

Managing Foreign Language Learning and Teaching Principles Using Analytic Hierarchy Process

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Learning a second or foreign language is a very long and complicated undertaking. In fact one should reach behind the confines of his first language by his whole person as he struggles toward a new culture, a new way of feeling, thinking and acting. The act of language learning is such a gigantic task that there is much discrepancy among psychologists and linguists about factors affecting its process. Different scholars have studied different factors influencing teaching and learning of language among which the Cognitive, Affective and Social factors could be named to have great impacts on the task, each, of course has its own sub headings and could be divided into some more specific criteria in detail. The present study has used AHP (Analytical Hierarchy Process) model to find out which of these major or minor criteria played a more important role in the intricate task of language learning among the EFL undergraduate students of English. The forgoing method has been used based on the viewpoints of lecturers of the EFL courses and the results and data have been evaluated from different points of view.

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