

Contents

Thanks	page viii
Acknowledgements	ix
Introduction	1
1 An introduction to educational psychology:	
behaviourism and cognitive psychology	5
1.1 Introduction	5
1.2 Educational psychology	6
1.3 Approaches to educational psychology	7
1.4 The positivist school	8
1.5 Cognitive psychology	13
1.6 Conclusion	29
2 Further schools of thought in psychology:	
humanism and social interactionism	30
2.1 Introduction	30
2.2 Humanistic approaches	30
2.3 Social interactionism	38
2.4 A social constructivist model	42
2.5 Conclusion	44
3 What do teachers bring to the teaching-learning process?	
3.1 Introduction	46
3.2 Studies in effective teaching	46
3.3 A constructivist view of education	49
3.4 A constructivist view of teaching	51
3.5 The teacher as reflective practitioner	53
3.6 Teachers' beliefs	56
3.7 Conclusion	63

4 What can teachers do to promote learning?	65
4.1 Introduction	65
4.2 Feuerstein's theory of mediation	67
4.3 Application of mediation theory	79
4.4 Investigating mediation in language classrooms	83
4.5 Conclusion	84
5 The contribution of the individual student to the learning process	88
5.1 Introduction	88
5.2 Some problems with the notion of individual differences	89
5.3 An alternative approach	96
5.4 The development and importance of self-concept	97
5.5 Locus of control	101
5.6 Attribution theory	104
5.7 Conclusion	107
6 What makes a person want to learn? Motivation in language learning	111
6.1 Introduction	111
6.2 Early psychological views on motivation	112
6.3 Motivation in foreign and second language learning	115
6.4 A cognitive view of motivation	119
6.5 A social constructivist perspective	119
6.6 A proposed definition of motivation	120
6.7 A model of motivation	121
6.8 <u>Intrinsic and extrinsic motivation</u>	123
6.9 Perceived value of the activity	125
6.10 Arousal	126
6.11 Learners' beliefs about themselves	127
6.12 Setting and achieving goals	131
6.13 The involvement of significant others	133
6.14 Summary	136
6.15 Drawing it all together	137
6.16 Conclusion	141
7 How does the learner deal with the process of learning?	143
7.1 Introduction	143
7.2 Learning strategies	144
7.3 Skills and strategies	145
7.4 Learning to learn	147
7.5 Metacognitive strategies	148

7.6	Summary	148
7.7	Language learning strategies	149
7.8	Strategy training	156
7.9	Learner training in foreign language teaching	160
7.10	Procedures for strategy training in foreign and second language teaching	162
7.11	Conclusion	162
8	The place of tasks in the language classroom	167
8.1	Introduction	167
8.2	Tasks in foreign language teaching	167
8.3	A cognitive processing approach	174
8.4	An educational perspective on tasks	183
9	The learning context	188
9.1	Why study learning environments?	188
9.2	Ecological perspectives	189
9.3	Environmental preferences	191
9.4	Classroom structure	192
9.5	Group processes	194
9.6	Classroom climate	195
9.7	Teacher behaviour as part of the learning environment	199
9.8	Individual perceptions of environments	200
9.9	Conclusion	202
10	Putting it all together	203
	References	209
	Subject index	228
	Author index	235