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Theoretical Article

## Shaping Language Pedagogy: The Impact of Linguistics, Psychology, and Sociology from the 1880s to the 1980s

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### Abstract

The time frame from the 1880s to the 1980s represents a crucial era where foundational ideas in linguistics, psychology, and sociology were established. Major developments in these fields such as the emergence of modern linguistics, establishment of psychology as a distinct scientific discipline, Durkheim's concept of collective consciousness and societal nature of beliefs, two world wars, and geopolitical changes greatly influenced language teaching methodologies and theories during this time. The impact of these events resulted in changes within school systems, prompting ministries of education to take administrative measures. It also gave rise to the establishment of new organizations like the International Phonetic Association (IPA) and associations for language teachers. The research aims to provide a nuanced understanding of the interconnectedness of linguistics, psychology, and sociology in molding language pedagogy during a crucial period in its historical development. The intersection of these disciplines sheds light on shaping language teaching methodologies and theories, offering insights for educators, researchers, and policymakers in the field of language education.

## Dil Eğitimi Şekillendirmek: 1880'lerden 1980'lere Dilbilim, Psikoloji ve Sosyolojinin Etkisi

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### Anahtar Kelimeler

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### Öz

1880'lerden 1980'lere kadar olan zaman dilimi, dilbilim, psikoloji ve sosyoloji alanlarında temel kavramların oluşturulduğu kritik bir dönemi temsil eder. Modern dilbilimin ortaya çıkması, psikolojinin ayrı bir bilim disiplini olarak kurulması, Durkheim'in kolektif bilincin ve inançların toplumsal doğasının kavramı gibi alanlardaki önemli gelişmeler, iki dünya savaşı ve jeopolitik değişimler, dil öğretim metodolojileri ve teorileri üzerinde büyük etkiler yaratmıştır. Bu olayların etkisi, okul sistemlerinde değişikliklere neden olmuş, eğitim bakanlıklarını idari önlemler almaya sevk etmiş ve Uluslararası Fonetik Derneği (IPA) gibi yeni organizasyonların ve dil öğretmenleri derneklerinin kurulmasına yol açmıştır. Bu araştırma, dilbilim, psikoloji ve sosyolojinin iç içe geçmişliğinin dil eğitimi pedagojisinin tarihsel gelişimi sırasında nasıl şekillendiğine dair nüanslı bir anlayış sunmayı amaçlamaktadır. Bu disiplinlerin kesişimi, dil eğitimi metodolojilerini ve teorilerini şekillendirmede ışık tutarak dil eğitimi alanında eğitimciler, araştırmacılar ve politika yapımcılar için iç görüler sunmaktadır.



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## Introduction

The period from the 1880s to the 1980s is significant in terms of linguistics, psychology, and sociology influencing language pedagogy for several reasons. In the late 19<sup>th</sup> century, modern linguistics emerged with significant figures like Saussure. Saussure's structuralist approach emphasized the systematic study of language. Moreover, during this period, psychology began to be established as a distinct scientific discipline. The behaviorist approach advocated by Skinner and Watson influenced language teaching methodologies heavily. Some principles of the behaviorist approach such as reinforcement and conditioning were applied to the language learning process shaping language approaches. Moreover, the concepts of Durkheim such as collective consciousness and the societal nature of beliefs contributed to the understanding as a social construct rather than being solely an individual phenomenon played significant roles in shaping the sociolinguistics perspectives. This perspective highlighted the importance of social context in language acquisition and influenced language teaching methodologies. Furthermore, in the 20<sup>th</sup> century, language teaching methodologies such as The Direct Method, Audiolingual, and Communicative Language Teaching (CLT) emerged as results of the linguistics theories, psychological principles of learning, and sociological insights into the role of language in society. Finally, this period witnessed two World Wars and geopolitical changes. Language teaching had to adapt to the changing global landscape, fostering a need for effective pedagogical methods that considered sociocultural contexts and psychological factors.

Linguistics is usually defined as "the science of language" or "the systematic study of language" (Stern, 1983. p.121). Many linguistic scholars view its primary objective as the creation of theories that address specific aspects of language and contribute to a comprehensive theory of language as a whole. However other linguists claim that it is a theoretical science rather than a descriptive one, and it should generate explanations aimed at comprehending the diverse aspects of language such as phonology, morphology, etc. (Stern, 1983). These two sides (theoretical and descriptive) became the reasons for some hot debates among linguists and affected language teaching, too.

Language teaching theory has had a longstanding relationship with psychology and, more recently, psycholinguistics. Psychology directs attention to individuals as language users and learners. As language teaching is concerned with individual language acquisition, psychological concepts of language use and learning such as "remembering," "forgetting," "skill," "motivation," "frustration," and "inhibitions" are commonly used to analyze and explain learning processes essential to language teaching theory (Stern, 1983).

