assimilation**

According to Piaget, the first stage of learning is the assimilation. Piaget believes that all learners must already have some existing prior knowledge in which it may support the learners' effort in learning a new concept. In learning English grammar, the learners need to already have the knowledge of present tense. English learners may fail to learn past tense if they have no understanding of the types of verbs in the present tense.

### **Accommodation**

In the next stage of learning, learners will need to practice the new knowledge so that they can have good understanding of the new concept. The learners need to accommodate the new information and apply it in different situations. When learners learn past tense, they will need to learn on how to switch from present tense to past tense in different situations.

### **Equilibration/Disequilibrium**

This stage of learning is by far the most challenging among the other stages. The biggest challenge for learners in learning a new concept is to maintain the information/knowledge of the current concept. In other words, ideally, the prior knowledge should not disappear. If the prior knowledge still exists even if the learners have learned some new concepts, then the learners experience equilibration. On the contrary, if the learners fail to remember the prior

knowledge, they will experience disequilibrium. Unfortunately, the latter happens more than the first because learners are usually accustomed to learning concepts in compartments or in a segregated manner. They fail to see the thin red line between the prior knowledge and the new knowledge.

How do you learn English? Consider your personal journey and try to connect it with Piaget's learning stages.

A large, empty rounded rectangular box with a dark green border, intended for a student to write their response to the prompt above.



Scan the QR code to  
watch the video on  
“Zone of Proximal  
Development”



### *Lev Vygotsky*



Lev Vygotsky is well-known with his concept of Zone of Proximal Development, or more widely known as ZPD. This concept believes that a learner learns with the help of other people. In other words, Vygotsky believes that the success and

Photo by: [https://en.wikipedia.org/wiki/Lev\\_Vygotsky](https://en.wikipedia.org/wiki/Lev_Vygotsky)

failure of learning is influenced by, among others, the social interaction between the learner and the people surrounding. He voices the fact that learning is no longer about the observed behavior and what is going on inside the brain, but rather, learning is more about how the learner learns with the help of the people around him/her.

## VISUALIZING THE ZONE OF PROXIMAL DEVELOPMENT

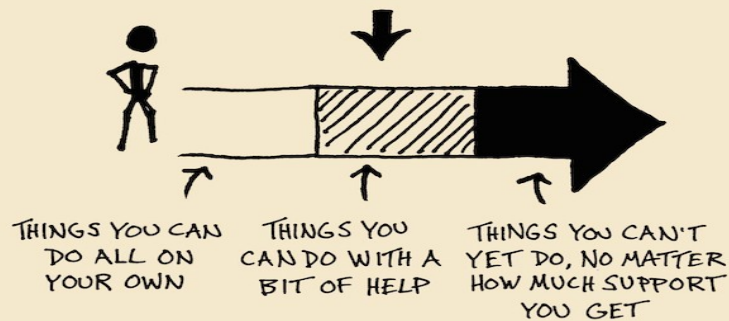


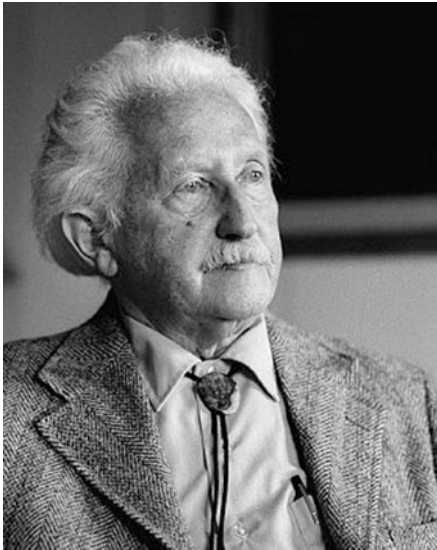
Image by: <https://www.elsevierhealth.com.au/blog/the-zone-of-proximal-development>

Some educators have little understanding on how important it is to comprehend ZPD theory. This theory highlights one of the most important aspect of learning, i.e. positive environment. Positive environment refers to positive learning attitude of the people surrounding the learners. This type of environment is highly needed because learners need all the help they can get in learning. Also, this type of environment enables learners to be surrounded by people who understand the ups and downs of learning.

What did you remember when you were learning a language? Connect this with the ZPD theory.

A large, empty rounded rectangular box with a dark green border, intended for the student to write their response to the question above.

## *Erik Erikson*



Erik Erikson developed the social constructivism theory. In this theory, he depicts the notion that social beings should work together. His view is commonly known as Psychosocial Development. He states that the success and failure of the learning process are influenced by the way the learners

Photo by: <https://www.pinterest.com/pin/94153448431215804/>

interact with the social environment. Erikson is well known for his Psychosocial Development stages. In these stages, he reveals that each individual experiences different situations and that these situations give certain impacts on the individual's psychosocial condition.

|                                |   |
|--------------------------------|---|
| 1. Trust vs. Mistrust          | •infants learn to trust their caregivers and exercise the basic trust or develops mistrust.               |
| 2. Autonomy vs. Same/Doubt     | •Toddlers learns to be independent/autonomous or to be doubtful of themselves.                            |
| 3. Initiative vs. Guilt        | •children at the preschool age learn to make initiatives or to learn to feel guilty for being independent |
| 4. Industry vs. Inferiority    | •children learn to apply tasks themselves or feel inferior  |
| 5. Identity vs. Confusion      | •teenagers have a sense of identity or confusion towards their self identity                              |
| 6. Intimacy vs. Isolation      | •young adults struggle between being intimate or being isolated   |
| 7. Generativity vs. Stagnation | •middle aged-people learn how to give contribution to the society or they will have no purpose            |
| 8. Integrity vs. Despair       | •older generation will reflect back and see whether they have felt satisfaction or failure.               |

## *Jerome Bruner*



Jerome Bruner's scaffolding theory is very much similar to Vygotsky's Zone of Proximal Development theory. Both of these theories acknowledge the fact that learners need steps and guidance every now and then in learning. Scaffolding theory highlights the importance of

Photo by: [https://snl.no/Jerome\\_S.\\_Bruner](https://snl.no/Jerome_S._Bruner)

societal support system in achieving success in learning. That is why Bruner's scaffolding theory is categorized as the social constructivism theory.

In learning, learners need time to comprehend a new concept. In the beginning, learners will need specific instructions in the learning process because the purpose is to ensure the learners know exactly what to do. Afterwards, the learners will need to try figuring out the answer on their own without the teachers' help. However, the teachers monitor the students' learning progress.

If the teacher finds the learners face some difficulties, they need to stop the learners' learning process and give guidance.





Photo by [Brett Jordan](#) on [Unsplash](#)

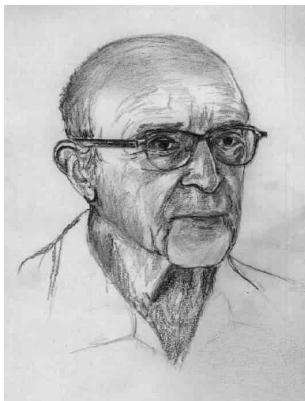
Pay attention to the picture above. How would you create an analogy of scaffolding in learning?

A large, empty rounded rectangular box with a dark green border, intended for a student to write an analogy of scaffolding in learning.

## HUMANISM

In the early 1960s, some educators begin to realize that learning indeed is not a stand-alone type of learning. On the contrary, learning is all about giving the necessary support system to ensure the success in learning. Learners who are learning in a positive environment will have positive attitude towards learning because they are given the opportunity to explore and find the solution (or possible solutions).

### *Carl Rogers*



According to Carl Rogers, learning is not only about what is going on in the learners' brain, but it is also about how the learners feel about the learning process and the learning result. Emotion plays a large role in the learners' learning success. Rogers emphasizes the

Picture by: [https://snl.no/Carl\\_Rogers](https://snl.no/Carl_Rogers)

act that the learners' emotion is influenced by their learning surroundings. In other words, the *positive regards* are very important.

Carl Rogers, with his positive psychology mindset, does not believe that learning is a gruesome, dark experience. On the contrary, he believes that the learners, too need to be positive so that the learning process can be fun and meaningful.

In order to achieve positive view about life and learning, Rogers emphasizes the need for the learners to have the following qualities:

1. Openness to experience

Openness to experience provides the learners the opportunity to explore new things, to experience new situations, and be open minded with them. The open mindedness will create strong and adjustable individuals, and these qualities are excellent qualities for learners to have.

2. Living in the now

Rogers describes that living in the now can create a sense of enjoyment to the whole process of learning. Learners who have this quality have the ability to appreciate any learning progress that they experience at the moment.

3. Trust towards other organisms

Trust is important to support positive attitude in learning. Trust can refer to two types: trust the support system and self-trust. Learners should have self-trust in learning because no matter how hard the society trusts them, the learning will not be successful because the learners have no self-trust.

