

Interconnectionality of Language Acquirers'
Instinctive Behaviors, Word Recognition, Receptive
Abilities, and Memory Bank in Language Learners'
Enhanced Learning of English as Foreign Language:
a multidisciplinary study

a thesis submitted to the English Department, Faculty of Letters,
Jember University as partial fulfillment of the requirements for the award of

SARJANA SASTRA (SS)

in english study

HARI SUPRIONO

980110101130

**JEMBER UNIVERSITY
FACULTY OF LETTERS
ENGLISH DEPARTMENT**

TABLE OF CONTENTS

	FRONTISPIECE	i
	APPROVAL SHEET	ii
	MOTTO.....	iii
	DEDICATION PAGE	iv
	ACKNOWLEDGEMENTS	v
	TABLE OF CONTENTS	vi
	LIST OF FIGURES	xi
	LIST OF CHARTS.....	xii
CHAPTER I	INTRODUCING THE THESIS	1
1.1	Background Problems	1
1.2	Problems to Discuss	8
1.3	Scope of the Study	9
1.4	Significance of the Study	10
1.5	Goals of the Study.....	11
1.6	Research Methodology.....	12
1.7	Hypotheses.....	14
1.8	Thesis Organization	14
CHAPTER II	THEORETICAL REVIEWS ONE	
	<i>Introductory notes: a raging battle</i>	17
2.1	LANGUAGE ACQUISITION	18
2.1.1	Universal Grammar: <i>a universal agreement</i>	20
2.1.2	LAD: <i>language acquisition device</i>	22
2.1.3	Acquisition Strategies	23
2.2	THE DICHOTOMY OF ACQUISITION AND LEARNING: <i>Stephen Krashen's acquisition-learning hypothesis</i>	24
2.3	LANGUAGE LEARNING	26
2.3.1	Context of language Learning	27
2.3.2	Receptive Abilities.....	28
2.4	SUMMARY.....	30
CHAPTER III	THEORETICAL REVIEWS TWO	
3.1	THE BRAIN AND ITS FUNCTIONS.....	33

3.1.1	The Language Processor	35
3.1.1.1	The Broca's and Wernicke's Areas	36
3.1.1.2	Word Recognition	37
3.1.3	Memory Bank: <i>the neo-cortex</i>	38
3.2	THE THEORY OF MULTIPLE INTELLIGENCES	38
3.3	SOME NOTIONS ON TEACHING	41
CHAPTER IV RESEARCH PROJECTS		
4.1	METHODOLOGY OF THE RESEARCH.....	40
4.2	SUBJECTS OF THE RESEARCH	43
4.3	TYPES OF THE DATA.....	44
4.4	OBJECTS OF THE RESEARCH.....	46
4.5	POPULATION AND SAMPLES.....	47
CHAPTER V ANALYSIS		
5.1	THEORIES OF LANGUAGE ACQUISITION AND LANGUAGE LEARNING: <i>A historical perspectives</i>	50
5.1.1	Theories of Language Acquisition.....	50
5.1.1.1	The Behaviorists Models of Language Acquisition.....	51
5.1.1.1.1	Pavlov's Experiment on Classical Conditioning	51
5.1.1.1.2	Further Developments	53
5.1.1.2	The Cognitivists' Models of Language Acquisition	54
5.1.1.2.1	Chomskyan Models of Language Acquisition	55
5.1.1.2.2	Piaget's Theory as a Cognitive Explanation.....	56
5.1.1.2.3	Dan Slobin's LAD vs Chomsky's	57
5.1.1.2.4	Stephen Krashen's Theories of Language Acquisition....	58
5.1.1.2	The Rate of Language Acquisition	59
5.1.2	Theories of Language Learning.....	60
5.1.2.1	The Behaviorists Models of Language Learning.....	60
5.1.2.2	The Cognitivists Models of Language Learning	64
5.1.3	SUMMARY	67
5.2	DEFINING THE CONCEPTS.....	68
5.2.1	Language Acquirer's Instinctive Behaviors: <i>the acquisition strategies</i>	69
5.2.2	Receptive Abilities.....	73
5.2.2.1	Hearing Ability: <i>the auditory system</i>	74
5.2.2.2	Perceiving the Printed Forms: <i>the visual system</i>	77

5.2.2.2.1	Biological Base of Human Visual System	77
5.2.2.2.2	Word Recognition: <i>in foreign words study</i>	79
5.2.3	The Memory Bank: <i>the neo-cortex</i>	81
5.2.3.1	The Storage System.....	82
5.2.3.2	The Types of Memory.....	83
5.3	THE INTERCONNECTIONS	86
5.3.1	Language Acquirer’s Instinctive Behaviors vs. Receptive Abilities	87
5.3.2	Language Acquirer’s Instinctive Behaviors vs. Memory Bank	91
5.3.3	Receptive Abilities vs. Memory Bank.....	95
5.4	ENHANCED LEARNING OF ENGLISH AS FOREIGN LANGUAGE	100
5.4.1	The First Group (s1): <i>subjects with the written data</i>	103
5.4.2	The Second Group (s2): <i>subjects without the written data</i>	
5.4.3	Reading Aloud: <i>a psycholinguistic activity</i>	108
5.5	THE HYPOTHESES: <i>more considerations</i>	114

CHAPTER VI THE RESULTS AND THE DISCUSSIONS

6.1	THE RESULTS OF THE RESEARCH.....	119
6.1.1	Factors of Emotions	121
6.1.2	Inborn Actions Resemble Instinctive Behaviors	122
6.1.3	Defects of Reading Aloud: <i>a stiff practice</i>	123
6.1.4	Some Observed Errors	124
6.2	THE DISCUSSION.....	126
6.2.1	Multiple Intelligences and Learning	127
6.2.1.1	Scope/Application.....	127
6.2.1.2	Principles	127
6.2.1.3	Primary Forms of Intelligence	128
6.2.2	The Meeting: <i>learning styles and multiple intelligences</i> ..	129
6.2.2.1	Defending VAK.....	130
6.2.3	Modified Strategies of Learning Based on the Works of Both Sides of the Brain: <i>bringing in the accelerated learning</i>	132

CHAPTER VII CONCLUSIONS

7.1	CONCLUDING THE THESIS.....	140
7.2	HYPOTHESES REVISITED: <i>what else to prove?</i>	141

BIBLIOGRAPHY
(ONLINE) CONSENTS
APPENDICES
A. More displays on Tita's strategies
B. Stephen Krashen's Theory of Second Language Acquisition
C. B. F. Skinner's Operant Conditioning
D. The Genetic Epistemology
E. Basic Forms of Intelligences
F. Features of Recent Researches on Relevant Topics
G. The Components of Language Processing
H. IQ Test Scores

