



**PONTIFICIA
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SERÉIS MIS TESTIGOS

DEPARTAMENTO DE INVESTIGACIÓN, POSGRADO Y
AUTOEVALUACIÓN

TÍTULO:

**“TEACHING BY PRINCIPLES: AN APPROACH FOR TEACHING ENGLISH AS A
SECOND LANGUAGE AND HOW IT DEVELOPS COMMUNICATIVE
COMPETENCE IN THE CLASSROOM”**

Tema de Investigación Previo a la Obtención del Título de Diploma Superior en
Metodologías Comunicativas del Idioma Inglés

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Junio 2010

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SEDE AMBATO**

HOJA DE APROBACIÓN

Tema:

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En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

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ABSTRACT

With the Hymes' work about Communicative Competence, the door to more successful learners was opened. Hymes pointed out the necessity of communication in a second language acquisition. Nowadays, the use of Communicative Competence marks the base in many educational institutions; the ways to get this tendency in the classroom have become a very important tool in the development of approaches that permit a communicative environment. In this work the main goal is to determine how the Twelve Principles for Teaching English proposed by Douglas Brown develop Communicative Competence in the classroom and for getting this, we will developed the conceptualization of the term Communicative Competence, the features of Teaching by Principles, and a description of these Twelve Principles. Finally, it is important to conclude focusing on how the Twelve Principles to Teach and Learn a Language deal with the Communicative Competence and the classroom implications of these approaches.

RESUMEN

Con el trabajo de Hymes sobre Competencia Comunicativa, la puerta a estudiantes más exitosos fue abierta. Hymes señala la necesidad de la comunicación en la adquisición de un segundo idioma. Hoy en día, el uso de la Competencia Comunicativa marca la base en muchas instituciones educativas; las vías para lograr esta tendencia en el aula han llegado a ser una herramienta muy importante en el desarrollo de enfoques que permitan un ambiente comunicativo. En este trabajo el objetivo principal es determinar cómo los Doce Principios para Enseñar Inglés propuestos por Douglas Brown desarrollan la Competencia Comunicativa en clase y para conseguir esto, serán desarrollados: la conceptualización del término Competencia Comunicativa, las características de Enseñanza por Principios y una descripción de estos. Finalmente, es importante concluir enfocando como los Doce Principios para Aprender y Enseñar un Lenguaje se relacionan con la Competencia Comunicativa y las implicaciones de estos enfoques en el aula.

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INTRODUCTION

In the last decade the main goal in teaching English as second language syllabus design has changed in order to develop realistic skills that allow learners to produce and understand real life situations what is called *Communicative Competence*.

Terrell defines *Communicative Competence* as “the use of language in social communication without grammatical analysis” (Krashen & Terrell, 1983). This definition has focused the importance of having new methodologies that permit developing communicative skills in the English language learners.

Because of this tendency new methods, techniques and approaches, based in communicative skills, have appeared. Most of them were the answer to the contemporary needs to learn English and they were according to that time search about the Second Language Acquisition (SLA).

One of them is *Teaching by Principles* which was developed by H. Douglas Brown. In this approach the teaching – learning process is perceived and internalized by connections between practice and theory.

These connections make this process enlightened, but the question is how *Teaching by Principles* deals with the *Communicative Competence*. The purpose of this monograph is to describe how *Teaching by Principles* approach allows *Communicative Competence* in the classroom making a review of the basis of these approaches.

CHAPTER 1

1.1 COMMUNICATIVE COMPETENCE

1.1.1. The Definition of Competence and Communicative Competence

Communicative Competence is one of the most accepted approaches for teaching a second language, because it allows the main goal in the language use which is communication. The definition of this term is crucial in order to determine its origin and characteristics, in this way there are two points of view that describe Communicative Competence. In one hand there is Chomsky's point of view and in the other hand there is Hymes' critic to Chomsky's definition.

In Chomsky's definition of Competence the relation between listener and speaker produce an infinite set of sentences that allow them to produce and understand the language. This interaction follows the natural language structures to create the needed message and, according to Chomsky, this natural and biological way to produce sentences and utterances permits listener and speaker use the language in concrete situations making them competent to use a language.