4. Freedom

Rogers believes that each individual has the freedom to choose the learning process. This freedom must be used with caution and full responsibility. Learners with positive attitude can apply the freedom responsibly because

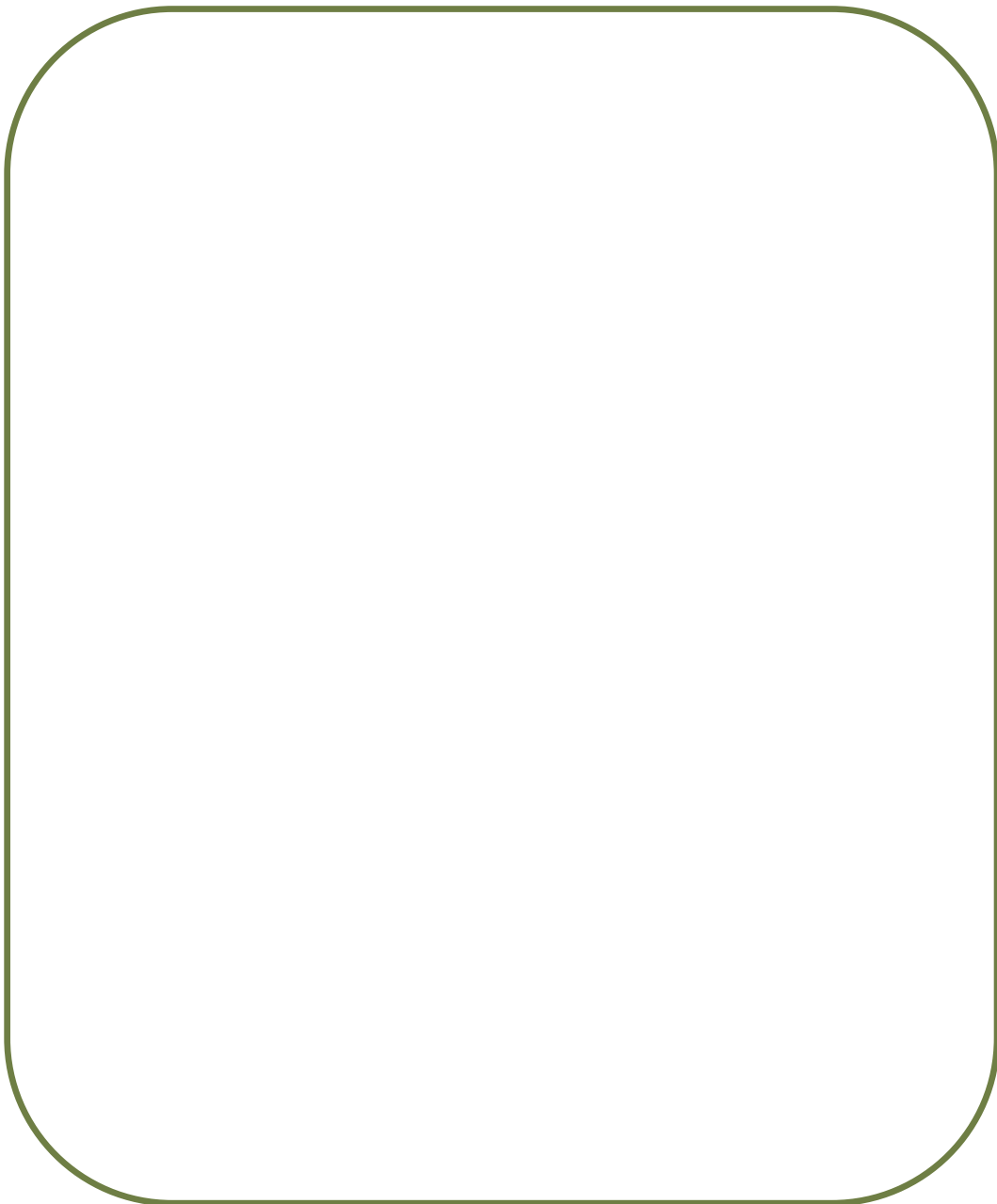


they are aware of the consequences.

## 5. Creativity

Creativity plays an important role in learning because learners need to be creative in such a way that their learning process suit their wants and needs.

**How do you learn?**



## EXERCISES

Answer the following questions.

1. What are the main characteristics of learning from the point of view behaviorism? The main characteristics of behaviorism is that successful and failure of learning can be seen from the observed behavior.
2. What is reinforcement? Reinforcement is a way to give positive atmosphere in learning. It gives the learner a sense of happiness when he or she is successful in learning and therefore helps him/her to maintain the success.
3. Why do educators/future educators need to learn Piaget's 4 stages of learning? They need to learn Piaget's 4 stages of learning because they should know the challenges their students face when learning new concepts, maintaining the current knowledge/existing knowledge.
4. How does Ausubel's advance organizers help educators in teaching? The advance organizers help them to pay attention to the learning objectives, what the students need to learn, and how they learn in order to help the students achieve the learning objectives.

Write your words here:

A large, empty rounded rectangular box with a blue border, intended for writing words. The box is centered on the page and occupies most of the vertical space below the instruction bar.

## LET'S REFLECT YOUR LEARNING PROCESS

Use the following ques to help you reflect.

The activities I just learned were

---

---

---

The activities I like most were

---

---

The activities I found most difficult were

---

---

What I need to be better is

---

---

---



# Learning English as a Foreign Language (EFL)



**Students will be able to:**

1. mention and explain basic theories related to language learning and EFL learning
2. apply the theories in their daily learning contexts
3. share their successful and less successful learning experiences
4. select and suggest EFL strategies to help improve their own and peers' learning

## OVERVIEW

This chapter provides basic theories on language learning, especially English as A Foreign Language /EFL. There are factors that enable children acquire and develop their first language, supports and roles of adults in the children's nearest surroundings, exposure in acquisition, practice in learning. The controversies related to nature versus nurture concepts and the critical period hypothesis are discussed as well. Further, learning EFL requires strategies to achieve desired results. As English teachers-to-be, the students need to be equipped with the strategies which will support their present learning and their future teaching profession. In this chapter, only EFL reading skill and vocabulary learning are discussed as part of study skills necessary for enhancing the students' present learning whereas the other skills (speaking, listening, and writing) and element (pronunciation) are integratedly used in class interactions, discussions and assignments. The reading strategies described briefly consist of paraphrasing and summarizing. The students also learn some concepts about explicit and implicit vocabulary learning as a language element to support reading skills and other skills as well.

## INTRODUCTION

Scan the QR code and watch the two videos created by BBC teams

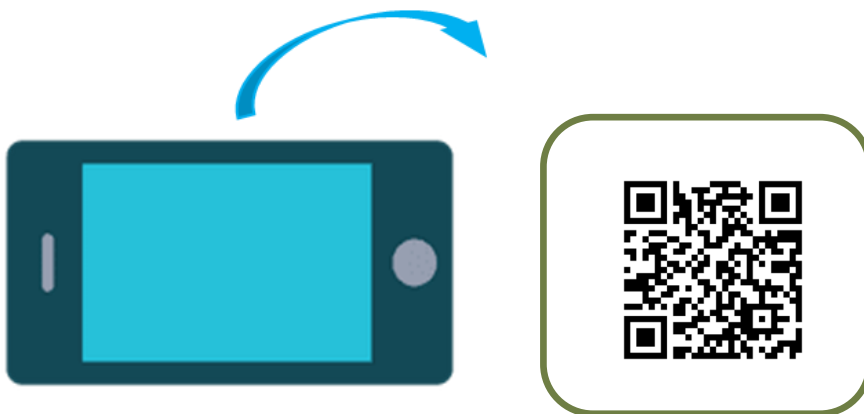
1. Mentalism in Language: On How Children Acquire and Produce Language (BBC, 1998)