Teaching a language, it is inevitable to encounter social contextual factors that significantly influence both the language itself and the process of language teaching and learning (Stern, 1983). Sociology (influenced by Comte, Spencer, and Marx) as a science, grew in the 1850s. Although it is a new science when compared to linguistics and psychology, it played a significant role in shaping language pedagogy. Durkheim (1893) proposed the concept of a collective conscience, which refers to the shared beliefs and feelings held by members of a particular society. This idea greatly influenced Saussure, leading him to recognize the social and overarching nature of language (*langue*) as opposed to the individual's use of language (*parole*) (Stern, 1983). Major developments in sociology had a profound influence on language teaching methodologies and theories.

Throughout the period from the 1880s to the 1980s, linguistics, psychology, and sociology played significant roles in shaping language pedagogy. Major developments in these fields greatly influenced language teaching methodologies and theories during this time. This paper aims to discuss the influence of the developments in each discipline (linguistics, psychology, and sociology) on language pedagogy, and their contributions to language pedagogy within this timeframe. Therefore, the research questions of the current study are as follows:

- a) How did major developments in linguistics during the period from the 1880s to the 1980s contribute to the shaping of language pedagogy?
- b) How did psychological developments during the period from the 1880s to the 1980s contribute to the shaping of language pedagogy?
- c) How did major developments in sociology during the period from the 1880s to the 1980s contribute to the shaping of language pedagogy?

## The Influence of Linguistics in Language Pedagogy throughout the 1880s-1980s

During the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, the field of linguistics experienced significant advancements that impacted language pedagogy. The expansion of knowledge in various directions has resulted in numerous endeavors to create a synthesis and formulate a comprehensive theory of language. This has led to the emergence of several schools of thought centered on notable linguists, as they strive to develop a unified understanding of language. To Stern (1983) those developments even caused a state of confusion in language teaching theory. Some of these developments, schools of thought along with their linguists, and their influences on language pedagogy will be tried to be discussed in detail in the following sub-sections.

### Langue and Parole Distinction

Saussure distinguished langue (as a system or structure) and parole (the use of that language in utterances). According to Stern (1983), linguistics primarily focuses on analyzing the underlying system of language, known as "langue," which is shared by all speakers who have acquired the language as their first language or those who use a specific variety of the language being studied. It is not primarily concerned with studying the individual instances of speech, known as "parole." Some theorists were influenced by Saussure and they also developed similar pairs of concepts such as system or use; code or message; language or verbal behavior; competence or performance; and form or function.

If the same analogy is applied to language teaching, adopting Saussure's emphasis on language, the objective of language classes is to teach the "code," which refers to the second language being learned. This enables learners to either express themselves (speak/write) or comprehend (listen/read) the second language by encoding or decoding it, respectively (Stern, 1983). However, Skinner (1957), in his book on "verbal behavior", asserted that the only scientifically observable subject of study is the actual speech utterances and written texts (parole) constituting verbal behavior. He considered language to be a mentalistic and unscientific concept.

### Linguistic Competence and Performance

Saussure's (1966) distinction between split langue (the abstract system of a language) and parole (actual language use) influenced language pedagogy by highlighting the importance of developing both linguistic competence and performance (Schmidt, 2013). Similarly, Chomsky (1965) distinguished what was happening inside the learner ('language competence') from what was observable outside the person ('language performance'). According to Chomsky, the task of linguistics is to study competence, the knowledge of the language, or 'the underlying system of rules that has been mastered by the speaker-hearer' (Chomsky, 1965, p. 4).

In language teaching theory, the distinction between language system and language use is central to the debate on teaching methods. This differentiation between a "formal" approach that treats language as an abstract system and a "functional" or communicative approach that focuses on language in practical use is a crucial aspect of the discussion (Stern, 1983). Language teachers adopting the second, began to focus not only on teaching the grammatical and structural aspects of a language but also on providing opportunities for learners to practice and develop their communicative skills in real-life contexts. This shift contributed to the development of communicative language teaching methodologies, which prioritize the functional use of language.

