

The main categories of teaching principles

[Education](#), [Teaching](#)



A problem of great complexity or an issue with multi-angles is teaching. It usually needs to be controlled under the principles to organize the aims, goals and tasks for the learners who learn about language instantaneously. After founding with a set of principles, teaching becomes more effective and proficient in approaching to learners' needs and aims. Accordingly, teaching principles are categorized into three. They are cognitive principles, affective principles and linguistic principles. Cognitive Principles: It derives from the mentally alert and intellectual property. Automaticity, Meaningful Learning, The anticipation of Reward, Intrinsic Motivation and Strategic Investment are defined as the branches of an inclusive set of cognitive principle.

Principle 1, Automaticity: In this case, it needs more influence of fluency than accuracy in language. It does not take any effect focusing on forms. It has no any assessments or evaluations by the much uses of grammar. If a second language learner has a sufficiency of target language exposures or inputs, he or she could be able to pass over the automatic processing without any barriers to the outputs of target language forms. The followings are the subsidiaries of Cognitive Principle: Automatic processing and Controlled processing.

Automatic processing: Inattentiveness and skirting round the concentration cause the learners to be formed unconsciously a function, as an production of the background knowledge forms from their long-term memories.

Controlled processing: In case of dissimilarity, all the uses of short-terms memory appear to act out a task of recognition. Automaticity is tagged with innermost intake of a language in the course of essence in context, taking

away focusing on the forms of language transforms into profitable and active evolution of a target language and encouragement to understanding of language forms in details. Other commands are to prepare the lessons truly based on the application for language desires with equivalence to a context of the class will allow and try to reach fluency level as far as you can move with students step by step.

Principle 2, Meaningful Learning: All memory lanes and remainders of preceding language are picked up to incorporate with new instructions and knowledge in case of establishing stronger retentive memory.

Rote-learning: The mass of duplication the background objects are not assumed to link with individual cognitive development that has amount of occasion to long term memory. Some classroom connotations of the principles are as follows.

1. Take advantage of stronger meaningful learning in reach to learners' concerns, educational aims and professions.
2. Try to give any guidance to learners for the process of linking the topic which has already been perceived at the moment of submitting a new subject matter or topic.
3. Escape from perilous situation of rote-learning.

Precautionary measures of rote-learning are the less uses of explanatory notes of grammar, skipping out much usages of hypothetical examples and theoretical ideas, give activities with clear functions, convey only activities towards the aims of lesson and apply frankly the methods.

Principle 3, the anticipation of Reward: Globally, all kinds of human beings and animals act out their needs and wants by the prospect of any kinds of reward. In this case, the kinds of reward are divided into tangible or intangible. Some positive classroom ramifications are to praise verbally the students with a suitable rate by means of short term reward, show how great your intensity is or reflect them your energetic steps in the class and energize or reinforce the students in turns.

Principle 4, Intrinsic Motivation: In this matter, motivation is generally divided into two parts like inner motivation and outer motivation. Inner motivation is also defined as intrinsic motivation. The needs, wants, desires, wishes, interest or inspiration that come from inner circle reflect as the one's behavior outside. So it is termed as the self-rewarding that does not need to be ruled by external rewards as bill or degrees. Without concerning any kinds of rewards, learners carry out some kinds of tasks which make them happy, helpful, and effective and a quiz zone.

Principle 5, Strategic Investment: While the learners are making every effort on realizing and mass production of second language, they provide their hours, attempt and concentration. This principle makes a teacher to think about on the class size or control and various types of students who prefer various activities like team or individual work, visual or auditory task, easy or difficult lessons. The main pedagogic principles of a classroom are to include importantly the learners' out-stretched styles and techniques can take to the learning operation and to pay attention on one-to-one.

Affective Principles: It is considered by the search for self, communication and the bonds based on feelings between culture and language. Language ego, Self-confidence or I can do it principle; Risk-taking and the language-culture connection are added to effective principles.

Principle 6, Language Ego: The second language or foreign language learners' feelings, thoughts and performance with a new approach or language ego may be easily interfered or broken down not because of many reasons but because of their first language or L1.

Here is some contentment for this situation.

Excessively, you need to show off your reinforcement to students while perseverance, compassion and warmth are distinctly or widely taking for flimsy language egos that zigzag up the target input.

You need to plan your lessons systematically to be fixed with effective stage.

You have to decide learners' language ego conditions. Who call upon? Who to be looked for volunteer advice. How much to clarify on something. How should your exertion or operation be designed? How to set down the learners arranging in small group works or pair works. How much can you take physical or mental toughness for a student?

When your learners are second language learners in English, they may come across temperate dilemma in case of developing the second language by themselves.

Principle 7, Self-confidence or I can do it principle: Self-confidence creates the learner's belief and trust to complete a task with their capabilities. Some classroom utilizations of this are noted down. Firstly, supply adequate pledges to your students verbally or nonverbally. Secondly, make sure your activities to be logical in elementary methods and later on, start the stages of techniques from effortless level to challenging level.

Principle 8, Risk-taking: The two previous principles have an interrelation with the third one and they are a foundation for risk-taking in such case, learners attempt to produce language productively and receptively. They use their recent language as a new born in purpose of meaningful sentences, asking questions and self-assessment.

Some supportive ways to help your class for risk-taking are:

1. Set up your classroom as an environment which a stimulus students to test a language for enterprising feedback not by others' helps.
2. Endow with suitable contests but they should be middling.
3. Assist to feel what risk-taking that they hope to receive is and so as not to feel about any previous feedback that they might burst out.
4. Give reply to students' hazardous effort with optimistic affirmative action and applause for their every effort on language.

Principle 9, The Language – Culture Connection: It is sure those if you were a language teacher, you always teach a complicated system of cultural norms, benefits, and show a way how to think feel and act out. In the class, Let them know what the cross-cultural is, and how does it matter on learning a

language. Remind them there is no unique culture in the world and every culture is worthy with their nation. Represent the class about sociolinguistics. Display your tactical items which may be cultural invasion.

Linguistic Principles: It focuses on language by itself and how it reconciles with complicated linguistic system.

Principle 10, Native Language Effect: The native speakers who learn a second language endeavors forceful impact on the obtainments of objective language. The structure of native language may control in cases of creating and realizing on inexperienced language or new language with interferences like smooth progress of native language. In this case, the impacts are at the most intrusive. In the production of target language, there may be errors that can be made at their foundation steps. When target language allows the native language to interfere, it causes errors. But all errors they made do not need correction. Mostly encourage your learners to think directly in second language though the second language allows using the mother terms where it is needed.

Principle 11, Inter-language: When the learners qualified in their target language, they care for meaningful organization or specious development of language. Grabbing profit by others comments becomes a part of victorious inter-language. Your students should notice the erstwhile errors that can make the differences between the systematic inter-languages. But let them know the erstwhile errors practically root for their consciousness.

Principle 12, Communicative Competence: It is a kind of linguistic study about knowledge of grammatical syntax, morphology and phonology. In otherwise, it is the study of grammar and discourse termed as organization, study of functional and sociolinguistic referred as pragmatic, strategic competence and psychomotor skills. Thus, it is defined as the most important principle. A language tutor should not emphasize only a section of this principle. He or she must care on other areas also. Even though any conditions of functional and sociolinguistics structures are very exquisite and difficult, prepare your lessons to understand such exquisite portions. Create chances to reach the level of fluency through their continuous mistakes.