<https://www.youtube.com/watch?v=qNhMapbD2aE>



2. How Do We Talk? - Horizon - BBC Two

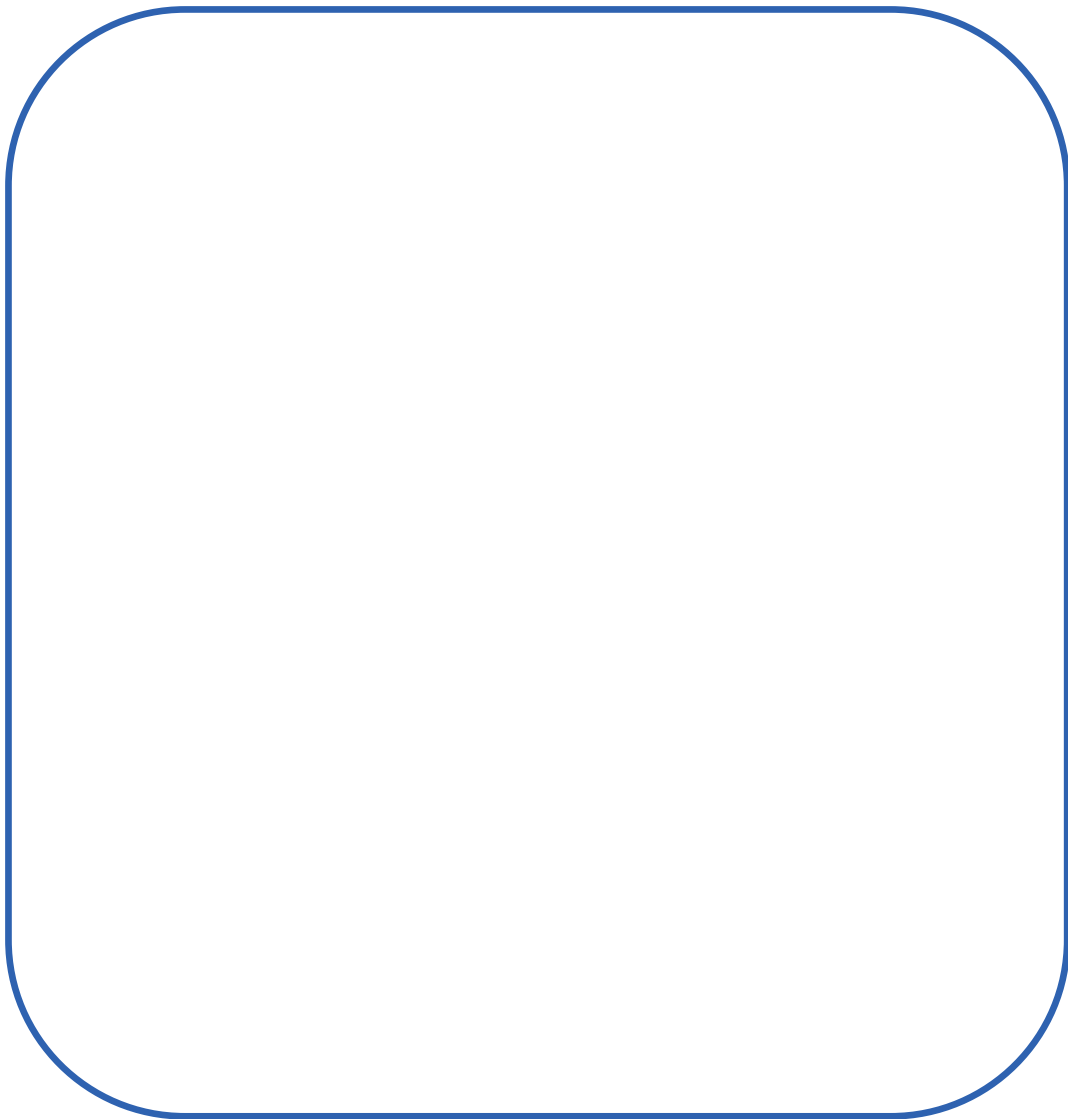


<https://www.youtube.com/watch?v=TgrQlhVPBjc>



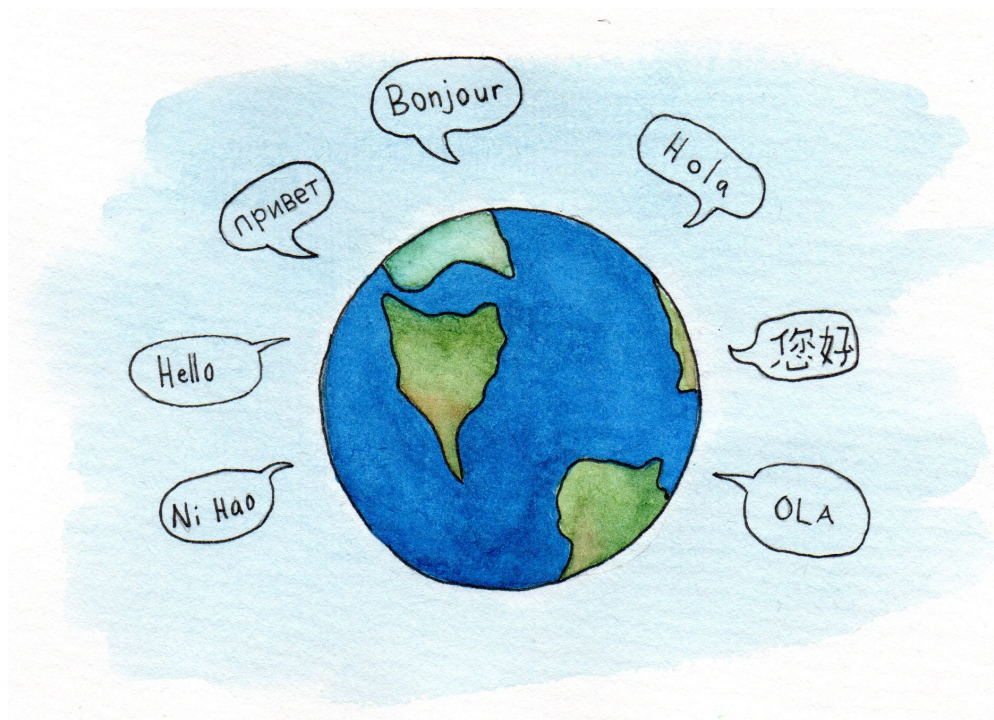
## LET'S CHECK

1. What do you learn from the two videos?
2. What did the kid do on the first video?
3. What research did Dr. Deb Roy do?
4. Have you experienced a similar situation or process? Share it.
5. Is there any interesting information you want to comment?



# TOPICS FOR DISCUSSIONS AND ACTIVITIES

## BASIC CONCEPTS OF LEARNING A LANGUAGE



### Language Acquisition Device / LAD

Language Acquisition Device was introduced firstly by Noam Chomsky in 1960s to refer to an imaginary unit in a child's brain which is responsible for language comprehension and production. It is the unit which enables the child to learn to comprehend and create utterances. Being exposed to the language used by adults in his other surroundings, the child is able to rec-

ognize, distinguish, and comprehend the language sounds before finally being able to produce the language. The concept of LAD is then developed into the concept of Universal Grammar which states that any child has an innate ability to comprehend sounds produced by adults and directed to the child, and learn any language later on.



## Exposure

Cambridge Dictionary ([dictionary.cambridge.org](https://dictionary.cambridge.org)) defines exposure as the “the fact of experiencing something and being affected by it”. In a language learning context, it refers to any contact that a person has or experiences with the language he or she is trying to learn. For a child learning his or her first language, exposure occurs in natural settings in which the language is used by

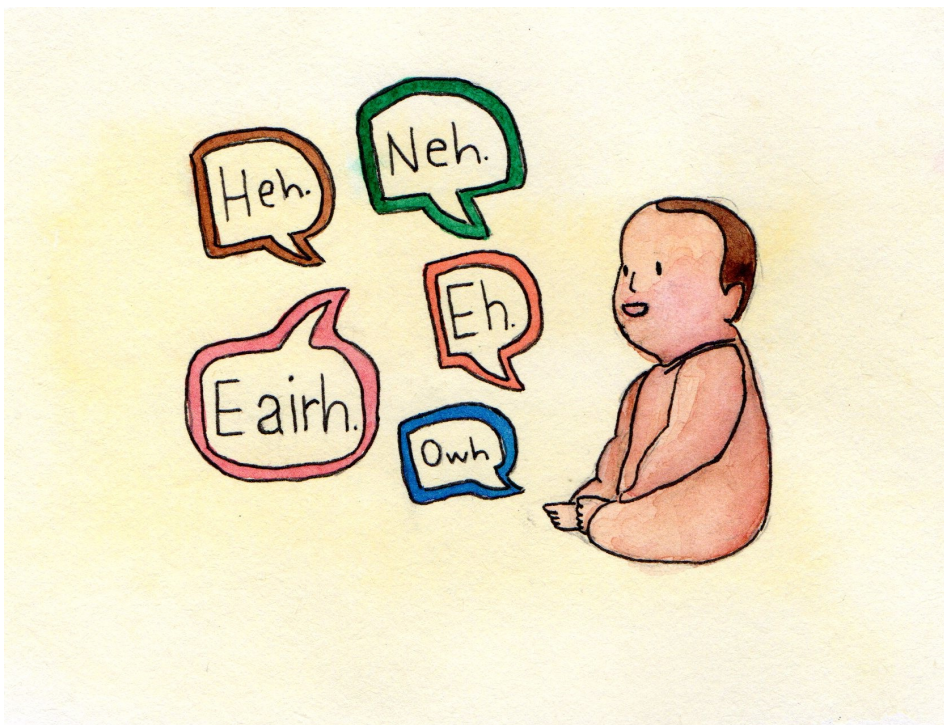
people in the surroundings, absorbed and internalized by the child in such a way that they can finally acquire the language. Specifically, Benson (2001) divides exposure into language exposure inside the classroom and outside-of-class language exposure, and the latter is the one discussed in the sub-chapter. Generally, the amount and quality of exposure someone receives may affect his language development.

### **Nature VS Nurture**

Being exposed to any first language (L1), a child is not automatically able to master the accepted L1. The child depends on two equally important factors, namely, nature and nurture. Nature is an inherent factor that a baby has had since his or her birth. Under certain supporting situations (nurture factors), the baby can grow and develop well, including developing his or her “nature” so the nature becomes his well-developed talents. However, the baby is not always brought up in a supportive situation, and consequently the talents may not develop fully. Nurture factors can vary as to include role models, guidance, facilities, care and support from the environment, especially parents, adults, and more knowledgeable other/ MKO (Vygostky, 1978).

