BROWN'S FRAMEWORK OF EFL TEACHING PRINCIPLES AND HOW TO IMPLEMENT IT IN EFL CLASSES

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ABSTRACT

Brown's (2007) framework of EFL teaching consists of twelve principles of CLT and motivation, as well as Krashen's ideas of acquisition and learning, and Schumann's notion of acculturation. This framework is designed for understanding and working with the complexity and multidimensionality of second language teaching. Brown's book "Principles of language learning and teaching", (2007) conveys contemporary pedagogical thinking into the EFL context and ESL thinking. Brown offers one of the best-known current accounts of pedagogical principles and methods of second language learning and acquisition. Brown (2007) classified the twelve principles into three sets of principles: Cognitive Principles, Socio-affective Principles and Linguistic Principles. They have permeable boundaries which mean it is difficult to keep each category in complete isolation. These principles form an interactive approach to language teaching

KEYWORDS: *Anticipation, Automaticity, Cognitive, Intrinsic Motivation, Principles, Socio-Affective*

INTRODUCTION

Principle of Automaticity

Automaticity' is the natural and subconscious acquisition of any language to which a child or an adult is exposed. It occurs in a communication rich environment with low levels of anxiety. Most children usually acquire the new language inductively and effortlessly, especially in SL/FL cultural and linguistic environments. Whereas adults tend to analyze parts of the language trying to understand how the new language works and how it is different from their mother tongue (Krashen, 1982). They often need to focus on language forms. This, however, may reduce the speed of language learning. This principle implies a learning-rich environment for automatic language acquisition.

According to this principle, students will use English when they are ready because it is very critical that students feel successful as it reduces anxiety and facilitates learning (Borg, 2018; Krashen, 1982). It is believed that a cheerful environment facilitates learning (Colliander & Fejes, 2020). Moreover, peripheral learning can aid learners to learn from what is shown in the classroom environment, even if their attention is not directed to it (Richards & Rodgers, 2014). In addition, a calm state is perfect to cope with psychological barriers and make the most of learning potential (Richards, 2013).

Principle of Meaningful Learning

'Meaningful Learning' accentuates that EFL teaching and learning should have meaning and relevance to learners' interests and lives. This principle closely pertains to the automaticity principle. Based on Brown's ideas, adopting this principle causes better long-term retention than rote learning.

Based on this principle, teachers should not make students memorize fixed routines (Al-Khamisi, 2019). They should be creative as creativity is highly motivated; and teachers should use various techniques (Richards & Rodgers, 2014). In addition, it is believed that language is learned most meaningfully when used as a medium to convey informational content of learners' interests (Larsen-Freeman, 2012; Richards, 2013).

Principle of Anticipation of Reward

'Anticipation of Reward' is about person's expectation of an incentive or some sort of praise after fulfilling a particular task. This indicates Skinner's argument (1957, cited in Brown, 2007) that the anticipation of reward is the most powerful reason for directing one's behavior. The implications of this principle in the classroom are clear through the immediate praise to students' proper behavior or correct response. It is considered as the teachers' acknowledgement of students' good achievement and it can be verbal or non-verbal such as correcting homework or gifts. The Reward Principle is essential for both outstanding learners and low-motivated classes to help them recognize their language development.

The principle of anticipation of reward emphasizes that teachers should know the students' learning needs (Al-Issa, 2015; Richards & Rodgers, 2014). In addition, they should consider individual differences; and use various teaching principles and techniques (Al-Mahooqi& Denman, 2018; Harmer, 2007, 2015; Hill, 2000). Additionally, numerous types of motivation should be given to the learners consistently (Brown & Lee, 2015; Larsen-Freeman, 2012).

PRINCIPLE OF INTRINSIC MOTIVATION

'Intrinsic motivation' is about the inner incentives to achieve certain objectives and goals. If the teacher's techniques are designed to touch the students' intrinsic motivation, then students will perform the task better since they are intrinsically entertained and excited. The design of intrinsic motivation requires affective processing, which comes from students' desires and needs. EFL teachers, therefore, should fathom what makes their students be interested and enthusiastic; and then adopt and modify the syllabus accordingly.