This conceptualization of Competence was not enough for Dell Hymes who in 1972 enlarged Chomsky's definition of Competence, and he coined the term Communicative Competence as the "appropriateness of sociocultural significance of an utterance" (Masashito Kamiya, pg. 64 - 65). Hymes distinguishes the linguistic competence that deals with producing and understanding grammatically correct sentences. Hymes also

makes the distinction between competence and performance and he means that performance is the process of applying the underlying knowledge to the actual language use, commonly stated as encoding and decoding (Atsuko Ohno, 2002, pg 25).

This opposite point of view of Chomsky's ideal speaker and listener's, considers also the importance of a heterogeneous speech community where the sociocultural features are even more important than the language structures and the speaker's performance is related to his ability to use the language in a social concrete situation.

Hymes'(1972) conceptualization of communicative competence has been further developed by researchers such Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce – Murcia et al. (1995), who attempted to define the specific components of the construct of communicative competence.

1.2. CONSTRUCT OF COMMUNICATIVE COMPETENCE

As it was proposed Communicative Competence is a complex model where the speaker's skills, emotions and sociocultural environment are exposed in order to produce any message, these are the Communicative Competence elements that in a theoretical point Canale and Swan during 1980 to 1983 describe as grammatical, sociolinguistic, strategic and discourse competences.

These authors define them as:

- Grammatical Competence: Knowledge of the language code.

- Sociolinguistic Competence: Knowledge of sociocultural rules of use in a particular context.
- Strategic Competence: Knowledge of how to use communication strategies to handle breakdowns in communication
- Discourse Competence: Knowledge of achieving coherence and cohesion on spoken or written texts
- Pragmatic Competence: Knowledge of sociocultural rules to use a language

(Ester Usó and Alicia Martinez – Flor, 2008, pg 158)

Backman's (1990) model of Communicative Competence points the Pragmatic Competence as one of the main important parts in Communicative Competence, this author includes in the Communicative Competence model the Language Competence, the Strategic Competence and Psychological Mechanisms.

1.2.1. Language Competence, Strategic Competence and Psychological Mechanisms

Different as Canale and Swan's model, Backman includes in the Communicative Competence three elements: Language and Strategic Competences and Psychological Mechanisms.

Language competence comprises two further components: organizational and pragmatic competence where pragmatic competence fits in the contexts of second language acquisition due to it is defined as the ability to use a language to perform some task or action (Terry Royce, pg 361). According to Backman Pragmatic Competence consists

of illocutionary competence and sociolinguistic competence, the former referring to knowledge of speech acts and language functions and the latter referring to the knowledge of how to use language functions appropriately in a given context (Ester Usó – Juan and Alicia Martinez Flor, 2008, pg.159)

Fig. 1 Pragmatic Competence in Communicative Competence

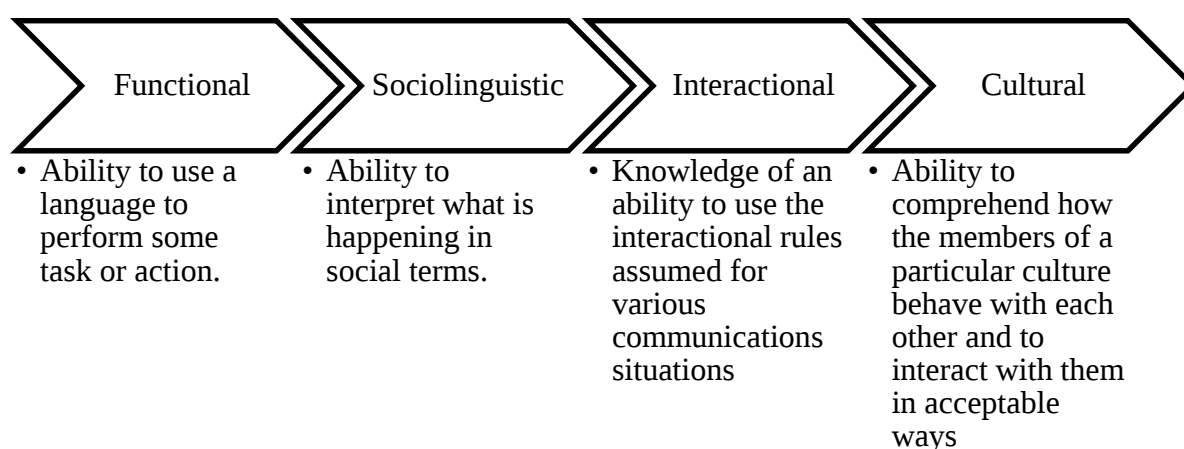


Fig 1. Adapted from “**Multimodal Communicative Competence in Second Language Contexts**” by Terry D. Royce, pg. 365.