## Caretaker's speech

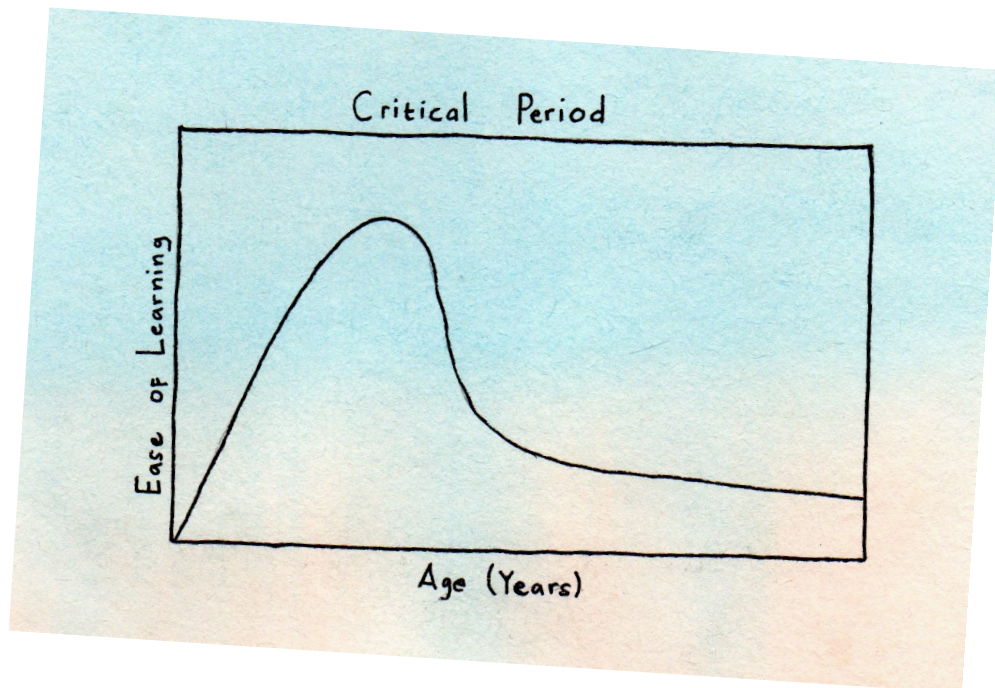
One of the MKO having influences on the child's language development is the caretaker of the child. The caretakers refer to parents, and adults who take care of the child. A caretaker interacts verbally and non-verbally with the child. Therefore, the caretaker is supposed to be the source of language input and a language model for the child. The speech of a caretaker should consist of simple utterances using simple daily-used words and a lot of repetitions. For example, "you want milk... do you want milk... this milk?", and the caretaker may point to a bottle of milk for the child. In this way, the caretaker's speech is clear, comprehensible, and meaningful.



## The Critical Period Hypothesis (CPH)

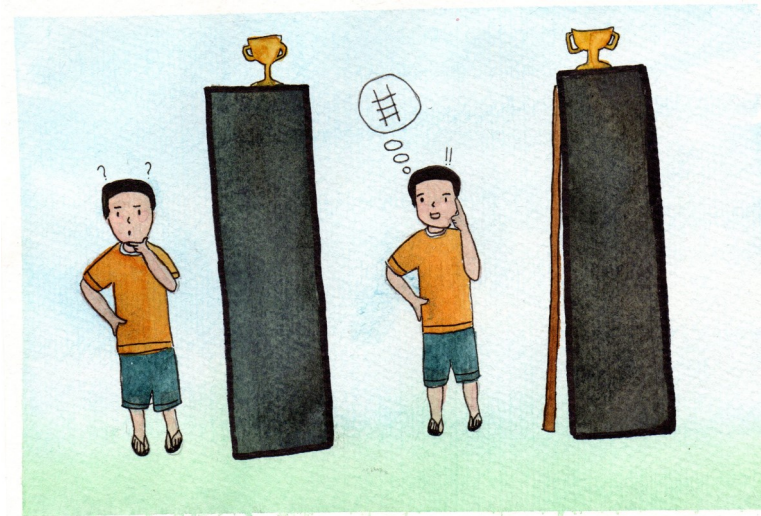
The theory states that there is an ideal period of acquiring a language in which children can acquire the language fast without any significant difficulties. The period begins from early childhood and will end approximately after puberty (Lenneberg, 1978). The earlier children acquire a language, the better their pronunciation would be. However, the children need sufficient appropriate input and support to make the acquisition of native-like pronunciation. The CPH has been a controversial topic among linguists and educational researchers. If you are interested in learning more about the controversies, please access the following source: *ELT Journal*, Volume 63, Issue 2, April 2009, Pages 170–172, <https://doi.org/10.1093/elt/ccn072>, or you may access other sources to search for information on the Critical Period Hypothesis.

Please discuss the illustration.



- 1) What does the horizontal line represent?
- 2) What does the vertical line represent?
- 3) When are usually the most effective years of language learning to take place?
- 4) Can you complete the statement "the older a child the ....."?
- 5) Do you experience your Critical Period Hypothesis? Share your own experiences.

## Scaffolding and Practice



Scaffolding, in educational context, refers to any support provided to help learners achieve their maximum learning results. In language learning, scaffolding may take the forms of giving examples, using simpler words, giving directions, and other verbal prompts. Can you find a more complete definition of scaffolding in education? Scaffolding can be similar to gradual steps which will facilitate learners to solve problems, to do task, and to accomplish their highest learning goal.

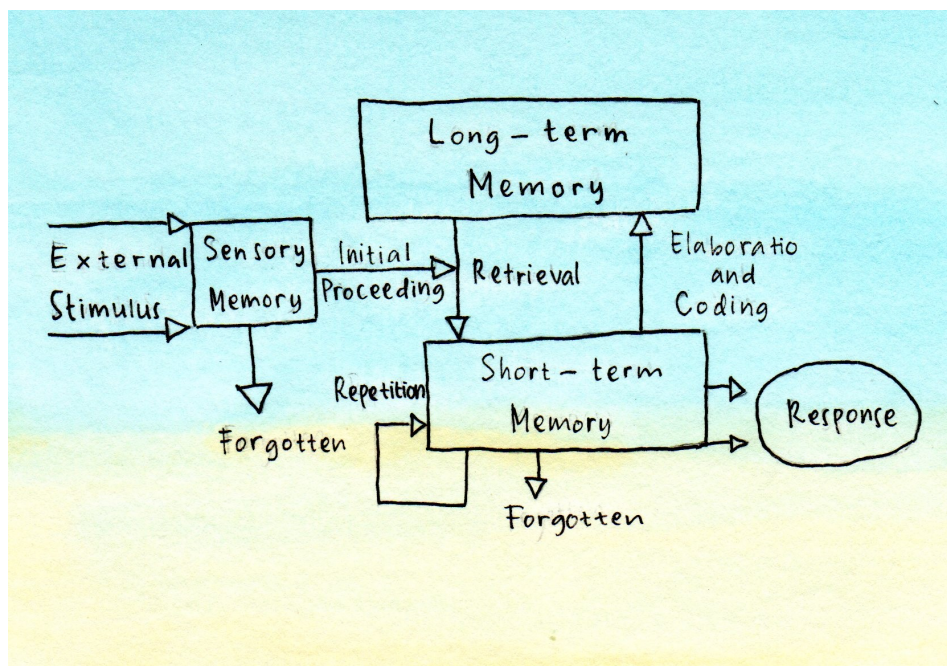




## Practice Makes Perfect

Have you ever heard the saying that “Practice Makes Perfect”? Does it also apply to language learning? How often do you practise learning vocabulary or pronunciation? What do you do to develop your reading or other skills? What kinds of practice will support language learning? These questions are relevantly discussed in this sub part.

Practice involves repetitions but not any repetition will make effective practice – practice which brings about desired results. According to the information processing theory, information (oral and written) perceived by senses will remain in the short term memory for a while and can be forgotten soon after some time. In order to retain the information, it has to be processed further as described in the following diagram of information processing.

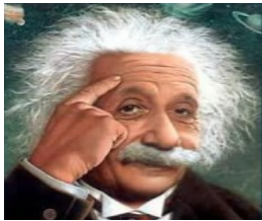


The processing of information from short-term memory into long-term memory usually involves repetitions which should be frequent but spaced and meaningful. During the repetitions, relevant signs, abbreviations, clues, chunking can be exploited to help memory function well. Simple phonetic transcriptions can be used in order to master the right pronunciations of English words; commonly used abbreviations such as e.g (=for example), cf. (=compare) can remind the students of important details; chunking such as grouping numbers into memorable units, and commonly used expressions for communication may also help information processing to minimize forgotten information; mind mapping to process complicated theories can also be created by anyone who wants to retain essential information and comprehension of it.

What is chunking in English? Chunking refers to any technique to present information by dividing concepts into small pieces or “chunks” of information. The purpose of doing it is to make easier comprehension. Examples of chunking are, among others, using short subheadings and short sentences of one or two ideas per sentence. While reading aloud, a reader can chunk a long sentence into some short meaningful phrases, and the appropriate chunking may indicate the reader’s comprehension of the sentence being read. The reader is likely to retain the information longer as well.

Are you familiar with the acronym FANBOYS? What does it stand for? Can you see that each letter represents a word, and the words are related to each other functionally. Having to use FANBOYS repeatedly, the reader can remember it and use it appropriately later.

Another example of chunking is grouping your phone number into smaller meaningful units such as 08462636456 to become 084 62 63 64 56.



**“Better understanding  
now?”**

## EXERCISES

A. Write the answer A/B/C etc. in the provided column.

| Answer | Statement   |
|--------|---|
|        | An innate ability that enables a child to learn a language is called ...  |
|        | A specific stage in human life in which language acquisition can take place fast and effortlessly is ...                      |
|        | Complementary factors which enable a child to develop his or her language are ... (write <b>two</b> choices)                  |
|        | It refers to anything provided for language learners to support their language development.                                   |
|        | Using examples, simple words, pictures, and giving leading questions in an instruction are examples of <b>this</b>            |
|        | <b>Two theoretical concepts</b> which are complementary for a child's language development are ... (write <b>two</b> choices) |
|        | Cognitive activities which can help retain memory for retrieval are ... (write <b>two</b> choices)                            |
|        | organizing information into interrelated pieces of information can be called ...  |

## Options

|   |                             |   |                    |
|---|-----------------------------|---|--------------------|
| A | Cognitive factors           | G | Nurture            |
| B | Exposure                    | H | Caretaker's speech |
| C | Social factors              | I | Scaffolding        |
| D | Critical period             | J | Nature             |
| E | Mind mapping                | K | Chunking           |
| F | Language acquisition device |   |                    |

**B. Answer the following questions**

Share what you know and experience about successful vocabulary learning and highlight the supporting and inhibiting factors in the process

1. Do you agree that “practice makes perfect”?
2. How often do you have to practice in learning something?
3. During the practice of learning, do you experience any scaffolding?
4. Who can provide scaffolding?
5. How can language learners provide scaffolding to scaffold each other?
6. Can you relate the concept of scaffolding and practice?