The principle of intrinsic motivation is more important than the principle of anticipation of reward (Al-Harthi, 2020; Al-Mahrooqi & Denman, 2018; Richards, 2013). This motivation lasts longer as language learners find their reasons for studying the language (Harmer, 2007; Brown & Lee, 2015). It is closely allied to the principle of meaningful learning since both stress on the topics that interest students. The more the teacher does for the learners what they can do for themselves, the less they will perform by themselves and the more dependent they become (Harmer, 2015; Nunan, 2003).

Principle of Strategic Investment

'Strategic Investment' is about the students' role in the teaching and learning process. In recent years, the focus has shifted from language teachers to the role of the learner and the strategies that they employ to internalize and perform the language tasks and functions (Brown & Lee, 2015). For teachers, the pedagogical implications of this principle lie in the significance of identifying and working with a range of strategies that learners bring to the learning situations. Also, the teacher ought to be aware of every individual's needs and abilities; and deal with them accordingly.

Based on this principle, the teacher should encourage all students to participate as much as possible and use their own learning strategies (Harmer, 2015; Saville-Troike, 2006). Moreover, students' previous knowledge and learning experiences are valued and constructed upon. Also, studying particular learning strategies can be a key to academic success (Evangelin, 2016). In addition, transferring a learnt strategy to be worked out in a different context is a key idea to

successful language learning (Walker Tileston, 2016). Teachers should help learners find their strategies that facilitate their language learning (Richards, 2013; Richards & Rodgers, 2014). Therefore, they should teach students how to learn; not only teach them language (Brown, 2007; Richards & Rodgers, 2014).

Principle of Language Ego

'Language Ego' is about EFL teacher's awareness of how the student's ego is nurtured and expressed in L2. According to this principle, language learners in the early stages of learning are fragile and need scaffolding from their teachers to nurture the sense of who they are while developing in this new language (Richards & Rodgers, 2014). The pedagogical implications of this principle lie in that the teacher should exercise patience and empathy to maximize the development of their language ego; their developing sense of identity as users of the target language (Nunan, 2003)

The principle of language ego was changed into the principle of autonomy (Brown & Lee, 2015).Thismight happen due to the essence of the idea that language learners should be autonomous (Harmer, 2007, 2015; Larsen-Freeman, 2012). This means that students can choose what and how to say something related to the learnt themes (Olaya Mesa, 2018). It is significant that learners become self-reliant, self-regulated and self-assessed as these characteristics result in being autonomous (Larsen-Freeman, 2012; Richards & Rodgers, 2014).

Principle of Self-Confidence

'Self-Confidence' pertains to 'language ego' and can be defined as the learner's self-belief in his or her ability to attain what she or he wants and it is the power inside anyone to achieve his objectives and be a successful language learner. This principle is derived from the fact that self-esteem is one of the main keys to successful learning experience. If a student believes in his/ herability to perform a task, then he or she will successfully achieve this objective (Harmer, 2015). Therefore, the teacher's role is to ascertain that students are able to accomplish the tasks assigned to them successfully (Larsen-Freeman, 2012; Nunan, 2002). The teacher should commence with easy tasks to those which are more difficult in order to sustain self-confidence (Brown, 2007; Richards & Rodgers, 2014).

Principle of Risk-Taking

"Risk-Taking" is about the notion that language learners are encouraged to take risks in their learning. This principle is interwoven with the two principles: language-ego- and self-confidence. They lay the ground for risk-taking. As an EFL teacher, it is essential to urge students to take risks in their endeavours to use the new language both productively and receptively. He or she can create an atmosphere that encourages students to try the new language, provide reasonable challenges in the classroom techniques and use various kinds of exercises such as reading aloud, giving presentations and having role plays.

The principle of taking risk was replaced by the principle of willingness to communicate (Brown & Lee, 2015). It is believed that language is learned for communication (Harmer, 2015; Hedge, 2014; Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). They should learn the language to use it in their society. Hence, it is supposed that the students should have a voice to fit in social and political life as the content is experience-centered (Richards, 2013; Wu, 2020).

Principle of the Language-Culture Connection

The 'Language–Culture Connection' is about the interconnectedness between the language and its culture. It stresses on the importance of the connotations that the language carries within its cultural system. One facet of this principle is that whenever a teacher teaches a language, he or she should also introduce its cultural customs, values and ways of thinking. The other concern of the language-culture connection is the process of acculturation that may impact the students' learning the new language (Schumann, 1978). In addition, the teacher should enhance interaction between learning about culture and language learning itself, and how students deal with the complexities of the linguistic system.

