THE PRINCIPLES OF LANGUAGE TEACHING

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Abstract: Learning a language is learning to communicate through that language. Therefore, 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. Language teaching requires settings related to software such as knowledge of the nature of language, learning theory, and about the characteristics of people who will learn the language. In essence, teaching a language, whether it is a first language, a second language, or a foreign language, is an activity that does not stand alone, but requires the services of other relevant sciences. There are two theoretical foundations in the development of language teaching, namely the theory of psychology (Psychology) and linguistics (Linguistics). This paper will discuss the 12 principles of language teaching proposed by Brown. These principles relate to cognitive, affective, and linguistic aspects.
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In recent decades, several studies have found the best ways to teach a second language that are based on the principles of language learning. By understanding the relationship between practice and theory, we have clear reasons why we choose to use a particular technique, and apply it confidently. In other words, we should not devour teaching techniques without considering the criteria that underlie the application of these techniques in learning activities in the classroom.

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 (2009), you will find 5 principles, but if you read a book written by Spolsky (1989) you will find 70 principles. Meanwhile, Brown (1994) in his book "Teaching by Principles: An Interactive Approach to Language Pedagogy" describes 12 principles of language teaching.

Cognitive Principles

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

This 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 (eg, 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

This 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 (Brown, 1994:18)

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 (2007: 140), 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.

Intrinsic Motivation

Every human activity that is carried out to achieve a goal requires a power boost in the form of motivation. The stronger the motivation, the greater the power, enthusiasm, and passion to achieve the goal. In the field of language learning, psychologists believe that a person's language ability and development is strongly influenced by the strength of his motivation. With a strong motivation, learning a language can be something exciting and done with passion. On the other hand, if the motivation is weak or non-existent, then learning the language will be boring (Mukalel, 2003: 68-70).

Strategic Investment

Based on this 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

This 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

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 (Hadley, 1993:165-166)

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

According to this 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

The principle of Willingness to Communicate (WTC) 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 (2007:170-171), 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

This 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 (Hudson, 1988:84). 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 (Brown, 2007: 206-207).

Interlanguage

This 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 inter-language study produces an error analysis and distinguishes it from errors (mistake). The theory of stages of development between languages, according to Corder (1981:45), can be summarized as follows. Stages of random error, the first student said "Mary can dances", then changed to "Mary can dance". 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

This principle emphasizes that communicative competence is 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 (e.g. functional, sociolinguistic, psychomotoric, and strategic) of communicative competence, language teaching emphasizes authenticity, interaction, and communication for the benefit of 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.

CONCLUSION

Language learning is directed at improving communication skills, both spoken and written in various communication contexts. Therefore, language teaching pays attention to the principles of language learning and then implements them into various learning activities. The implementation of language teaching principles can be summarized as follows. Students will learn a language well if (1) they have goals and interests, (2) they are given the opportunity to participate in communicative use of language in various activities, (3) they deliberately focus their learning on forms, skills, and strategies to support the process of language acquisition, (4) it is disseminated in sociocultural data and direct experience with the culture that is part of the target language, (5) they are aware of the role and nature of language and culture, (6) they are given appropriate feedback regarding their progress, and (7) they are given the opportunity to organize their own learning.

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