### Bloomfield and Structuralism

As a school of thought, structuralism derived from Bloomfield's (1933) Language which is widely acclaimed as a classic in modern linguistics. This perspective regards language as a collection of habits, resulting in language teaching methods with activities such as imitation, memorization, repetitive exercises, and isolated practice of sentence patterns. "In his outline Guide Bloomfield emphasized five principles of language teaching as follows: 1. Language is speech, not writing, 2. A language is what its native speakers say, not what someone thinks they ought to say, 3. Languages are different, 4. A language is a set of habits, 5. Teach the language, not about the language" (Stern, 1983, p. 158). These principles became fundamental beliefs in language teaching. Similarly, Charles Fries (1945) introduced "structural drills" and "pattern practices" in his book Teaching and Learning English as a Foreign Language. The Audiolingual Method drew its main insights from his work (Brown, 2000). They significantly impacted teacher training, classroom methodologies, and the development of teaching materials. However, structural linguistics, which relied on the empirical analysis of actual utterances (performance or parole) made by native speakers, faced criticism for lacking clear criteria to differentiate between regular and accidental patterns and to distinguish grammatical from ungrammatical constructions (Stern, 1983). It was only concerned with surface structure and important distinctions that a deep-structure analysis revealed remained unrecognized. Structural linguistics received criticism for placing excessive emphasis on highlighting the distinctions and unique features of individual languages, rather than focusing on their commonalities or universal aspects. In the mid-1960s the ideas behind these principles faced significant criticism due to the emergence of transformational generative grammar.

### Neo-Firthian Theory

As an alternative to Bloomfield structuralism, linguistics Halliday (1964) offered a linguistic basis for language teaching. Halliday elaborated and systematized the theoretical concepts originally suggested by Firth who was strongly influenced by the anthropologist Malinowski. During one of his anthropological works, Malinowski noticed that to comprehend the language of the islanders, which he had extensively studied, it was imperative to closely link it with an interpretation of their culture. To him, "...complete utterance, along with its situational

context, constitutes the true linguistic reality” (Malinowski, 1935, p.11). This understanding forms the fundamental basis of Firth's approach to language analysis. Stern (1983) states the distinction between Bloomfield's and Firthian theory in his words:

...At the point at which Bloomfield argued that linguistics must restrict itself to the study of the speech signal, Firth, following Malinowski, argued that language must be studied at all levels in its context of situation and with an emphasis on meaning. The linguist has to study the 'text', the corpus of utterances, (a) in their linguistic environment or context, i.e., in relation to surrounding language items, and (b) in their context of situations, i.e., in relation to nonverbal constituents which have bearing on the utterance, such as persons, objects, and events (p. 138).

### **Transformational-Generative Grammar (TG)**

Chomsky's (1960s) transformational-generative grammar revolutionized linguistics in the mid-20th century. Chomsky proposed that language is not merely a set of surface-level structures but is governed by deep underlying rules (Stern, 1983). This theory emphasized the innate and universal nature of language and introduced the concept of generative grammar, which explains how infinite meaningful sentences can be generated from a finite set of rules. To him, the process of linguistic production was neglected by the structuralism and Neo-Firthians (Stern, 1983). As a rationalist or cognitive theory, “this theory was placed in opposition to an ‘empiricist’ theory; that is, pedagogically audiolingualism, psychologically behaviorism, and linguistically structuralism” (Stern, 1983, p.169).

Chomsky's ideas challenged traditional grammar teaching methods that focused primarily on rote memorization of rules and sentence patterns. The focus of language pedagogy has shifted from rote learning and imitation to understanding the underlying rules and structures of language. “Language learning exercises have involved transformations such as changing sentences from active to passive, from direct to indirect speech, from affirmative to negative, from affirmative to interrogative, from sentence to nominalized phrase, and so on” (Stern, 1983, p. 142). This influenced the development of teaching methods approaches (communicative language teaching) that aimed to promote learners' understanding of grammar, syntax, and the underlying principles of language (Schmidt, 2013). Teachers began to use techniques such as guided discovery, problem-solving activities, and communicative tasks to help learners uncover and internalize the grammar of a language. Thereby learners became more actively engaged in discovering and analyzing the underlying structures and rules of a language.

### **Universal Grammar (UG)**

Chomsky (1968) proposed the existence of a universal grammar (also referred to as Language Acquisition Device-LAD)—a set of innate linguistic principles and structures that are common to all human languages. This theory suggests that humans are born with a predisposition for language acquisition, and it greatly influenced language pedagogy by shifting the focus from language learning as a process of memorizing and imitating to one of discovering and internalizing language structures (Schmidt, 2013). Teaching methods that aimed to promote learners' understanding of language rules and structures, such as generative grammar-based approaches, emerged as a result. Language teachers began to emphasize the importance of exposing learners to rich input and providing opportunities for them to actively engage in language production, enabling them to tap into their innate language abilities. Then learning is supposed to come afterwards just as a natural process. This approach emphasizes immersion, authentic materials, and meaningful communication in language classrooms.

### **Contrastive Analysis (CAH)**

Contrastive analysis hypothesis (CAH) developed in the mid-20th century. To Brown (2000) it was deeply rooted in behavioristic and structuralism approaches. This hypothesis aims to identify and predict the differences and similarities between learners' native languages and the target language. Saussure's notion of the value of oppositions in language influenced the development of contrastive analysis in language pedagogy. It drew on the field of linguistics to analyze the structural and typological differences between languages, helping teachers anticipate and address potential difficulties that their students might encounter (Brown, 2000). In his preface to *Linguistics Across Cultures* Lado (1957) claimed that “in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.... Those elements that are similar to (the learner's) native language will be simple for him and those elements that are different will be difficult” (p.1-2).