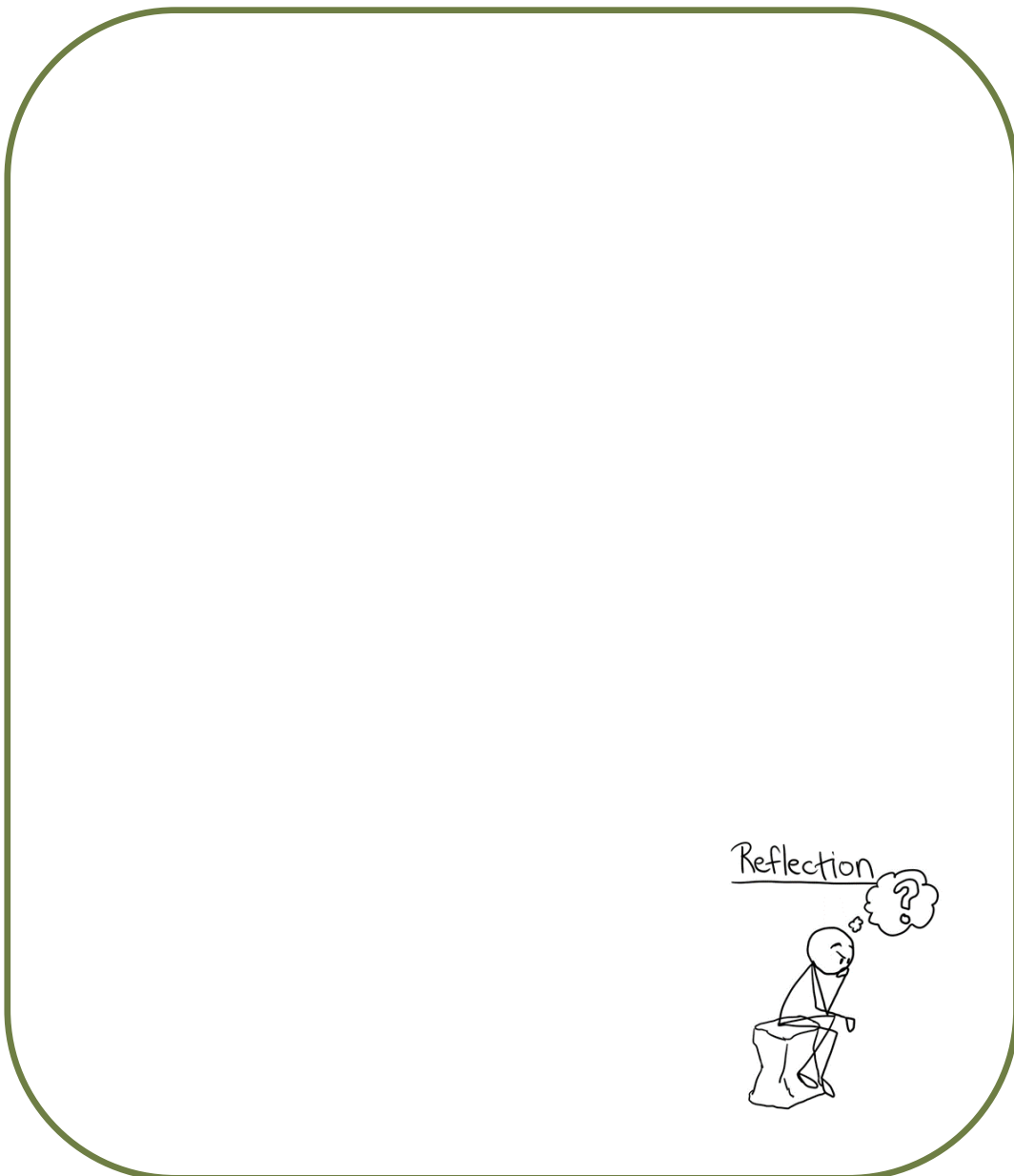
(Write your answers here)

(Write your answers here)


Please recall your own learning experiences and write your personal reflection:

1. Is it nature or nurture that provides significant support?
2. What was the best scaffolding you had experienced? Why?

Your reflection should include your plan and strategies to become more successful EFL learners.



Reflection





## LEARNING VOCABULARY AS A LANGUAGE ELEMENT

Scan the barcode below and discuss the following questions.

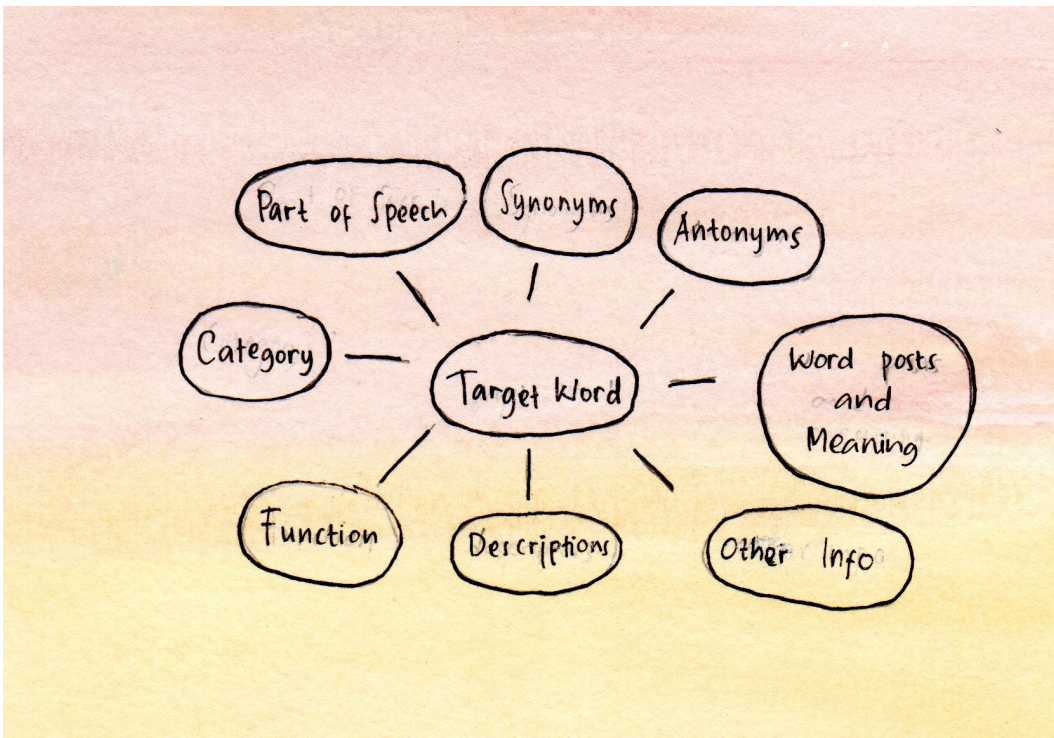


- Have you often heard people's complaints of their limited English vocabulary knowledge?
- Have you ever been asked some tips to increase vocabulary mastery?
- Do you forget newly-learned word meanings?
- Are you familiar with the words keyboard, mother-in-law, bus station?
- Can we combine words to form new words?
- What difficulties did the man encounter at the beginning of his trip?
- As foreign language learners, what can you learn by watching the video?

## What is Vocabulary?

### Definition

Vocabulary refers to “a collection of words known by an individual or by a large group of people” (source: Merriem –Webster dictionary at <https://www.merriam-webster.com/dictionary/vocabulary>), or vocabulary simply means the words in a language.

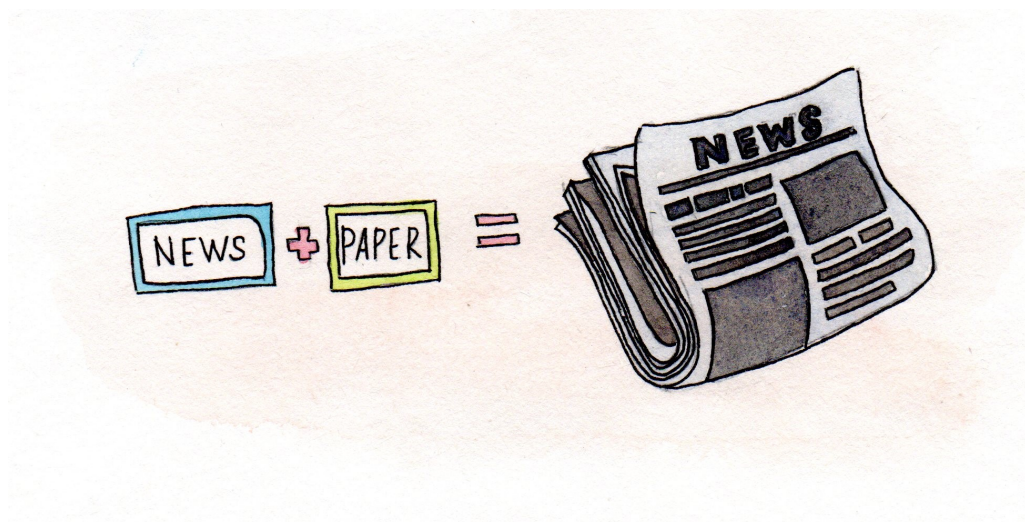


## Classifications of words

Words can be classified into basic or simple words, compound words, and complex words. Each can be described briefly as follows.