The Strategic Competence is the speaker’s mental capacity to use the language according to the situation in a very appropriate manner that allows the speaker to produce a social and cultural accepted message.

Finally *Psychological Mechanisms* are related with the brain process to produce the language and all the neurological functions that need to occur in the production or reception of a message.

1.2.2. Linguistic Competence

In contrast to Bachman's model, Celce – Murcia et al. (1995) divided Communicative Competence into: Linguistic, Sociocultural, Strategic, Discourse and Actional Competence, here Celce – Murcia describe them as:

- *Discourse Competence* concerns the selection and sequencing of sentences to achieve a unified spoken or written text. This competence is placed in a position where linguistic, sociocultural and actional competencies shape discourse competence, which in turn, also shapes each of the three components.
- *Linguistic competence* entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources.
- *Sociocultural competence* refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced.
- *Actional competence* involves the understanding of the speakers' communicative intent by performing and interpreting speech act sets.

(Ester Usó – Juan and Alicia Martinez Flor, 2008, pg.159)

The complexity of language makes essential to bring on to the classroom and to the curriculum development the components of the Linguistic Competence. Reference to these components has been useful in attempts to describe the more comprehensive nature of recent initiatives in language teaching and testing (Savignon Sandra, 1991, pg. 21) .

Fig. 2 Linguistic Competence in Communicative Competence

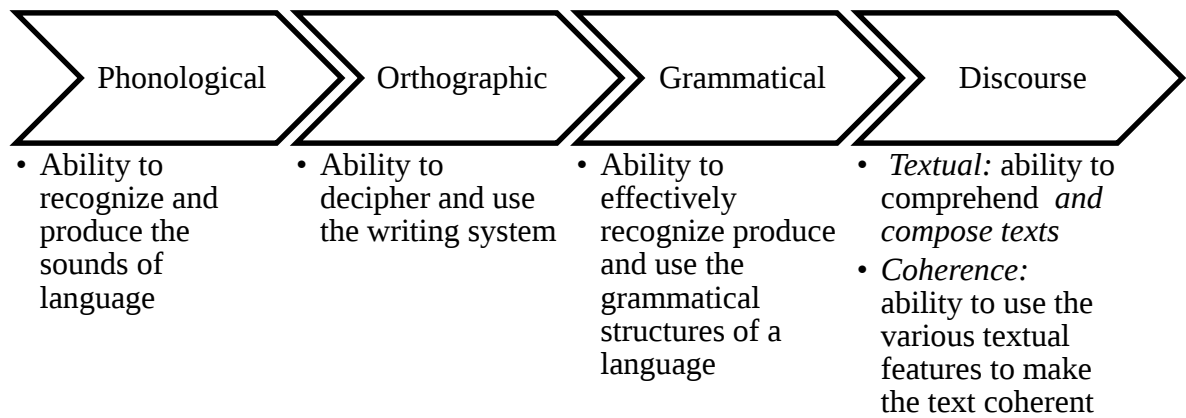


Fig 1. Adapted from “**Multimodal Communicative Competence in Second Language Contexts**” by Terry D. Royce, pg. 365

The Linguistic elements of the Communicative Competence are typically interpreted as being both productive and receptive in nature, and are focused around listening, reading, speaking and writing skills and how these are used to send and receive messages in interaction. In second language context of competences are often discussed in terms of *communicative language teaching* and *communicative methodology*.

Communicative language teaching is basically view as an approach to teach that results from a focus on communication as the organizing principle for teaching rather than focus on mastery on the grammatical system of language. (Jack Richards, 2007, pg 36). While communicative methodology is concerned with the classroom techniques developed by teachers who adopt a communicative language teaching approach.

CHAPTER 2

2.1. THE COMMUNICATIVE COMPETENCE AND ITS ROLE IN THE SECOND LANGUAGE ACQUISITION

In the last decades the point of view of how to learn a language has focused in the necessity of a new approach that permits the intercommunication between speaker and listener in a second language environment. It has allowed the development of approaches where communication is the main goal.

