

Tikrit University
College of Education for Humanities
English Department



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New Trends in Methodology

Teaching by Principles

**(Self-Regulation, Identity , Investment and Interaction,
Linguaculture and Agency)**

Asst.Prof. Dunia Tahir (PhD)

4-Self-Regulation

Self-regulation deliberate goal-directed attempts to manage and control efforts to learn the L2.

Autonomy individual effort and action through which learners initiate language. Problem solving, strategic action, and the generation of linguistic input.

Rubin (1957) named 14 characteristics of good language learners. They all placed responsibility on the learner to take action, to take charge of their learning, to create opportunities for using the language, to utilize a variety of strategies, and to organize information about language.

Oxford(2011) noted that the key to successful language learning is **self-regulation** deliberate goal-directed attempts to manage and control efforts to learn the L2. One of the key foundation stones of effective L2 pedagogy today is to create a climate in which learners develop **autonomy**, the capacity to control one's learning and self-regulation is cited as a key ingredient of autonomy.

Today, autonomy is now almost universally manifested in the classroom in the form of allowing learners to do things like:

- setting personal goals,
- developing awareness of strategic options,
- initiating oral production
- solving problems in small groups and practicing language with peers.

Our language curricula now recognize the crucial goal of helping learners to use the language outside of the classroom . Teachers encourage learners to take charge of their own learning and to chart their own pathways to success.

Self-regulation means that learners are encouraged to take responsibility for their learning as they develop a battery of strategies for intake, organization, compensation, output, uptake and social interaction.

Briefly the principle of self-regulation states " mastery of an L2 will depend to a great extent on learners' ability to proactively take charge of

their learning agenda, to make deliberate, goal-directed efforts to succeed , and to achieve a degree of autonomy that will enable them to continue their journey to success beyond the classroom and the teacher.

5-Identity and Investment

language ego the identity a person develops in reference to the language he or she speaks.

Identity the extent to which L2 language learners do not perceive themselves merely as individual entities , but more importantly as" an integral and constitutive part "of the social world to which they are connected.

Investment commitment and motivation to accomplish major goals (such as language learning) learners are seeking to increase the value of their cultural capital.

In the 1970s the budding field of SLA was introduced to a seminal construct in the form of research on the notion that one's linguistic ability was intertwined with one's sense of worth, self-esteem, and self-efficacy. The explanatory power of **language ego** provided a refreshing new psychological contribution to our understanding of the affective nature of L2 learning, stimulated a diversity of pedagogical applications, and paved the way for several decades of spin-off research.

Learning an additional language can be threatening even the most confident learners, and risking making an utter fool of yourself in the L2 takes intestinal fortitude.

The concept of language ego also meshed well with an increasing emphasis on emotion and affect in SLA research and teaching.

Today the language ego concept is more elegantly refined and expanded into what Nortone (2013) and others have described as **identity**: the extent to which L2 learners do not perceive themselves merely as individual entities but more importantly as" an integral and constitutive part "of the social world to which they are connected.

Identity , then is more than just a core concept, it is also a principle that has far-reaching implications. On one end of the spectrum is the call for

self-regulated learners to accurately understand themselves as they become aware of their personal strengths and weaknesses, likes and dislikes and preferences in styles of learning , thinking, acting, and communicating. The other end of the continuum is a rich and diverse cluster of social factors at work in the L2 learning process, where learners are considered to be members of historical collectivities , who appropriate the practices of a given community.

The completeness of learners' participation in that community is partly predicted on their **investment** in the long and often winding road to success. While **investment** involves commitment and motivation in the traditional sense, more importantly, learners are seeking to increase the "value of their cultural capital".

An L2 learner's cultural capital will always be a factor of power relationships in a classroom, community, culture, and country. Such relationships include race, ethnicity, religion, gender, age... This web of intertwining power issues plays into what is called **imagined communities** , that is, a community as perceived by a learner, or more simply, the mental image of a socially constructed community.

The summary of the following principle : "Learning to think, feel, act, and communicate in an L2 is a complex socio-affective process of perceiving yourself as an integral part of social community. The process involves self-awareness, investment, agency , and a determination amidst a host of power issues, to frame your own identity within the social relationships of a community.

6-Interaction

The principle of interaction is not a skill that you learn in the isolation of your room. L2 researchers have been focusing on a construct known as willingness to communicate (WTC), a state of readiness to engage in the L2, the culmination of processes that prepare the learner to initiate L2 communication with a specific person at a specific time.

