

# Teaching English as a Second Language = Theory + Methods + Creativity

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**Abstract-** This study proposes that the pedagogical procedures within the genre of Teaching English as a Second Language should not only gain from the rich theoretical resources and the vast repertoire of methodological approaches available it should also tap the creative powers of the teaching practitioners. Merging tenets of Behaviorism with Innatism in the Interaction Theory and adapting theories on Second Language Acquisition the second language teaching/learning environment discussed aims to maximize acquisition and lower the affective filters of the learners. Principled Eclecticism provides the methodological foundation for cooperative learning and formative peer assessment with focused corrective feedback provide remedial support and an opportunity for the learners to reevaluate their work and engage in timely adjustments. The session aims at interpsychological cognitive development with peers/teacher and individual intrapsychological cognitive enhancement in language skills.

**Index Terms-** Interaction Theory, principled eclecticism, cooperative peer assessment, focused corrective feedback

## I. INTRODUCTION

### T1.1 The interactionist hypothesis

The Interaction Theory of language development by Vygotsky (1978)<sup>[1]</sup> is a compromise between the Innatist and the Behaviorist theories. While Skinner's theory of

Behaviorism<sup>[2]</sup>, states that children learn a language mainly through repetition, imitation and habit formation. Chomsky (1959)<sup>[3]</sup> deviating from the tenets of Behaviorism introduces the Innate Hypothesis. Chomsky (1993: 519)<sup>[4]</sup> states that 'Language learning is not really something that the child does; it is something that happens to the child placed in an appropriate environment, much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation'. He raises the argument that if children learn language by imitation 'why do they say things they have never heard before'? Introducing the parameters Language Acquisition Device (LAD) or Universal Grammar (UG) Chomsky states that the LAD is the ability to discover the underlying rules of a language system. This device contains the main rules for all possible human languages and he called this set of common rules UG which is innate to a child's biological endowment. Concurring Lightbown and Spada (2006: 16)<sup>[5]</sup> state that the LAD is like an imaginary 'black box' existing somewhere in the brain and thought to contain only the principles which are universal to all natural languages. Merging tenets of Behaviorism and Innatism the Interactionist theory recognizes that both environmental and biological factors are important in language development. For example interactionists believe that language is a byproduct of the children's social interactions with more knowledgeable people in their lives and the innate ability to acquire language as illustrated below.

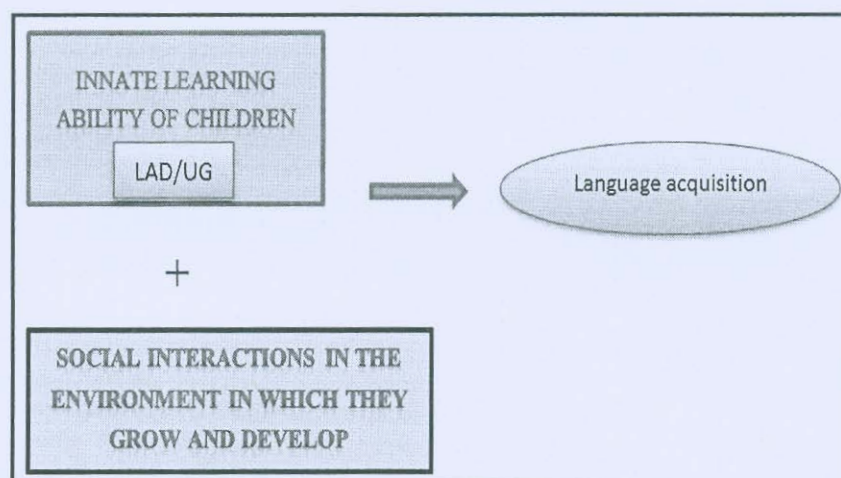


Figure 1: Combining Behaviorist and Innate hypotheses to illustrate how a language is acquired