Contrastive analysis influenced language pedagogy by providing insights into potential areas of difficulty for learners and guiding the selection and sequencing of teaching materials and activities. Contrastive analysis was not originally intended to introduce a novel teaching method. Instead, it served as a means of describing and comparing two languages, which proved highly relevant for curriculum development, the

creation and assessment of teaching materials, identifying learning difficulties, and conducting assessments and tests (Stern, 1983). It helped teachers identify and address specific linguistic issues that learners might encounter based on their native language. However, this analysis was not fully supported. The researchers discovered that second language (L2) learners from diverse linguistic backgrounds made similar mistakes, and some of these errors could not have been anticipated by comparing the learners' native language (L1) with their second language (L2) through contrastive analysis (Schmidt, 2013). The studies have also revealed that L1 influence is complex and undergoes changes as the learner's proficiency in the second language develops (Odlin, 1989).

### Interlanguage Studies

In recent decades, linguists have shown an increasing interest in studying the language used by individuals who may not adhere to a strict notion of a standardized or "proper" language. This includes studying the language of young children and non-native speakers. "Since about 1970, a language variety that has been examined as a language system with its own rules and characteristics is the variety that second language learners develop. Such studies are usually referred to as 'interlanguage' studies or the study of 'learner languages' (Stern, 1983, p.125). In 1972, Selinker introduced the concept of "interlanguage" for the first time. This affected the teachers' views and considerations of a learner's language. Instead of labeling just as "wrong", they started to understand different varieties and uses of languages. Thereby, functional variations and choices within one language: style, register, domain, and code have gained attention in language studies.

### Monitor Theory

Krashen's (1970s) monitor theory including five hypotheses had a significant effect on language pedagogy. The basic hypothesis of Monitor Theory suggests that a distinction exists between "acquisition" and "learning." Acquisition is believed to happen like how individuals acquire their first language (L1), where the emphasis is on expressing messages and conveying meaning. On the other hand, learning is described as a conscious process in which the learner's attention is focused on the rules and structures of the language (Schmidt, 2013). This idea has led to a reduction in the traditional focus on explicit grammar teaching, with more emphasis placed on providing learners with opportunities to acquire language naturally through meaningful exposure and practice. The focus is on developing learners' fluency and communicative competence, rather than solely on accuracy and grammar drills (Brown, 2000).

The input hypothesis has led to instructional practices that focus on meaningful and engaging language input, such as using authentic materials, real-life contexts, and communicative activities that encourage understanding and expression rather than rote memorization of grammatical rules (Brown, 2000). Monitor hypothesis prompted teachers to adopt strategies that balance error correction with promoting fluency and communication. Instead of constant correction of every mistake, educators may choose to provide feedback selectively or encourage self-correction during meaningful interactions (Brown, 2000). Language pedagogy has responded affective filter hypothesis by recognizing the importance of creating a supportive and low-anxiety learning environment to lower learners' affective filters. Motivational techniques, building learner autonomy, and fostering a positive classroom atmosphere have become integral parts of language teaching practices. Furthermore, Krashen's theory encouraged learners to engage in independent language acquisition outside the formal classroom setting. Language pedagogy has promoted learner autonomy and self-directed learning.

### The Influence of Psychology on Language Pedagogy throughout the 1880s-1980s

Psychology played a significant role in shaping language pedagogy from the 1880s to the 1980s. Major developments in psychology during this period had a profound influence on language teaching methodologies and theories. Some of these developments will be tried to be discussed in detail in the following sub-sections.

#### Nature or Nurture

The interaction between nature (genetic/innate/biological factors) and nurture (environmental/social) influences has been a topic of ongoing debate on human development. However, in the 1940s, these opposing views started to converge into a "biosocial" compromise. Instead of seeking a definitive answer, the emphasis shifted towards determining the extent to which various aspects of human functioning could be attributed to biological factors such as growth, genetics, innate traits, and maturation, as well as the extent to which they could be explained by environmental influences and learning (Stern, 1983). However, in the 1960s, a new controversy emerged regarding this issue, sparked by the assertion made by Chomsky, Lenneberg, and other researchers that language development should be understood as a biological process rather than solely attributed to social learning (Stern, 1983).