Observations of language learners' unwillingness to communicate for many possible reasons including anxiety , fear, and other affective factors have lead us to emphasize classroom activity that encourages learners to come out of their shells and to engage communicatively in the classroom.

Many instructional contexts do not encourage risk-taking ; instead they encourage correctness, right answers, and withholding "guesses" until one is sure to be correct. However most educational research shows the opposite: task-based, project-based, open-ended work, negotiation of meaning, and a learner-centered climate are more conducive to long-term retention and intrinsic motivation.

As learners progress in their development , they gradually acquire the communicative competence that has been such a central focus for researchers for decades. As learners engage in the meaningful use of the L2 they incorporate the organizational, pragmatic, strategic, and psychomotor components of language.

The key to communication and ultimately to automatic production and comprehension of the L2 lies in what Long (2007) called **the interaction hypothesis**: Interactive communication is not merely a component of language learning but rather the very basis for L2 development.

Van Lier (1996) devoted a whole book to the curriculum as interaction . Here principles of awareness, autonomy and authenticity lead the learner into Vygotsky's (1978) **Zon of proximal development**(ZPD) that is the stage between what learners can do on their own and what can be achieved with the support and guidance of acknowledgeable person or instructor. Learners are lead through the scaffolding support of teacher , materials and curriculum to construct the new language through socially and culturally mediated interaction.

Long's interaction hypothesis has centered us on the language classroom not just as a place where learners of varying abilities and styles and backgrounds mingle but also as a place where the contexts for interaction are carefully designed. It has focused teachers on creating optimal environments and tasks for collaboration and negotiation such that learners will be stimulated to create their own community of practice in a socially constructed process.

The principle of interaction may be stated as follows:" Interaction is the basis of L2 learning , through which learners are engaged both in enhancing their own communicative abilities and in socially constructing their identities through collaboration and negotiation. The primary role of

the teacher is to optimally scaffold the learner's development within a community of practice.

7-Linguaculture

Language and culture are intricately intertwined and often an L2 is so deeply rooted in a culture that it is not quickly and easily discerned or internalized by a learner. **Linguaculture** is the inseparability of language and culture. "The lingua "in linguaculture is about discourse, not just about words and sentences. And the culture in linguaculture is about meanings that include, but go well beyond, what the dictionary and grammar offer".

Culture is a complex dynamic web of customs and mores and rules that involves attitudes, values, norms, and beliefs that are imagined to be shared by a community. Cultural parameters include such dimensions as individualism (vs. collectivism), power, gender roles, age, time orientation, religion, and the list goes on. Learning a second culture usually involves some effort to grasp the importance of shared cultural dimensions such as politeness, humor, slang, and dialect. More specifically and perhaps more authentically, what books, music, movies, sports teams, celebrities, scandals, and electronic gadgets does everyone seem to be talking and tweeting about?

In a learner's process of socially constructing an identity either within a culture or outside that culture, he or she will to some degree develop an orientation to the new context-and then integrate into or adapt to the culture. Courses in SLA commonly incorporate cultural dimensions in their functional syllabuses, providing contexts for the forms of language to be utilized.

The statement of the linguaculture principle: " Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting. As learners redefine their identities as they learn an L2, they can be aided by a direct approach to acknowledging cultural differences, an open affirmation of learners' struggles, of the value of their "home" culture, and of their self-worth in potential feelings of powerlessness.

8-Agency

The principle of Agency is our final principle in the list of eight for a number of reasons:

First, it is a superb instance of a concept that is emblematic of the more recent social turn in SLA research extending our horizons well beyond psycholinguistic, cognitive-interactional models that characterized much of the research of the last half of the 20th century.

Second, agency provides an ample stockpile of pedagogical implications for the classroom teacher in concrete methodological terms.

Finally, it is a construct that is so comprehensive in scope that it subsumes all the other principles we have described thus far-so sweeping.

In simple terms, agency refers to people's ability to make choices , take control, self-regulate, and thereby pursue their goals as individuals. Leading potentially to personal or social transformation. Children gain agency as they acquire cognitive and linguistic abilities that enable them eventually to function autonomous.

The implications for the L2 classroom are myriad. In some ways agency is a further refinement of Maslow's (1970) hierarchy of needs, which garnered a great deal of attention in educational circles. As learners slowly develop the basic sustaining factors of belongingness and affirmation (by teachers and peers) they are enabled to reach for the ultimate goal of self-actualization. The difference between Maslow's self-actualization and current sociocultural concept of agency lies in the ongoing role (from the earliest stages) of agency as a means to achieve social transformation.

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