Empirical results from linguistics, psycholinguistics, cognitive psychology and sociolinguistics have better established the complex nature of language learning; it has become evident that linguistic, psychological and sociocultural factors play a key role in this process. Furthermore, these results have also shown that communication is a pivotal point in language learning and that the degree of success achieved in this process depends much on how meaning is negotiated in communication.

This concept of language learning explains the emergence of Communicative Approaches to second language over the last decades, whose pedagogical goal is to develop learners' communicative competence. However, the implementation of a communicative methodology is not an easy task. In fact, it represents a challenge to language practitioner since it requires an understanding of the complex and integrated nature of theoretical concept communicative competence (Celce – Murcia and Olshtain, 2005)

Nowadays, the most accepted instructional framework in second or foreign language programs is Communicative Language Teaching, whose main goal is to increase learner's communicative competence.

2.1.1. Savignon's Work

The application of Communicative Competence to the teaching of English as a second or foreign language can be traced to Savignon (1972), who initially defined communicative competence as the “ability to function in a truly communicative setting—that is, in a dynamic exchange in which Linguistic Competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Terry D. Royce, pg 364)

The literature on developing communicative competence in second language contexts focuses on areas that are commonly categorized under the generic headings of linguistic and pragmatic competencies.

These communicative competences are typically interpreted as being both productive and receptive in nature, and are focused around listening, reading, speaking and writing skills and how these are used to send and receive messages in interaction. In second language contexts the competencies are often discussed in terms of ‘communicative language teaching’ and ‘communicative methodology.’ (Terry D. Royce, pg 364).

Communicative language teaching is basically viewed as an approach to teaching a second or foreign language (Richards & Rodgers, 2001), while communicative

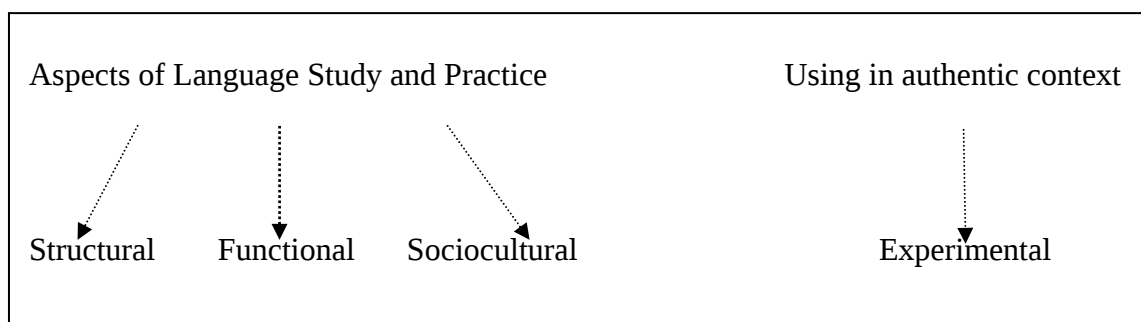
methodology is concerned with the classroom techniques developed by teachers who adopt a communicative language teaching approach. (Terry D. Royce, pg 364)

Since the mid-1970s there have been many discussions of what constitutes communicative methodology, but overall there seems to be one ‘standard’ view which is characterized by a view of language rather than a view of language learning.

2.1.2. Stern and River’s Contribution

In the theoretical conception above, the authors show the importance of communicative competence as an approach to develop communication in classroom. To develop this competence, Stern proposes the following language curriculum:

Fig. 3 Stern’s Language Curriculum



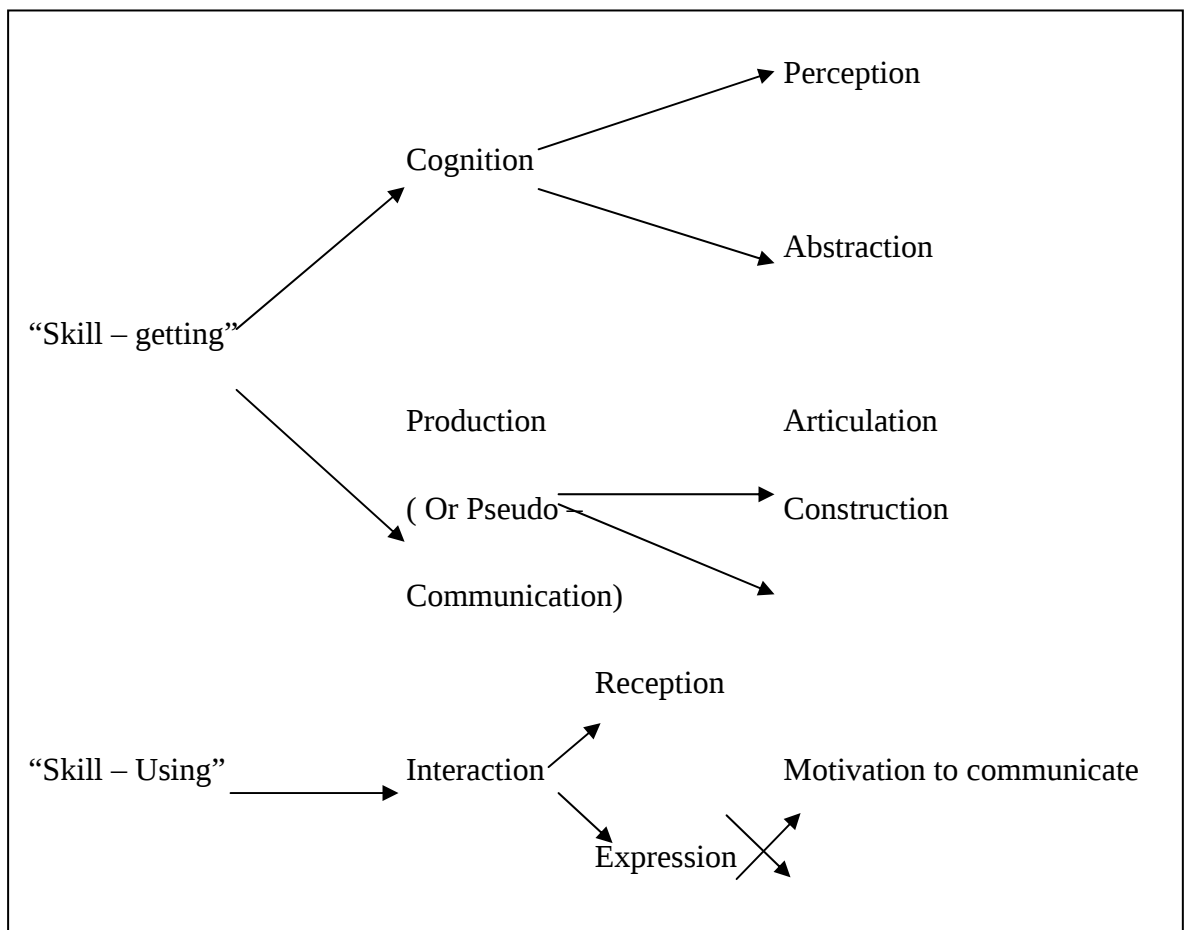
Adapted from Atsuko Ono.- *“Communicative competence and Communicative Language Teaching”*

Stern maintains that language teaching can and should approach language learning objectively and analytically through the study and practice of structural, functional, and sociocultural aspects. It should offer opportunities to live language as a personal

experience through direct contact with the target language community (Atsuko Ono, 2002, pg29).

Another author, Rivers, proposes methodological distinction between “skill – getting” and “skill using” this framework is presented in a different way as the one presented by Stern

Fig. 5 Rivers’ Educational Framework



Adapted from Atsuko Ono.- *Communicative competence and Communicative Language Teaching*

With “skill – getting” activities, the learner has the opportunity to practice the elements of any knowledge or any skill independently each other, so the learner can use the elements practice part of a skill instead to use it completely. In the “skill - getting” as Rivers points out, “the student must learn to articulate acceptably and construct comprehensible language sequences by rapid associations of learner elements”(Atsuko Ono, 2002, pg. 30).

However, Rivers, points out that no matter how much we related these activities to real – life situations, this practice rarely passes beyond pseudo – communication. It is extremely directed, not self – originating. Rivers maintains the importance of “skills using” activities. In this stage, the learner should be on her own and not supported or directed by the teacher.