In an attempt to move beyond the debate between rationalists (influenced by Chomsky) and empiricists (following Skinner), researchers studying child language have directed their focus toward observing how infants engage with language processing. According to McLaughlin (1978), the most satisfactory way to understand language acquisition is by considering both the linguistic knowledge and behavior of the child. He suggests that language acquisition is a dynamic process influenced by the child's evolving experiences with both linguistic and nonlinguistic aspects of their environment. This process occurs gradually and reflects the child's cognitive development. Furthermore, it is not solely limited to linguistic aspects such as phonological and syntactic development but also encompasses the acquisition of communicative skills through interaction with the social environment. In essence, language development in children is increasingly seen as part of their overall psychological and social growth during infancy and childhood.

### **Behaviorism**

The environmentalist perspective on human nature is largely adopted within this view. Skinner (1957), focused on observable behavior (student's response) and stimulus (teacher's input) relationships (Schmidt, 2013). Behaviorism promoted the notion that language learning is best achieved through the acquisition of correct habits and responses through controlled practice (Skinner, 1957). Psychologists in this tradition generally refrain from making assumptions about the internal processes, intentions, thoughts, conscious planning, or subjective experiences of the learner. Accordingly, the psychology of learning, from this perspective, focuses on studying observable learning phenomena while disregarding the inner processes and conscious experiences of the learner (Stern, 1983). Osgood (1957) reintroduced the concept of meaning in verbal behavior by describing it as a "representational mediation process." However, it's important to note that Osgood did not deviate from a predominantly non-mentalist perspective on language (Brown, 2000).

In the context of language pedagogy, behaviorism influenced teaching methods that focused on the explicit teaching of language structures, vocabulary, and pronunciation through repetitive drills and exercises. The central idea was that language learning as a 'verbal behavior' could be achieved by conditioning learners to produce desired linguistic behaviors in response to specific stimuli. For language teaching, behaviorism emphasizes repetition, reinforcement, and habit formation as effective methods for language learning. This led to the development of audio-lingual methods in language pedagogy, which relied on drills, pattern practice, and dialogues to reinforce language structures (Stern, 1983). Learners were expected to imitate native speakers and receive positive feedback for correct responses.

However, behaviorism in language pedagogy has faced criticism over the years, especially by Chomsky (1959). "He argued that children produce novel and creative utterances – ones that they would never have heard in their environment. Due to the inherent difficulties in directly observing and measuring internal mental processes, these conventional behavioral models were limited in their ability to address more complex aspects of cognition and consciousness (Brown, 2000). Researchers asserted that children's creative use of language showed that they were not simply mimicking what they heard in the speech of others but, rather, applying rules and developing an underlying grammar" (Schmidt, 2013, p. 111). Critics argued that this approach oversimplified language learning by neglecting the cognitive processes involved, such as comprehension, meaning-making, and creativity (Lenneberg, 1967). The behaviorist focus on repetition and habit formation did not fully address the complexity of language use and failed to account for the social and cultural aspects of communication. The unreliability of observing states of consciousness, thinking, concept formation or the acquisition of knowledge posed challenges for examining these topics within a behavioral framework (Brown, 2000).

In recent decades, language pedagogy has shifted towards more communicative and learner-centered approaches, which draw from cognitive theories of language acquisition. These approaches prioritize meaningful interaction, authentic language use, and the development of critical thinking skills. The effects of cognitive developments in psychology will be discussed in the following sub-section.

### **Cognitive Approaches to Learning**

Cognitive approaches to learning, represented early on by Gestalt psychology, offered a contrasting perspective to associationism and behaviorism (Brown, 2003). This approach emphasized the role of innate organizing principles in human perception, cognition, sensorimotor skills, learning, and social behavior. Cognitive psychologists asserted that meaning, understanding, and knowing were crucial subjects for psychological study (Brown, 2000). Unlike behaviorist views that focused on repetition and mechanical processes, Gestalt theory highlighted the significance of subjective experiences, such as sudden insights or moments of understanding, in human learning (Stern, 1983). Gestalt psychology sheds light on perceptual and cognitive learning by exploring concepts like "whole and part," "integration and differentiation," "figure and ground," "field," "structure," and "organization" to describe and demonstrate the learner's subjective cognitive experiences (Stern, 1983).

Cognitive psychology emphasizes that language learning is not just a simple behavioral process. It involves mental processes such as higher-order thinking processes, memory, attention, and problem-solving (Stern, 1983). This shift in understanding influenced language teaching methods that focused on meaningful learning, comprehension, and the development of cognitive skills. Teaching strategies such as contextualized learning, concept mapping, and cognitive tasks emerged as a result.

Cognitive approaches to learning prioritize "meaningful learning," where meaning is not simply seen as a behavioral response but as a consciously experienced phenomenon that arises when potentially meaningful signs, symbols, concepts, or propositions are connected and integrated within an individual's cognitive structure. This perspective "highlights the importance of clear articulation and precise differentiation of conscious experiences that emerge through the incorporation of meaningful elements within an individual's cognitive framework" (Ausubel, 1967, p.10).