A simple word is a word which consists of a base form or one free morpheme (a morpheme= the smallest meaningful unit) which cannot be “broken” further, for example, bus, station, fire, average, numerous, etc. The simple word has its own meaning and it can stand by itself. It may consist of one syllable or more than one syllable.

Compound words refer to combined two or more simple words which result in new words, for example, bus station, sunflower, blue car, over-the-counter-medicine whereas complex words are words which consist of two or more morphemes, either free morphemes or one free morpheme and a bound morpheme. Some examples are irresponsible, neighborhood, bookishness, etc.



There are still other ways to classify words. You can learn word classification further in morphology.

Please write and share it to class.

Do you often forget words that you have learned?

Do you sometimes feel that you know a word but you forget it?

Have you experienced the “Tip of the Tongue”?

Write your experiences here ...

---

---

---

---

---

---

---

---

---

---



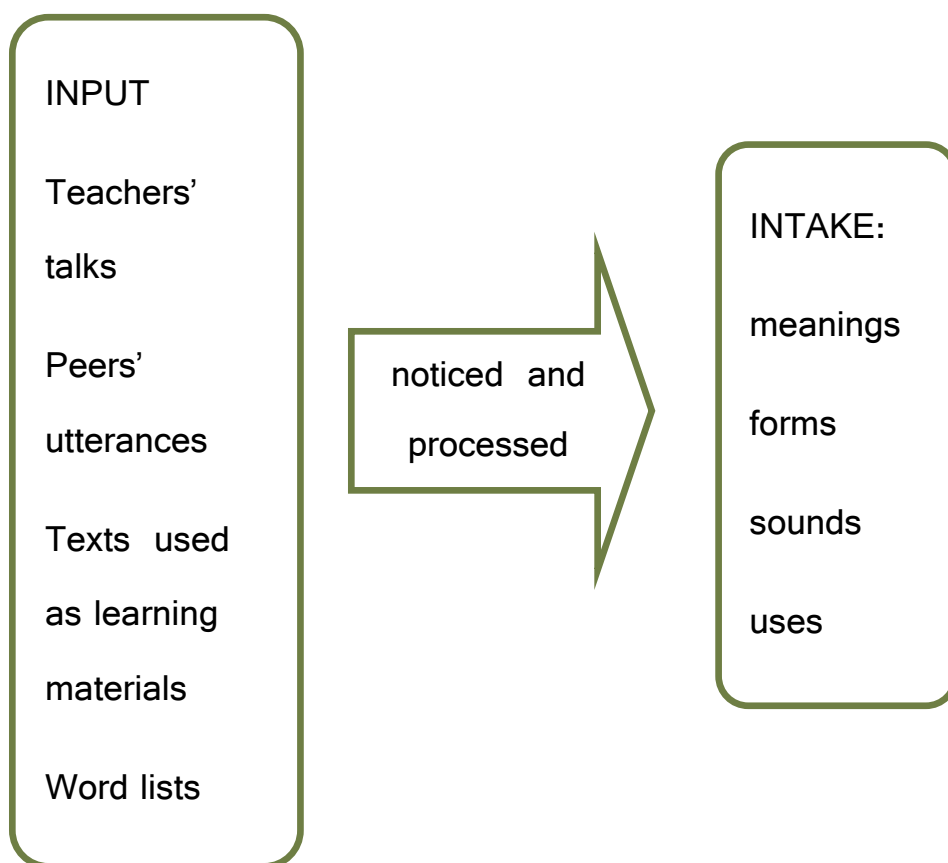
## **Input and intake**

Language Input is defined generally as any oral and written language which is perceived and received by language learners. In the era of digitalized technology, input can be available abundantly, for example, printed and online information, stories, news, speeches, lectures, conversations, movies, etc. Language learners are exposed to them. Does it mean that language learners can always get advantages because they are exposed to and are able to access the superfluous language input? Is all language input comprehended by them? Will all language input be processed and internalized to develop the learners' linguistic system already possessed? The answer is NOT ALWAYS.

Some previous studies discovered that not all input available to learners could be absorbed and processed to become intake which was needed for their language development. Intake itself is defined as subset of input which has been processed or has remained for some time in the working memory for further processing (see: the diagram of information processing stages on page 73). Do you sometimes feel that you once heard a speech or read a text but comprehended only part of it? Similarly, do you often forget word meanings provided on the glossary of a book? On the contrary, have you experienced transferring input into intake while listening to an inspiring speech which you comprehend and intentionally make efforts to comprehend

the words of the speech well? Can you later recall and use the words?

The following is a diagram showing how input can be transformed into intake in vocabulary learning.



When a word is noticed by a learner or a reader, the word is perceived and paid attention to. In this way, the learner or reader may learn the meaning, form, function, usage of the word. He or she notices and pays attention to the word as stated in the Noticing hypothesis that “input does not become intake

for language learning unless it is noticed, that is, consciously registered” (Schmidt, 1990, 2010). Afterwards, the word can be deliberately processed further by transferring it to the long term memory through rehearsal for later use.

It is relevant to raise a question of what can enhance the input-intake processing in classroom contexts? There are at least two main factors which contribute to the input-intake processing, namely, internal-learner factors (learners’ characteristics) and external-learner factors such as appropriate input and clear task demands.

### **Receptive and Productive Vocabulary**

A language learner may understand the meanings of words when reading or listening to a text. The words form his or her receptive vocabulary knowledge. The words belonging to the receptive vocabulary category may range from words already known well by the learner to words only slightly comprehended when the learner comes across the words in their contexts. However, if the learner is able to produce and use certain words when speaking or writing correctly, these words are likely to be part of his or her productive vocabulary which is usually narrower than receptive vocabulary. Thus, a learner has to “pass through” a continuum from receptive

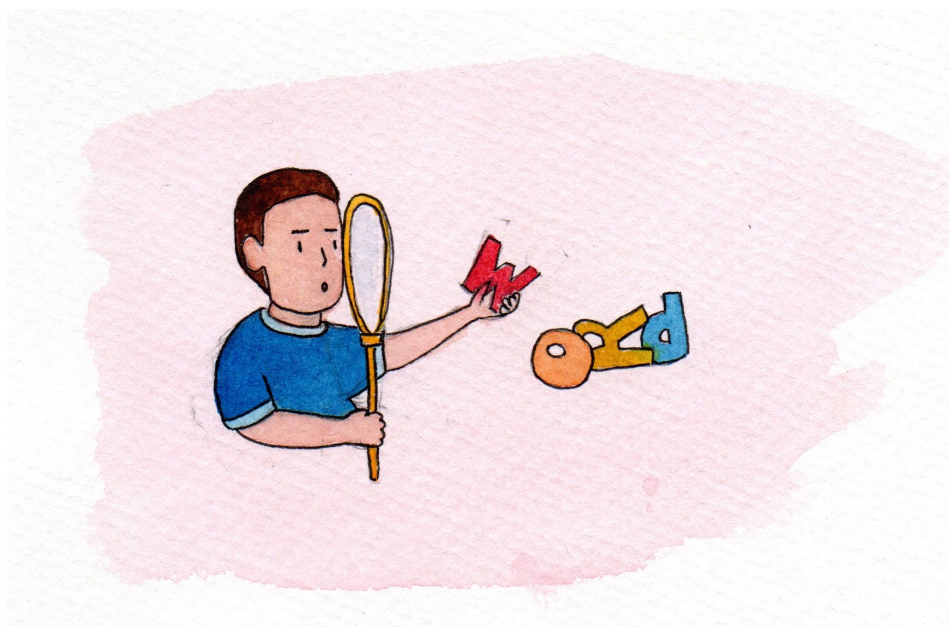
vocabulary to productive vocabulary mastery. For example, someone's ability to identify and recognize the written form of a word usually precedes the ability to convey its meaning and use it correctly.





## Tips to learn vocabulary

1. Pay attention to the form, meaning, pronunciation, and spelling of the word you are going to learn.
2. Look at the provided visual illustrations to help you understand and remember the word.
3. Use the context where the word is used to understand the word better.
4. Highlight important details of the context to help you understand and memorize the word.
5. Make a relevant personalized note of the word you learn such as the affixation used, antonyms or synonyms of the word, etc.
6. Create a mind map of the word and its related aspects.
7. Practice using the word.
8. Create your own technique to learn a new word effectively.



## Group Discussion

Share your experiences in learning English vocabulary to your peers.

1. Do you think you are a successful learner? Give some supports for your statements.
2. Find out similarities and unique differences in the way each of you learns vocabulary.



## EXERCISES

Make a list of 10 simple words which can be combined to make 5 compound words and 5 complex words

Simple nouns

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

Please create the following words

**A. 5 compound words frequently used in articles on language development**

1. ....
2. ....
3. ....
4. ....
5. ....

**B. 5 compound words frequently used in articles on education**

1. ....
2. ....
3. ....
4. ....
5. ....

**C. 5 complex words frequently used in linguistics texts**

1. ....
2. ....
3. ....
4. ....
5. ....

Let's handwrite our reflection on vocabulary learning.

How large is your vocabulary?

---

---

---

---

---

---

---

Do you have difficulties to enlarge your vocabulary?

What should you do to regularly enlarge your vocabulary?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

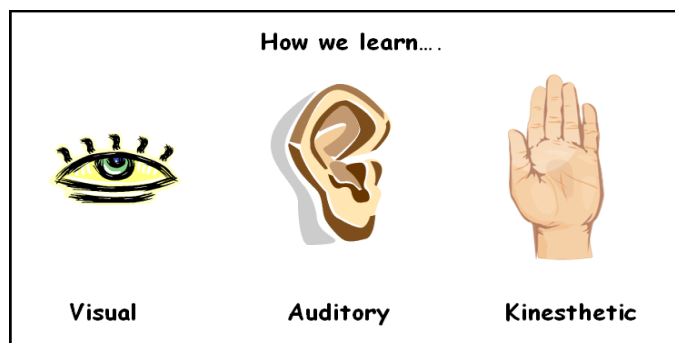
What is your learning style?

