

PRINCIPLES OF TEACHING FOREIGN LANGUAGES

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Nowadays teaching foreign languages is impossible to imagine without the use of multimedia teaching tools. In this connection, the importance of information technology in the foreign language classroom is great. It deals with different technologies like internet technology and multimedia technology in the development of learners' intellectual competencies. Modern technologies allow development of intellectual potentials in improvement process of traditional and information forms and methods of education. It also develops methods of teaching, implementation of training, finding and adaptation of information from different sources, accessibility of different tools and techniques in teaching process, trainability of systematic education process, improvement of self- education, creation of a positive emotional background for teaching; and many other issues. The use of cognitive technology creates the most positive and favorable conditions in motivation of teaching foreign languages.

Language teaching is directed to improve communicative skills in various communication contexts. The abilities developed are the ability to grasp meaning, role, interpret, assess, and express oneself through the use of language. All of them are grouped into language skills, understanding, and use. To achieve these teaching goals, language teaching must pay attention to the principles of language learning, and then implement these principles into various learning activities. There are two theoretical foundations in the development of language teaching, namely the theory of Psychology and Linguistics. These principles relate to cognitive, affective, and linguistic aspects.

The information is mixed into a method that facilitates the language teaching-learning process in an effort to achieve its goals. Therefore, the topic of Language Teaching Principles is very important to discuss. If you read the book "Learning New Languages: A Guide to Second Language Acquisition" by Burns and Richards, you will find 5 principles. An Interactive Approach to Language Pedagogy" describes 12 principles of language teaching.

Cognitive Principles namely, the first set of principles is called "cognitive" because they relate to the main functions of the mental and intellectual. Learning is the result of mental activity. In behaviorism learning theory, it is clearly shown that some aspects of behavior can be studied, controlled, and studied directly. However, there is another side of human behavior that cannot be studied directly, namely thinking, organizing knowledge, and so on. The theory that tries to explain this is known as cognitive theory about thoughts, ideas, and imagination as the basic unit of learning. Cognitive strategy is not related to one's knowledge, but is a person's internal thinking ability and can be applied in various fields of knowledge. Cognitive strategies are limited to specific tasks and involve direct manipulation of the learning material itself. This cognitive strategy is used to manage learning material so that it can be remembered for a long time. There are six teaching principles that fall into this cognitive group.

Automaticity principle states that learning a second language involves automating the use of language for meaningful purposes where language is used for real communication purposes

without having to think too much about the forms of the language itself. Children will be more successful in learning a foreign language, especially when they live in the cultural and linguistic environment of that language. Children usually absorb language faster than adults, who tend to take a long time to analyze forms of language (about affixes, word order, rules) that tend to hinder the automation process. This principle focuses more on the purpose of language learning than on the forms of language.

Meaningful Learning principle emphasizes the process of meaningful association between existing knowledge and experience with new material or topics to be studied. The significance of the related elements will support understanding in the learning process. The clearer the meaning of the relationship between elements, the more effectively something can be learned. Meaningful learning will lead to better long-term memory than rote learning. Students will be able to use language for appropriate communication situations if the forms of language that are taught and trained in their learning use a communication context that focuses on meaning and content. According to Brown, contextual language teaching is teaching that is appropriate or relevant to the place where the language teaching is carried out. Contextual learning emphasizes the process in which students are fully involved to be able to find the substance of the material studied in real life or situations so that students can relate it to the real world and apply it in everyday life.

The Anticipation of Rewards, according to this principle, humans universally have an urge to act or behave because of an award or reward, both tangible or intangible rewards, short-term or long-term rewards, which will be obtained as a result of their actions or behavior. Giving rewards or rewards is useful for providing reinforcement for positive behavior, strengthening self-esteem and student self-concept. There are various ways that can be done in giving awards or rewards, including verbal expressions or praise so that students are more enthusiastic about learning, with rewards in the form of materials or prizes so that students are motivated, especially if the gift was not expected beforehand, or with a look, smile, and touch that show the teacher's appreciation for his students in the learning process.

Strategic Investment Based principle, the main factor that determines the success of student learning is the role of the students themselves in the learning process, how much time, effort, and attention is devoted to the learning process. Students learn how to learn according to their learning style, for example the habit of learning to read by underlining or circling the parts that are considered most important, looking for the meaning of difficult words in the dictionary, or looking for other relevant sources.