Bruner's influential advocacy for a cognitive approach to learning in the school setting had a significant impact on curriculum development during the 1960s, especially in the areas of natural sciences, social sciences, and mathematics. Gagne (1977) identified five distinct varieties of learning: acquiring intellectual skills, concepts, and rules; developing problem-solving abilities and cognitive strategies; learning through verbal information; acquiring motor skills; and learning attitudes.

Rooted in cognitive psychology, schema theory suggests that individuals organize knowledge into mental frameworks or schemas. These schemas help learners make sense of new information by relating it to existing knowledge (Schmidt, 2013). In language pedagogy, understanding schema theory has led to the use of pre-reading activities, activating background knowledge (with the help of warm-ups), and building connections between new language input and learners' existing schemas.

Another significant development affecting language pedagogy is the information processing model which is derived from cognitive psychology (Schmidt, 2013). It describes how individuals encode, store, and retrieve information. Language pedagogy influenced by this model focuses on presenting information in manageable chunks, providing clear explanations, and offering opportunities for learners to practice and reinforce new language items. This approach recognizes the limitations of working memory and aims to optimize the encoding and storage of language knowledge.

Another psychological approach to understanding language learning is connectionist views. "According to these views, the brain creates networks that connect words or phrases to other words or phrases (as well as to events and objects) that occur at the same time. It is suggested that these links (or connections) are strengthened when learners are repeatedly exposed to linguistic stimuli in specific contexts" (Schmidt, 2013, p.112). Within these frameworks, researchers are suggesting that language is stored in the mind as a large number of linguistic units, each with different probabilities of co-occurrence.

### Constructivism

As a multidisciplinary approach, constructivism could be regarded as "orthodoxy" having both cognitive and social branches (Brown, 2000). Piaget and Vygotsky were associated with constructivism. While they share some commonalities in their ideas, they also have distinct perspectives on how learning occurs. Piaget's constructivism centers on individual cognitive development and the stages of development. To Piaget, "learning is a developmental process that involves change, self-generation, and construction, each building on prior learning experiences" (Kaufman, 2004, p. 304). On the other hand, Vygotsky's sociocultural constructivism highlights the influence of social interactions, cultural tools, and the Zone of Proximal Development (ZPD) on learning and development (Brown, 2000). ZPD is a significant concept of social constructivism because it describes tasks "that a child cannot yet do alone but could do with the assistance of more competent peers or adults" (Slavin, 2003, p. 44). Vygotsky advocated that "children's thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment" (Kaufman, 2004, p. 304). In short, as a school of thought constructivism underscores the significance of both the learner's active engagement in deriving meaning from provided linguistic input and the crucial role of social interaction in the formation of a fresh linguistic system (Brown, 2000).

### Psycholinguistics

In the fifties, 'psycholinguistics' began to be called a distinct field of study (Osgood & Sebeok, 1954). It questioned "What does it mean to know a language? How does a child acquire language?" "Psycholinguistics deals directly with the processes of encoding and decoding as they relate states of messages to states of communicators." (Osgood & Sebeok 1954, p.4). The model expanded upon Saussurian's differentiation between synchronic and diachronic linguistics and applied it to the fields of psychology and psycholinguistics. In this context, "diachronic" refers to the examination of various developmental stages and learning processes within an individual (psychology). Consequently, diachronic involves comparing different stages of language development both in individuals and within society (psycholinguistics). It encompasses the acquisition of a

person's initial language, the acquisition of a second language, as well as the ability to use two or more languages (bilingualism). Additionally, it also encompasses the study of language change over time.

### **Socio-cultural Perspectives**

Psychological theories, influenced by socio-cultural perspectives, also influenced language pedagogy during this period. Vygotsky (1987) emphasized the importance of social interaction, collaborative learning, scaffolding, and the role of authentic materials and real-life situations along with the cultural context in learning and language development (Schmidt, 2013).

To provide social, interaction, teachers should encourage learners to engage in authentic and meaningful communication with peers and proficient speakers of the target language. Collaborative activities, group work, and pair work are often incorporated to provide opportunities for learners to negotiate meaning, practice language skills, and develop communicative competence.

The concept of Zone of Proximal Development (ZPD) refers to the gap between what a learner can do independently and what they can achieve with guidance and support. Language pedagogy informed by the ZPD emphasizes providing scaffolding and support to learners within their ZPD, tailoring instruction to their current abilities and gradually pushing them toward higher levels of language proficiency.

Moreover, influenced by these perspectives teachers were encouraged to include cultural elements such as customs, traditions, and social norms in their teaching. Authentic materials, real-life contexts, and culturally relevant topics are integrated into instructional materials to expose learners to the sociocultural aspects of the target language.

