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New Trends in Methodology

Teaching by Principles

(Automaticity, Transfer and Reward)

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Principle

Principle is a kind of rule, belief, or idea that guides you. You can also say a good , ethical person has a lot of principles. In general, a principle is some kind of basic truth that helps you with your life.

The definition of principle in science

Principles are ideas based on scientific rules and laws that are generally accepted by scientists. They are fundamental truths that are the foundation for other studies.

Principles of SLA

A service –level agreement (SLA) defines the level of service you expect from a vendor, laying out the metrics by which service is measured , as well as remedies or penalties should agreed –on service levels not be achieved. It is a critical component of any technology vender contract.

Teaching by Principles

The following eight principles are some of the major foundation stones for teaching practice , they can act for you as major theoretical insights on which your methodology can be based.

You as a teacher with these eight principles you should be able to

a-evaluate a course

b-a text book

c-a group of students

d-and an educational context

e-and to determine solutions to pedagogical issues in the classroom.

f-you should be able to assess the strengths and weaknesses of lessons you have observed or lessons you plan to teach.

g-you should be able to frame your own approach by considering the extent to which the eight principles inform your understanding of how languages are successfully learned and taught.

The principles are:

1-Automaticity 2-Transfer 3-Reward 4-Self-regulation
5-Identity and investment 6-Interaction 7-Language culture 8-Agency

1-Automaticity

Automaticity the act of processing input and giving output without deliberation or hesitation in real-time speed.

Learning music and learning language have much in common and both require the development of automaticity for successful learning.

- **Children** learning additional languages are classic examples of developing automatic skills in natural way in untutored contexts with little or no analysis of the **forms**(ex. grammar, phonology, vocabulary)of language.

-Through an inductive process of exposure to language input and opportunity to experiment interactively with output, they appear to learn languages without overtly noticing language forms. They do focus very effectively on the **function**(meaning)of their linguistic input and output.

-For **adults** automatic is sometimes impeded by over analysis of language forms, which become too focal, too much the center of attention.

-**For L2 learning**, the principle for automaticity highlights the importance of meaningful use of the new language through communicative interaction , efficient movement away from a capacity-limited control of a few bits and pieces to a relatively unlimited automatic mode of processing language, often referred to as **fluency**; and an optimal degree of focusing on forms of language that encourages learners to **notice** errors in their

output, utilize a teacher's feedback and when appropriate to respond in some way.

Fluency the unfettered flow of language production or comprehension , usually without focal attention on language forms.

Noticing the learner's paying attention to specific linguistic features in input.

Guidelines for maintaining automaticity in L2 classrooms

- 1-The major proportion of classroom activity is focused on the use of language for purposes that are authentic as a classroom context will permit.
- 2-Practice exercises and explanations dealing with grammar, vocabulary, phonology , discourse, and other forms have a place in the adult classroom.
- 3-Error correction is more effective if students are made aware of an error and /or are encouraged to self-correct.
- 4-Fluency activities, may help students to attend to meaning or to accomplishing a task , and to unblock their over attention to form.
- 5-Do not expect your students to become chatterboxes overnight in their new language.

2-Transfer

The definitions of the important terms:

- Transfer** the carryover of previous performance or knowledge to previous or subsequent learning.
- Interlingual transfer** the effect of one language on another.
- Interference** negative transfer in which a previous item is incorrectly transferred or incorrectly associated with an item to be learned.
- **Cross-linguistic influence** is a concept that recognizes the significance of the role of the L1 and subsequent languages in learning an additional

language, but with an emphasis on both the facilitating and interfering effects the two languages have on each other.

The principle of transfer plays a dominant role in learning an additional language. The transfer from first to second language known as **Interlingual transfer** or **Interference**. Any difficulty in learning L2 could be equated to the differences between a learner's first and second languages.

The SLA field has been using **Cross-linguistic influence** as a more appropriate term to capture the relationship of two or more languages in contact. In 1960s and 1970s **Interlingual transfer** (within L2) also known as **Overgeneralization**, became a hot topic, especially in analyzing sources of errors in learners' output and in describing **Interlanguage** of learners. But linguistic transfer is only a small piece of the psychology of learning an L2. **Transfer** is an all-encompassing principle that reaches across physical, cognitive, affective and socio cultural domains. Virtually all learning is the product of transfer. **Transfer** is the application of knowledge, skill, or emotion acquired in one situation to new situations. Transfer can be positive (advancing toward an objective) or negative (interfering with such advancement)

Closely related to the principle of transfer is a recent emphasis in cognitive psychology on what has come to be known **an embodied cognition** from this perspective :

a-an organism's sensorimotor capacities, b-body and c-environment, play crucial roles in the development of cognitive and linguistic abilities. In other words **Embodied cognition** offers an enlightening refocus on the physical abilities that so preoccupied behavioral psychologists back at the turn the twentieth century.

James(2006-2010-2012) demonstrated the importance of transfer in a number of academic contexts:

- general language skills
- certain skills
- earlier language courses to specific subject matter areas
- transfer from classroom to real world contexts. Likewise **Content –based Instruction**

Snow (2014) explain that **Content-based Instruction** is successful because students are immersed in tasks and skills that are relevant to their lives and for livelihood.

Research on **dynamic systems Theory (DST)** reminds teachers of the many , complex interconnections that learners make as their language abilities grow. All the result of transfer as learners connect one learning moment with another.

Cognitive psychologists revolutionized educational psychology by stressing the importance of meaningful learning as opposed to rote learning for long term retention. That is new material to be learned that is attached to existing cognitive structure (associated) will be more efficiently lodged. Transfer underlies all meaningful learning , ex: if a task in a group activity puts learners into familiar contexts (such as the movies), new grammatical, lexical, and discourse forms will be more easily embedded into students' L2 competence. And in learning to read and write, schema theory encourages students to relate existing knowledge , of both content and skills , to new material.

Guidelines for maintaining Transfer in L2 classrooms

- 1-Become acquainted with your students' backgrounds, interests , hobbies and dislike and ground classroom activities on those individual characteristics.
- 2-When introducing new grammar....use graphic organizers e.g. charts, diagrams...to help students see the relevance to the new material.
- 3-Avoid the pitfalls of rote learning.

3-Reward

Skinner (1938) and others demonstrated the strength of rewards in both animal and human behavior . Virtually everything we do is predicated on the anticipation of a reward, whether physical, mental, emotional or social.

Psychologists and linguists have for many decades acknowledged not only the power of reward ,but also the power of intrinsically driven behavior. Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner. The learners perform the task because it is fun, interesting, useful or challenging and only secondarily because they anticipate some cognitive or affective rewards from the teacher.

The implications of intrinsically and extrinsically driven behavior for the classroom are more complex than they might seem. At one end of the spectrum is the effectiveness of a teacher's praise for correct responses(very good , Nice job) grades or gold stars to indicate success, smiles and affirmation from classmates and other public recognition. At the other end students need to see clearly why they are performing something along with its relevance to their long-term goals in learning, so that they are not dependent on external rewards.

The ultimate goal is for students to engage in self-determination to choose to make an effort because of what they will gain in either the short or long run.

The reward principle can be stated as follows:"Human beings are universally driven to act, or behave in anticipation of a reward. The most powerful rewards are those that are intrinsically motivated: the behavior stems from needs, wants, or desires within oneself and is self-rewarding.

The key to making the reward principle work in the language classroom is to create an optimal bend of extrinsic (teacher administrated) rewards especially for the minute-by-minute routine of a classroom , and intrinsically-driven rewards that become embedded in a student's journey toward language proficiency.

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