Stern and Rivers maintain that these two levels of language teaching (“skill – getting” and “skill using) should not be taught as strict sequencing of such activities, but that a variable focus should offer the possibility of greater or lesser emphasis on each aspect at a different stage of a language program

2.1.3. Canale and Swain’s Work

Canale and Swain believe that the sociolinguistic work of Hymes is important to the development of a communicative approach to language learning. Their work focuses on the interaction of social context, grammar, and meaning.

However, just as Hymes says that there are values of grammar that would be useless without rules of language use; Canale and Swan maintain that there are rules of language

use that would be useless without rules of grammar (Yasukata Yano, Waseda University, pg 30). They strongly believe that the study of grammatical competence is as essential to the study of communicative competence as is the study of sociolinguistic competence.

Communicative Competence meaning was presented; it is the use of a language and the main goal, of any approach for learning - teaching a second language, is the communication. According to this premise, the second language acquisition is based in the development of communicative competence, which its main purpose in second language acquisition is to get the target language in naturally way , but this has been at the expense of any real attention being paid to the interrelationship between language and other semiotic systems. Rather, competence in a second language or communicative competence as it has come to be called, has been the primary focus, often to the exclusion of other modes of meaning.

The application of communicative competence to teaching English as a second language or foreign language can be traced to Savignon (1972), who initially defined communicative competence as the “ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Yasukata Yano, Waseda University, pg 80) .

With this premise the most important way to develop this approach the learner and teacher need to focus their work in create communicative tasks to develop in classroom, one of them include literature.

The literature on developing communicative competence in second language context focuses on areas that are commonly categorized under the generic headings of linguistics and pragmatic competences. Literature can be helpful in the language learning process because of the personal involvement it develops in readers. Learners shift their attention beyond the more mechanical aspects of the foreign language system. When a short story, novel or play is explored over a period of time, the reader starts to “inhabit” the text. The reader is completely involved and wants to know what happens to the characters or plot of the story. He may identify with certain characters and shares their emotional responses.

It must be emphasized as well that literature use is a complement to the aim of promoting the learner’s communicative competence. The overall aim then of an approach to teaching literature is to let students achieve the benefits of communicative and other activities for language improvement within the context of suitable works of literature.

2.2. DEVELOPING COMMUNICATIVE COMPETENCE THROUGH THE INTERCULTURAL COMPETENCE

As it was presented above, the communicative competence goes beyond the interaction between speaker and listener; in fact there are socio, psycho and cultural factors that affect second language learning. One of them is the cultural competence that many teachers put away from the syllabus and its one of the least used points in the curriculum development.

Omaggio (2001) gives the following three main reasons for not using intercultural competence in classroom (Esther Usó – Juan and Alicia Martinez – Flor, 2008, pg. 162). The first reason, teachers are overwhelmed with curriculum planning to be covered in a certain time and it isn't allowed teacher to teach culture; the second reason, teacher often don't have a wide knowledge about the target language and finally the topic about culture to be explained are not clear enough to be covered during a lesson. In an attempt to help language teachers tackle cultural aspects in the language classroom, teacher can take three stages to built communicative competence in the target language: Explanation, Collection and Implementation (Esther Usó – Juan and Alicia Martinez – Flor, 2008, pg. 162)

Explanation, the teacher explains to learners the concept of intercultural competence in order to make them aware of the importance of paying attention to the culture of the target language (Esther Usó – Juan and Alicia Martinez – Flor, 2008, pg. 162). Once the concept has been introduced, learners are told they are to explore the culture of the target language and they are presented with a list of key areas that offer the possibility for developing intercultural competence.

Collection, learners are given the task to gather material outside the classroom in relation with the cultural topics they have agreed to work with in the first stage. Learners are recommended to collect material from a variety of sources including photocopied information from different printed materials, photodocumentaries, pictures, video or DVD scenes, recorded material like interviews to native speakers, excerpts from the internet and the like. The good thing of this activity is that learners' cultural awareness is

further increased through having to question themselves what is culturally representative of the given topic. Once learners have collected all the material, they are required to hand it in to the teacher at appointed office hours in order to allow him device activities in the four language skills that are to be implemented in the next stage of the project. (Esther Usó – Juan and Alicia Martinez – Flor, 2008, pg. 162).