Socio-cultural perspectives also emphasized the role of collaborative learning. To promote more cooperative activities, group projects, role-plays, and discussions were adopted to foster peer interaction and knowledge construction. Learners are encouraged to engage in the negotiation of meaning, share perspectives, and learn from each other's experiences, enhancing both linguistic and social skills.

### **Learning in Educational Psychology**

The investigation of learning became a prominent focus within the field of educational psychology (Stern 1983). The psychology of learning in formal educational activities includes four main areas: the individual differences among learners, such as their abilities, personality traits, attitudes, and motivation; types of learning; the learning process; and the results or consequences of learning (Stern, 1983). First, learner characteristics explore various factors, such as the influence of age and maturity on mental development and learning, the effects of heredity and environment on abilities and academic performance, specific aptitudes for particular learning tasks, and the impact of home and community environments on learners' motivations, and attitudes in their learning pursuits. Secondly, as learning types, Conceptual and verbal learning involves acquiring information, knowledge, ideas, concepts, and systems of thought. Skill learning encompasses the acquisition of sensorimotor processes like sewing, drawing, playing musical instruments, and mastering new movements in activities like tennis. Affective and social learning refers to the acquisition of emotional conduct and expression, interests, social attitudes, and values (Stern, 1983). Next, when several distinctions have been introduced to the language learning process such as developmental differences between infancy ("early" learning) and adulthood ("later" learning), or "first learning," such as acquiring one's native language, and "second learning," which involves learning a second language. Finally, the requirement to evaluate the results of learning has resulted in the creation of achievement and proficiency tests.

In addition to the psychology of learning, other areas of psychology are relevant to language teaching. Child psychology, social psychology, physiological psychology, psychopathology, and clinical psychology all have direct implications for language instruction. For example, physiological psychology has contributed to the debate on the optimal age for second language learning by studying the physiological correlates of brain functioning. Insights from clinical psychology and group therapy have influenced certain language teaching theories. The study of language pathologies, such as stammering and aphasia, provides parallels and insights into the difficulties encountered by individuals with language disturbances and foreign language learners (Stern, 1983).

## **The Influence of Sociology in Language Pedagogy throughout the 1880s-1980s**

### **Sociolinguistics**

Labov (1970) initiated research to investigate the impact of social factors on the use of first language (L1), while subsequent scholars extended this inquiry to second language (L2) usage. This examination of the interplay between social factors and language use eventually gave rise to the discipline known as "sociolinguistics" (Schmidt, 2013). Hymes (1972) stressed the importance of sociolinguistics and pragmatic factors by considering language as meaningful communication, including the appropriate use of language in particular social contexts.



To Labov (1971) linguists from Saussure to Chomsky left out the most interesting thing about infinite varieties of language use- from linguistic investigation. Saussure emphasized the study of language instead of parole, while Chomsky focused on competence instead of performance. In contrast, sociolinguists took a different approach, considering parole or performance as the primary subject of linguistics. They viewed the diversity and contextual aspects of actual language use as the central focus of their study (Stern, 1983).

The sociolinguistic emphasized the 'communicative' or 'functional' approach rather than a 'linguistic', 'grammatical', 'structural', or 'formal' approach to language teaching (Stern, 1983). Moreover, it highlighted the importance of teaching language in its sociocultural context. The emergence of sociolinguistics examines how social factors, such as class, gender, ethnicity, and culture, influence language variation and use and have a significant impact on language pedagogy. The expanding research within sociolinguistics has given rise to emerging areas of focus, including critical language awareness, multimodality literacies, and language socialization. These newer fields complement well-established areas like language planning, multilingualism, and cross-cultural variations in language use. Each of these areas provides unique perspectives on the dynamic interplay between language and society (Hornberger & McKay, 2010). Language teaching methods started to incorporate authentic materials, real-life situations, and cultural awareness into curricula.

### **Cultural and Intercultural Perspectives**

Sociology also influenced language pedagogy by emphasizing the cultural dimensions of language learning. 'It is this inability to produce language ... that keeps the apes as they are. For culture is only transmissible through coding, classifying and concentrating experience through some form of language' (Worsley, 1970, p.25). In the field of anthropology too, there is widespread recognition of the significant role that language plays. Anthropologists have firmly established the principle that it is essential to study the languages spoken by different ethnic groups and to explore the connections between language and culture (Stern, 1983). Malinowski firmly believed that conducting fieldwork necessitated a deep familiarity with the language spoken by the tribal community. He claimed that comprehending the language itself was unattainable without continuously examining its connection to the culture in which it was actively used (Stern, 1983).