Do you know your learning styles?

Use the vark questionnaire to know your learning style.



<https://vark-learn.com/the-vark-questionnaire/>



How well do you master English vocabulary?

Are you familiar with words listed on the following lists?

Scan the QR codes below



The first 1000 high frequency words of the General Service List

Please check your mastery of the second 1000 words of the  
General Service List.

## LEARNING READING SKILLS

Do you like reading?

What reading stuffs do you like to read?

How much time do you spend on reading every week?

Do you apply certain strategies to read quickly?

Do you apply certain strategies to read thoroughly?





## READING STRATEGIES

### Commonly Used Reading Strategies

Please mention some reading strategies you already learned.

How well do you use the strategies? When you can use the reading strategies in other learning contexts such as in reading your handouts, articles assigned, you have transferred your knowledge and skills effectively. CONGRATULATIONS, you have experienced TRANSFER OF LEARNING!

Now, let us review briefly two strategies: paraphrasing and summarizing.

## How to paraphrase

Here are some steps to paraphrase a paragraph

| Step |  |
|------|--|
| 1    | Understand the paragraph well by reading it thoroughly   |
| 2    | Use synonyms, word of similar meanings by looking up in a dictionary   |
| 3    | Maintaining the key words if necessary   |
| 4    | Do not use 5 similar words in a row  |
| 5    | Change active sentences into passive sentences or vice versa   |
| 6    | Read and reread again the paraphrased paragraph and check whether it is still similar to the original one. If so, then you need to make slight changes |
| 7    | Note properly the source where you take the paragraph from.  |

An example of how to paraphrase a paragraph taken from How To Paraphrase sources by Coutney Graham published April 18, 2018 (<https://www.scribbr.com/citing-sources/how-to-paraphrase/>) is provided. Can you identify some differences?

### Original passage

The number of foreign and domestic tourists in the Netherlands rose above 42 million in 2017, an increase of 9% and the sharpest growth rate since

2006, the national statistics office CBS reported on Wednesday.

### **Paraphrased version**

The national statistics office, CBS, stated that the Netherlands experienced dramatic growth in the number of tourists visiting in 2017. More than 42 million tourists travelled to the Netherlands that year, representing a 9% increase – the sharpest growth in 12 years (DutchNews.nl, 2018).

### **How to summarize a paragraph or a text**



Here are some tips:

1. Read and understand the paragraph or the text well, especially the topic sentence which is likely to be the first sentence.
2. Identify the key words.
3. Search for repetitions of particular words which are likely to be the key words.
4. Use 5 wh-question words: who, what, when, where, why, and how.
5. Ideally, your summary should cover the information related to those questions.
6. Your summary should be briefer than the original paragraph or text because you can omit details.

## Group Discussion

The following is a passage to summarize. Please summarize it.

Language teaching approach emphasizing more language fluency may reduce the opportunities to learn and to master grammatical and other language rules necessary for language production skills. Students may develop perceptions and attitudes which ignore the rules although they have been taught to master the rules. They fail to transfer their previous learning to related learning contexts. Adopting some theories of Transfer of Learning proposed by some experts, this preliminary study aimed at investigating the possibility of transferring the learning of Countable–Uncountable noun concepts in a grammar course to the implementation of the concepts in writing assignments..

**YOUR SUMMARY**



Which one is more challenging: paraphrasing or summarizing? Why?

Write your opinions here:



**Do you experience fun and fruitful reading?**

“The more reading you do the better your reading comprehension and production is.” Have you ever read this reading hypothesis by Krashen?

The hypothesis more or less states that one of the ways to improve your reading comprehension and language production is through reading a lot. Do you experience it? Share your experience and write it below.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Group work to make a poster to promote fun and meaningful reading**

Fun and meaningful reading requires strategies to cope with unfamiliar difficult words encountered during the reading. What will you do to overcome the difficulties if you do not have any dictionary with you?

Here are some strategies which can be implemented:

1. Guessing word meanings from their contexts
2. Checking whether the words have derivational morphemes which can create new words or change the grammatical classes of the words (e.g., read and reader, depend and dependence)
3. Checking whether the words have antonyms you are familiar with (polite and impolite, responsible and irresponsible etc.)
4. Checking the prefixes or suffixes: are you familiar with them?
5. Using synonyms which you think will substitute the words and checking whether they make sense
6. Please share your strategies.



## Mind mapping

When you read a reading text containing complex information, you may need to mind map the contents by drawing a diagram to represent, organize key points of the text and arrange them around a center (one main idea). The purpose of mind mapping is to visualize the connection between some information and concepts and comprehend them.

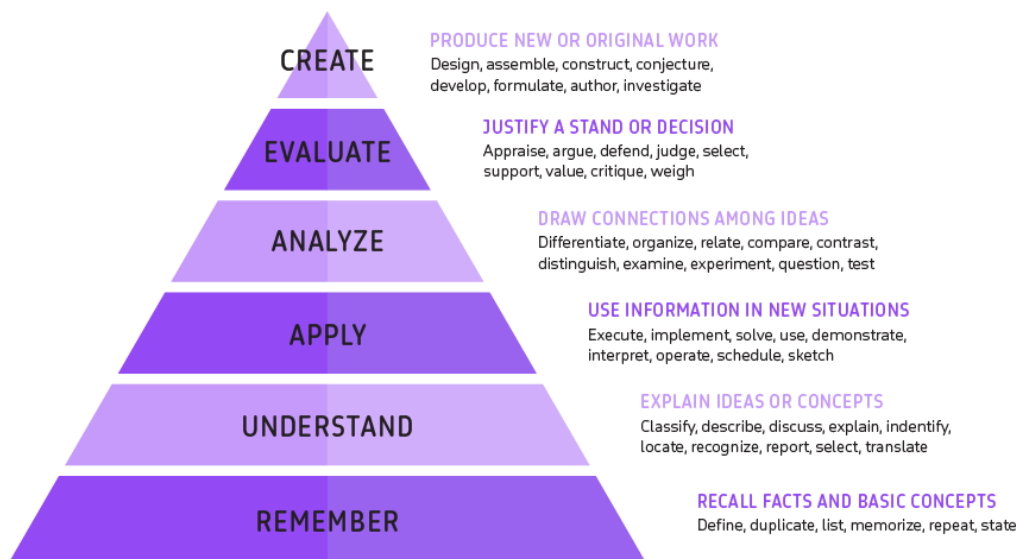


# EXERCISES

Assignment (in group)

When you have to create a mind map, which cognitive levels do you use: remembering, understanding, applying, analyzing, evaluating, or creating?

(Bloom taxonomy revised)



Source: <https://tophat.com/wp-content/uploads/Blooms-Taxonomy-Explained.png>

Choose an article and create a mind map of it. Draw your mind-map here.

A large, empty rounded rectangular box with a blue border, intended for drawing a mind map. The box is centered on the page and occupies most of the lower half of the page.

Let's share what we have learned from the materials of the chapter.

---

---

---

---

---

---

---

---

---

---

Note: Students may also share their successful and unsuccessful EFL learning experiences when they were in their first semester. In this way, they could make a comparison of their successful and less successful experiences. Hopefully, they can make conclusions and reflections of how and why the experiences could take place.



## REFLECTION

Please share your feelings on " Learning EFL ". Look at the following drawings, which indicates your feelings: the first, second, or third picture?



How large is your vocabulary?

---

---

---

---

Do you have difficulties to enlarge your vocabulary?

What should you do to regularly enlarge your vocabulary?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Let's handwrite our reflection on our process to learn EFL

The activities I just learned were

---

---

---

---

---

---

---

---

---

---

The activities I like most were

---

---

---

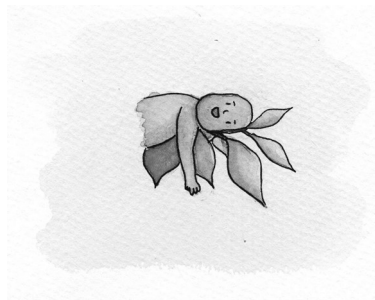
---

---

---

---

---



The activities I found most difficult were

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

What I need to be better is

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**“To learn language is to have one more  
window from which to look at the world.”**

**-Chinese Proverb-**

## REFERENCES

- Benson, P. (2001). Teaching and researching autonomy in language learning. Harlow: Pearson Education.
- Jones, M.G. & Brader-Araje, L. (2002). The impact of constructivism on education: Language, discourse, and meaning. *American Communication Journal*, 5(3), no page.
- Lennerberg, EH. (1967). Biological Foundations of language. New York: Wiley.
- Mattar, J. (2018). Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. *RIED. Revista Iberoamericana de Educacion a Distancia*, 21(2), 201 – 217.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129 - 158.
- Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T.Suthiwan, & I. Walker, Proceedings of CLaSIC 2010, Singapore, December 2-4(721-737). Singapore: National University of Singapore, Centre for Language Studies.