Autonomy principle states that the success of mastering a foreign language will greatly depend on the learner's autonomous ability to learn a language such as taking the initiative, and participating actively in the classroom and outside the classroom, whether there is a teacher or no teacher. There are several things that can be done by teachers to develop a sense of student autonomy such as through guided practice and still allowing for some creative innovation from students, carrying out interactive activities in the classroom in pairs or groups where the teacher provides opportunities for students to use spoken and written language. , provide feedback to students, but not too much so that it can stifle students' creativity, motivate students to use the

target language outside the classroom, for example learning through films, TV, internet, books, magazines, or practicing with friends.

Socio-affective Principles is that Learning is a conscious effort to achieve overall behavioral change which includes cognitive, affective, and psychometric aspects. The affective aspect plays an important role in determining the level of success in studying, working, or other activities. Affection refers to emotions or feelings. The affective domain is the emotional side of human behavior, and can be juxtaposed with the cognitive side. A person's emotions or feelings are influenced by several personality factors, feelings about oneself and about others who relate to him. Many variables are involved in assessing the emotional side of human behavior in the language learning process such as self-esteem, self-confidence, knowing oneself, and believing in one's own abilities. In learning a language, one must believe in oneself in order to succeed well. If someone feels he is able to carry out a task or has a high sense of self-worth, he will try optimally to achieve success. On the other hand, someone with low self-worth tends to imagine failure due to lack of ability from the start.

Language Ego principle, when a person learns to use a second language, he also develops a second identity (way of thinking, feeling, and acting) related to the second language he uses. If students learn English as a second language (in the cultural environment of an English-speaking country), they will experience an identity crisis because they are developing a second identity. Sometimes students feel confused because they do not understand the culture and way of life of native speakers of the second language. For example, students may feel silly or humiliated when they make mistakes in word choice or grammar in communicating. Teachers should help students understand that such confusion is a normal and natural process. In this case, patience and understanding are needed to contain their emotions so as to facilitate the process of mastering the second language.

Willingness to Communicate principle combines the concepts of self-confidence and the courage to take risks, because both are interwoven in the human soul. According to this principle, generally successful language learners believe or believe in themselves in terms of their capacity to communicate, so they tend to be confident and have the courage to use the target language, both productively and receptively. They are ready to try their newly acquired language and use it for a meaningful purpose. According to Brown, there are a number of cognitive and affective factors that play a role in encouraging someone to do or avoid communicating in a second language such as motivation, personality, inter-group climate, and self-confidence. These factors have an important role in determining a person's desire or willingness to communicate.

The Language-Culture Connection principle focuses on the complex interconnections between language and culture. In human life, language and culture are two inseparable things because language is part of culture, so it becomes very important in learning a second language. On the other hand, language is also an important factor in the development and maintenance of culture. Culture refers to the ideas, habits, skills, arts, and tools that characterize a group of people over a given period of time. Culture involves attitudes, values, beliefs, norms, and behaviors that are shared by a group but are maintained differently by each specific unit within

the group concerned, are communicated across generations, are relatively stable but have the opportunity to change over time.

Interlanguage principle emphasizes the influence of language forms on other languages. Second language learners tend to be influenced by earlier language forms as they attempt to master a second language. Sometimes the native language is transferred negatively, hence interference occurs. However, it is also important to remember that the native language of second language learners is often also transferred positively to make learning a second language easier. Language interference is the most glaring source of error among second language learners. Often, students assume what they understand or say is true, but from a native speaker's point of view, it is not necessarily true. For example, a student might say "Does John can sing?" Maybe this student believes that he has used the correct grammar because based on the understanding that questions in English require an auxiliary do. Some things that teachers can do related to the application of this principle are; distinguish between interlanguage errors and other errors, tolerate certain forms of interlanguage errors that may arise from the logical development process of students, do not make students feel stupid because of interlanguage errors; for example, by saying "I can understand why you said 'I go to the doctor yesterday', but try to remember that in English we have to say the verb in the past tense. OK?" This interlanguage study produces an error analysis and distinguishes it from errors. In the awakening stage, students begin to internalize some of the rules of the second language but they have not been able to correct mistakes made by other speakers. In the systematic stage, students are able to use the second language consistently even though the rules of the second language have not been fully mastered. In the stabilization stage, students relatively master the second language system and can produce language without many errors.

Communicative Competence principle emphasizes the goal of language classes. Communicative goals will be achieved well through the use of language not only for the purpose of accuracy but also for fluency or fluency. Several things must be considered in applying this principle in language classes such as; Grammar explanations are only part of a lesson or curriculum, so do not neglect other important components such as functional, sociolinguistic, psychometric, and strategic of communicative competence, language teaching emphasizes authenticity, interaction, and communication for the benefit. Everyday students should have the opportunity to gain fluency in English without being constantly on the lookout for small mistakes because they actually learn from them.

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