The understanding that language is closely tied to culture led to the development of teaching methods that focused on cultural competence. Teaching language as part of a broader cultural framework became essential during this period. Language pedagogy started incorporating cultural content, intercultural communication, and raising learners' awareness of cultural differences and similarities. The goal was to enable learners to communicate effectively and appropriately across cultures, promoting mutual understanding and intercultural competence.

### **The Whorfian Hypothesis**

Whorf's writings had a significant impact on maintaining an open perspective on the connection between language, culture, society, and the individual (Stern, 1983). His work played a crucial role in expanding the understanding of how language is intricately related to these various aspects. According to linguistic relativity or the Sapir-Whorf hypothesis, there may not be equivalents of some words, grammatical items, or contents in the new language. "One language has separate vocabulary items for concepts which are left undifferentiated in another language" (Stern, 1983, p. 204). As a famous example, one can look at Eskimo which has four different words for one word 'snow' in English. The same differences could also be noticed for grammatical or structural elements in different languages. Afterwards, several researchers studied this hypothesis and their works yielded conflicting results. However, in the end, they came to a consensus that language learners should not only focus on studying the cultural context alongside language (language and culture), but they should also recognize and understand the dynamic interaction between language and culture "language in culture" and "culture in language" (Stern, 1983). This understanding highlights the importance of considering how language and culture mutually influence and shape each other.

### **Communicative Competence**

Hymes (1972) introduced the concept of communicative competence which refers to the "intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and in relation to social context" (Stern, 1983, p. 229). This concept was a challenge to Chomsky's linguistic competence criticizing it for being lack of social rules of language use.

The concept of communicative competence affected language pedagogy suggesting that language teaching recognizes a social, interpersonal, and cultural dimension and attributes to it just as much importance as to the grammatical or phonological aspect. It emphasized the importance of teaching learners how to use language in real-life situations, focusing on meaningful communication, interaction, and the development of sociolinguistic and pragmatic skills. Language teaching methods such as the communicative approach emerged

as a response to this emphasis on communicative competence. Teachers began to focus on developing learners' ability to use language meaningfully, rather than solely on grammatical accuracy.

### **Language Policy and Planning**

Sociological perspectives influenced language pedagogy through the study of language policy and planning. To Stern (1983) language planning is “an application of sociolinguistic” (p. 239). Language policy refers to decisions and practices regarding the choice, status, and use of languages in society (Schmidt, 2013). Sociological analysis of language policy and planning sheds light on issues such as language rights, bilingual education, and language revitalization. Language policy considerations influenced language teaching methodologies, especially in multilingual contexts. Language pedagogy began to address the needs of language minorities, promote language diversity, and develop strategies to support learners from diverse linguistic backgrounds.

### **Discussion, Conclusion, and Recommendations**

The connection between linguistics and language teaching is crucial in language pedagogy, but it is a complex endeavor. It is not enough for linguists to have sporadic or casual interest in language teaching, nor for language teachers to have only a superficial understanding of linguistics. Therefore, there is a need for a mediating discipline called educational linguistics, and the establishment of institutions such as language centers that bridge the gap between linguistic theory and language pedagogy (Stern, 1983). Moreover, the developments in psychology significantly impacted language pedagogy during the 1880s-1980s. They influenced the shift from behaviorist-based methods to more cognitively-oriented and sociocultural-informed approaches. The focus shifted towards understanding learners' cognitive processes, promoting meaningful learning, and considering the social and cultural dimensions of language. Furthermore, the developments in sociology significantly impacted language pedagogy. In language pedagogy, there has been a shift towards a more positive perspective regarding the recognition and acceptance of language varieties, dialects, and sociolects within a speech community. In the past, teaching foreign languages often emphasized the selection of a single standardized norm, without considering linguistic diversity. However, the current approach acknowledges and embraces the existence of different linguistic variations, fostering more inclusive and culturally sensitive language instruction. The sociological studies of language led to the incorporation of sociocultural perspectives, intercultural competence, critical engagement, and language policy considerations into language teaching methodologies (Stern, 1983). The focus shifted towards understanding language in its social and cultural context, promoting cultural awareness, and addressing social inequalities and language rights through education.

To conclude, linguistics, psychology, and sociology had profound effects on language pedagogy during the 1880s-1980s. The structuralist, cognitive, and sociolinguistic perspectives contributed to the development of various language teaching methodologies and theories. Stern (1983) states that “...it is not desirable to attempt to build a language theory around a single concept” (p. 112). The influences of these branches resulted in a shift from grammar-translation and behaviorist approaches to more communicative and learner-centered methods that prioritize understanding, meaningful interaction, and cultural competence in language learning.

### **Research and Publication Ethics Statement**

In this study, all the rules contained in the "Directive for Scientific Research and Publication Ethics in Higher Education Institutions" were followed, and none of the "Actions Contrary to Scientific Research and Publication Ethics" contained in the second part of the Directive were implemented.

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