Implementation, learners work with a variety of activities that require their use of the four skills (i.e., listening, speaking, reading and writing) in order to develop their overall communicative competence, and promote their cross-cultural awareness and understanding (Esther Usó – Juan and Alicia Martinez – Flor, 2008, pg. 162).

Presenting culture a point to use in classroom has demonstrated to promote communication in a way that learner feels the necessity to know more about the target language but it is teacher's obligation avoid acculturation phenomenon where learners try to see the target language as better or to replace some of his cultural aspects with one from the target culture. When the Language – Culture Connection principle will be developed later in this work, the influence of culture on the target language will be commented in a deeper way.

CHAPTER 3

3.1. THE TWELVE PRINCIPLES TO TEACH ENGLISH

This approach was developed by Douglas Brown in 2002, since then they have proposed to influence the teaching – learning process creating an environment where the learner will feel comfortable enough to communicate with another person in a different language.

3.1.1. The Cognitive Principles

They are called Cognitive Principles because they are related mainly to intellectual and mental functions. It should be made clear, however, that twelve of the principles spill across somewhat arbitrary cognitive, affective and linguistic boundaries.

3.1.1.1. Principle 1: Automaticity

In this principle Douglas Brown recalls the way children learn a second language. There's no discussion about the innate capacity of children to learn a new language, especially when they are living surrounded the cultural and linguistic second language's environment. This success is commonly attributed to their widely observed tendency to acquire language subconsciously. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without "thinking" about them (Douglas Brown, 2001, pg. 55). This process is similar to the one that occurs when they get their mother tongue, when there is no "explanation of rules"

for developing the language patterns that allow children to send and receive understandable messages.

Barry McLaughlin described this process and he called it ***automatic*** processing with ***peripheral*** attention to language forms (Douglas Brown, 2001, pg. 55). With this research, McLaughlin determines that both children and adults can manage the complexity of a language and sooner or later they can get this ability in an automatic process, children are able to get the structures faster than adults although. Adults otherwise are able to use the language in a more critical and analytical manner than children are, but in this way to construct the language is also involved the learning process that adults cross over to develop their mother tongue.

McLaughlin's research is not the only one about automaticity and its influence in second language acquisition. In recent years, researchers have come to this concept that automaticity plays an indispensable role in second language learning. Inevitably learning process benefits from automaticity and automatization. Gatbonton and Segalowitz (2005) believe that automatic processing consumes fewer attentional resources than does controlled processing. Therefore, the performance becomes automatic; the more attentional resources can be saved for other purposes. Levelt (1989) believes that "automatic processing is usually quick, even reflex like; the structure of the process is "wired-in", either genetically or by learning (Hossein Rahmanpanah, 2010, pg 2).

The unconscious learning processes are clearly more successful than the ones that require conscious study of rules and patterns. Also practicing increases the speaker's

performance whose effort becomes in an inevitable automatic process for learning a target language.

Dekeyser (2001) believes that explicitly learned knowledge can be used automatically which possesses high speed, has little interference from other cognitive task and has low error rate. Likewise, McLaughlin (cited in Mitchell and Myles, 2004) believes that automaticity involves a shift from controlled toward automatic processing. Learners first rely on controlled processing in which requires a lot of attentional control and it is restricted by the limitations of short-term memory (Hossein Rahmanpanah, 2010, pg 2).

In the book: *Teaching by Principles An Interactive Approach to Language Pedagogy*, Douglas Brown summarizes every single principle in statements that show their meaning. In The Automaticity principle Douglas Brown comments:

“Efficient second language learning involves a timely movement of the control of a new language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity” (Douglas Brown, 2001, pg 56).

On this description the author does not promote avoiding language structures, in fact Douglas Brown points that, especially in adult education, certain rules could be helpful in the learning process because learners could be confident enough to reproduce these structures by their own to generate a communication pattern. But is teacher labor to graduate the importance of these structures according to the group that he is teaching.

Automaticity is the principle that helps the teacher to understand the importance to create subconscious learning activities for promoting learning in a very natural way avoiding the stress of the “explanation” and stimulate a free environment in the classroom pointing out the language structures just when a group of learners need them to solve any learning problem.