This principle sees that culture of the target language contains more than fine arts (Han, 2009; Harmer, 2007, 2015). Therefore, learning another language involves learning how the speakers of that language live, act and dress (Larsen-Freeman & Anderson, 2011; Larsen-Freeman, 2012). Language cannot be disconnected from the culture, which is the everyday behaviour of the people who use the target language (Han, 2009). Therefore, EFL teachers should focus on the culture of the target language and learn about it (Richards, 2004; Richards & Rodgers, 2014).

Principle of the Native Language Effect

'The Native Language Effect' is about the notion of the interference of the mother tongue in the second or foreign language, causing errors of the internalized language. Thinking in the mother tongue causes the majority of learners' errors in L2 or FL, especially in the beginning levels. EFL teachers should consider learners' errors as important signals of language development. Therefore, they treat these errors as part of students' learning process and give feedback when necessary. Moreover, the teachers should encourage learners to think in the L2 language as well as to pay attention to its functional and socio-linguistic parts. According to this principle, teachers should make sure that every student obtains an opportunity to gain fluency in English without worrying too much about their mistakes (Harmer, 2015; Hedge, 2014). They should attempt to gear up fluency, not accuracy only. Regarding using translation, new meaning is made clear by focusing learners' perceptions not through translation (Hill, 2000; Richards 2013).

PRINCIPLE OF INTER-LANGUAGE

'Inter-language' is the gradual developmental system in FL learners' minds as they internalize its rules and lexical items. The teacher should give error feedback as it is a necessary part of inter-language development (Brown & Lee, 2015). Based on this principle, learners develop the progression of acquisition of the parts of the language gradually and systematically. They improve their inter-language by hearing and comprehending what they are exposed to, as well as learning from the teacher's feedback. Also, correction should be done tactfully and not obtrusively since errors are tolerated and expected (Freeman, 2016). Also, students can learn by observing other students' errors and help in language correction (Al-Mahrooqi & Denman, 2018; Harmer, 2007; Larsen-Freeman & Anderson, 2011; Richards, 2013).

Principle of Communicative Competence

'Communicative Competence' refers to the language use, fluency, authentic language in context and the learners' needs to apply language learning in classrooms to the real world. It embraces organizational competence, pragmatic competence, strategic competence and psychomotor skills (Richards, 2013, Canale& Swain, 1980, cited in Brown, 2007). It combines a number of linguistic principles of learning and teaching (Brown & Lee, 2015). Teachers should use authentic materials as much as possible, by exposing students to real-life situations and genuine language use and by aiding them to meet their L2

language needs outside the classroom. Also, the focus is on the process of communication rather than just mastering the linguistic forms (Harmer, 2007; Richards, 2004, 2013). Moreover, teachers can enhance various aspects of their learners' communicative competence (Larsen-Freeman, 2012).

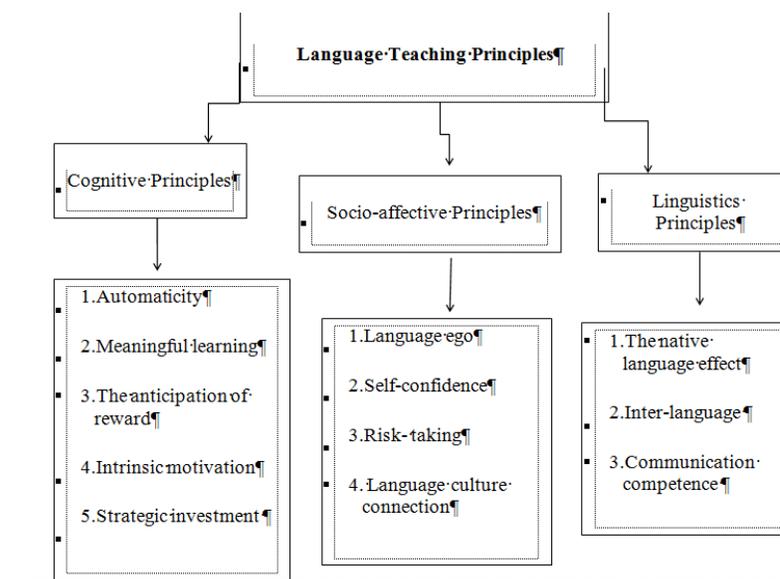The following diagram delineates Brown's language teaching principles.

Figure1: Brown's Language Teaching Principles.

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