Slavin, R.E. (2006). *Educational psychology: Theory and practice*. Boston: Pearson.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

## ONLINE SOURCES

*ELT Journal*, Volume 63, Issue 2, April 2009, Pages 170–172, [https://](https://doi.org/10.1093/elt/ccn072)

[doi.org/10.1093/elt/ccn072](https://doi.org/10.1093/elt/ccn072)

<http://prattpsychology.blogspot.com/2011/03/piagets-stage-theory.html>

[http://vocabtesting.com/1st\\_1000\\_words.pdf](http://vocabtesting.com/1st_1000_words.pdf)

<https://csn.org/heres-what-todays-kids-want-to-be-when-they-grow-up/>

[young-girl-pretending-to-teach-her-teddy-bears/](https://csn.org/heres-what-todays-kids-want-to-be-when-they-grow-up/young-girl-pretending-to-teach-her-teddy-bears/)

[https://en.wikipedia.org/wiki/Jean\\_Piaget](https://en.wikipedia.org/wiki/Jean_Piaget)

[https://en.wikipedia.org/wiki/Lev\\_Vygotsky](https://en.wikipedia.org/wiki/Lev_Vygotsky)

[https://id.wikipedia.org/wiki/Ivan\\_Pavlov](https://id.wikipedia.org/wiki/Ivan_Pavlov)

<https://psychclassics.yorku.ca/Watson/intro.htm>

[https://snl.no/Carl\\_Rogers](https://snl.no/Carl_Rogers)

[https://snl.no/Jerome\\_S.\\_Bruner](https://snl.no/Jerome_S._Bruner)

<https://tophat.com/wp-content/uploads/Blooms-Taxonomy-Explained.png>

<https://unsplash.com/photos/j9jZSqfH5YI>

<https://unsplash.com/photos/OvqY7ZZIhrO>

<https://unsplash.com/photos/Z1Oyw2snqn8>

<https://vark-learn.com/the-vark-questionnaire/>

<https://www.biography.com/scientist/bf-skinner>

<https://www.dailymotion.com/video/x2pjllg>

<https://www.elsevierhealth.com.au/blog/the-zone-of-proximal-development>

<https://www.google.com/search?>

<https://www.google.com/search?q=figure+of+information+processing+stages&tbm=isch&source=iu&ictx=1&fir>

<https://www.google.com/search?q=figure+of+information+processing+stages&tbm=isch&source=iu&ictx=1&fir>

[https://www.hrstud.unizg.hr/\\_download/repository/](https://www.hrstud.unizg.hr/_download/repository/)

[Edward\\_L.\\_Thorndike.pdf](https://www.hrstud.unizg.hr/_download/repository/Edward_L._Thorndike.pdf)

<https://www.merriam-webster.com/dictionary/vocabulary>

<https://www.pinterest.com/pin/94153448431215804/>

<https://www.reduceducom.org/dialogue-with-other-currents/meaningful->

[learning-from-david-ausubel.htm](https://www.reduceducom.org/dialogue-with-other-currents/meaningful-learning-from-david-ausubel.htm)

<https://www.researchgate.net/figure/Classical-Skinner-Box-experiment-II->

[https://www.researchgate.net/figure/Classical-Skinner-Box-experiment-II-MATERIALS-AND-METHODS\\_fig2\\_224313225](https://www.researchgate.net/figure/Classical-Skinner-Box-experiment-II-MATERIALS-AND-METHODS_fig2_224313225)

<https://www.researchgate.net/publication/>

[255737107\\_The\\_Critical\\_Period\\_Hypothesis\\_in\\_Second\\_Language\\_Acquisiti  
on\\_A\\_Statistical\\_Critique\\_and\\_a\\_Reanalysis](#)

[https://www.sciencesource.com/archive/Object-Permanence---Baby-with-  
Hidden-Toy-SS2135670.html](https://www.sciencesource.com/archive/Object-Permanence---Baby-with-<br/>Hidden-Toy-SS2135670.html)

<https://www.scribbr.com/citing-sources/how-to-paraphrase>

<https://www.wikihow.com/Help-Babies-Learn-About-Object-Permanence>

<https://www.youtube.com/watch?v=qNhMapbD2aE>

<https://www.youtube.com/watch?v=TgrQlhVPBjc>

## GLOSSARY

### **Behavior**

Behavior is the way we act and how we act towards others.

Your Note

---

---

---

### **Behaviorism**

Behaviorism is a theory which analyzes humans' psychological states based on their observed behaviors.

Your Note

---

---

---

### **Caretaker's speech**

It refers to utterances (short, simple, clear, repetitive) produced by parents or adults who take care of children during their infancy. The utterances or speech have the characteristics of short sentences using simple words and many repetitions. The utterances are articulated clearly and commonly said in a high-pitched voice.

Your Note

---

---

---

### **Cognitivism**

Cognitivism is a theory which analyzes the cognitive process of human's learning process and decision making.

Your Note

---

---

---



## Compound words

The words consist of combined simple words, e.g. bus + station, news + paper, book + store.

Your Note

---

---

---

## Constructivism

Constructivism is a theory which analyzes how humans construct their minds and how they construct the knowledge.

Your Note

---

---

---

### **Critical Period Hypothesis**

The hypothesis refers to the period between early childhood to adolescence in which one's language competences can fully develop to enable language acquisition to take place successfully.

Your Note

---

---

---

### **Exposure**

Cambridge Dictionary ([dictionary.cambridge.org](https://dictionary.cambridge.org)) defines exposure as the “the fact of experiencing something and being affected by it”.

Your Note

---

---

---

### **Exposure in language acquisition**

It refers to any contact with a language as a result of being surrounded with people using the language to communicate. It may refer to in-class and outside exposure.

Your Note

---

---

---

### **Humanism**

Humanism is a theory which analyzes how human interactions can influence someone's learning process.

Your Note

---

---

---

## **Input**

It refers to what is offered by environment/people and then taken in as a result of learning. The big amount of input is not always a guarantee that successful learning has taken place.

Your Note

---

---

---

## **Intake**

It is the part of input which is part of input which is successfully processed and learned. The amount of intake is less than that of input.

Your Note

---

---

---

## Language Acquisition Device

It is a concept introduced by Noam Chomsky in 1960s to refer to an imaginary unit in a child's brain which is responsible for language comprehension and production.

Your Note

---

---

---

## Memory

- 1) The ability of the brain to store and remember information
- 2) the information kept in the brain

Your Note

---

---

---

## Parts of Speech

It is a syntactic category of words based on their functions, for example, nouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiners, and interjections.

Your Note

---

---

---

## Positive psychology

Positive psychology refers the positive mindset that humans use to create a positive aura, atmosphere, and energy.

Your Note

---

---

---

## Reading hypothesis

It is one of Krashen's hypotheses which believes that more reading in L2 (second language), the more vocabulary acquired by the readers as far as they comprehend the reading materials.

Your Note

---

---

---

## Receptive and Productive Vocabulary

Receptive vocabulary is a collection of words known by a person. However, the person may not always be able to use the words properly. He may know the words by hearing the words frequently used by other people, encountering the words used on written materials, or by being exposed to the words quite often. However, the person does not know how to use the words appropriately. For example, the word hedging in economics which means *lindung nilai*. For a language teacher, the word can be part of his receptive vocabulary, however, for a banker the word can be part of his productive vocabulary because he can utilize the word appropriately. It can be said that receptive vo-

cabulary is usually larger than productive vocabulary – all words which a person can utilize properly.

Your Note

---

---

---

### **Taxonomy**

It refers to a system of classification or categorization of things or concepts or principles which have interdependence to form a hierarchy, for example, Bloom taxonomy which classifies human cognitive processing into hierarchical levels.

Your Note

---

---

---



### **Tip of the tongue**

It is a condition when someone fails to recall a word or term from his memory which causes partial recall only, for example, recalling only the first letter of the word although the person feels he is about to pronounce and utter the word.

Your Note

---

---

---

### **Transfer of learning**

It refers to learning which uses previously learned knowledge or skills to facilitate the next learning and practice.

Your Note

---

---

---

## ZPD

ZPD stands for Zone of Proximal Development. ZPD refers to the learners' learning "zones" in which they try to figure out the problems without the help of the caregivers.

Your Note

---

---

---

# Synopsis

The series is mainly discussing educational psychology in general. However, there is a special touch given in the series, i.e. it touched the aspects of foreign language learning process which is very near and dear to the hearts of the student teachers who will teach English. The first series with the title *Learning and Learning a Foreign Language* embarks the journey to explore the evolution of the theory of learning and what it takes to learn a foreign language. The second series entitled *Motivation in Learning* explores deeper on learning motivation and learning in the 21st century.

## About the Authors



**Christina Lhaksmita Anandari** became a non-permanent lecturer at the English Language Education Study Program Sanata Dharma University in 2002 and became a permanent one in 2010. She obtained her bachelor's degree in English Education from the same department in 2001 and her master's degree in English Education at the School of Education in Boston University. Her major research interests are in literacy education, teaching methodologies, and extensive reading.



**Retno Muljani** is a lecturer at the English Language Education Study Program. She has been teaching at the study program since 1982. Her major interest is related to the fields of First and Second Language Acquisition (FLA and SLA), English for young learners/ EYL, and English for Specific Purposes/ESP. Her research in some previous years was about Scaffolding in Learning English, English Materials for Nutrition Department Students, Semantics on Museum website, and Local Literacy for Museum Visitors.



SANATA DHARMA UNIVERSITY PRESS  
Jl. Affandi, (Gejayan) Mrican, Yogyakarta 55281  
Phone: (0274)513301; Ext.51513  
Web: [sdupress.usd.ac.id](http://sdupress.usd.ac.id); E-mail: [publisher@usd.ac.id](mailto:publisher@usd.ac.id)



ISBN 978-623-6103-00-5



9 786236 103005  
education