3.1.1.2. Principle 2: Meaningful Learning.

For defining this principle Jonassen and Grabe (Po-Sheng Chiu et al, 2008, pg. 2) named 5 elements that construct Meaningful Learning. In the first element Active, learner must have a dynamic role in his learning process with a deep interaction with the environment and his peers. The second element is Authentic, where learning is based in its application to real word situations and the activities that are developed in the classroom must be real and applicable. Constructive is other element that shows the importance to link pieces of knowledge for making a big frame about the topic that teacher wants to enhance. The Cooperative element shows that the learner learns when he interacts with his peers and he reinforces his own knowledge and gives feedback to his peers. Finally the Integrated element promotes the use of various resources that teacher can use for apply the knowledge into lively actions. In this way, framing Meaningful Learning, it is possible to understand it into a communicative process.

Meaningful Learning, because its definition, is totally opposed to rote meaning (Ausubel 1963). Meaningful learning “subsumes” new information into existing structures and memory systems, and the resulting associative links create stronger retention. This is also possible because Meaningful Learning requires groups’ participation where rote

learning does not have a chance to appear. Rote learning has a little chance of creating long term retention. Children are good meaningful acquirers of language because they associate sounds, words, structures, and discourse elements with that which is relevant and important in their daily quests for knowledge and survival. (Douglas Brown, 2001, pg 57).

The Meaningful Learning Principle is quite simply stated:

“Meaningful learning will lead toward better long term retention than rote learning”
(Douglas Brown, 2001, pg 57).

The Principle of Meaningful Learning tells us that some aural – oral drilling is appropriate; selected phonological elements like phonemes, rhythm, stress, and intonation, for example, can indeed be taught effectively through patterns repetition. But drilling ad nauseam easily lends itself to rote learning.

This principle also permits to teacher observes what his students really need to learn in order to build up knowledge with strong foundations that could be used in long term practice.

3.1.1.3. Principle 3: The Anticipation of Reward

Strongly connected with Intrinsic Motivation, Anticipation of Reward is the principle which enhances the learner’s motivation to acquire a second language. Many studies confirm the influence of reward in behavior of both animals and humans. In this way for example B.F. Skinner and others have clearly demonstrated the strength of rewards.

Virtually everything we do is inspired and driven by a sense of purpose of goal, and, according to Skinner, the anticipation of reward is the most powerful factor in directing one's behavior (Douglas Brown, 2001, pg 58). The principle behind Skinner's operant conditioning paradigm, which the Reward Principle, can be stated by Douglas Brown as follows:

“Human beings are universally driven or act, or behave by the anticipation of some sort of reward that will ensure as a result of a behavior”. (Douglas Brown, 2001, pg 58)

The administration of appropriate rewards; as praise for correct responses; appropriate grades or scores to indicate success, or public recognition; permit to the student to see clearly what are they doing correctly and the relevance in their long – term goals in learning English. Reward – driven, conditioning theory of learning has some shortcomings that ultimately have a high impact on classroom instruction. Conditioning by reward can (a) lead learners to become dependent on short – term rewards, (b) coax them into a habit of looking to teachers and others for their only rewards, and (c) fore – stall the development of their own internally administered, intrinsic system of rewards. (Douglas Brown, 2001, pg 58)

Changing one's behavior in classroom could modify learner's and teacher's attitude to the language acquisition. But teacher ought to learn how to reward his students because rewarding could produce a counterproductive effect. Rewarding needs to be meaningful, adequate and immediate for being effective.

3.1.1.4. Principle 4: Intrinsic Motivation

People with intrinsic motivation act in a certain way because they receive something that permits people act. In the Intrinsic Motivation principle the author Douglas Brown points out the importance of working in the classroom on the base of what learner want to learn what is important for him and how this new knowledge can change his life. Intrinsic motivation was widely studied for over two decades, in the next paragraphs, a review about those researches is going be presented.

Abraham Maslow (1970) claimed the intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve “self – actualization” once the basic physical, safety, and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self – esteem and fulfillment.

Jerome Bruner (1962), praising the “autonomy of self – reward”, claimed that one of the most effective ways to help both children and adults to think to learn is free them from the control of rewards and punishments. One of the principal weaknesses of extrinsically driven behavior is its addictive nature. Once captivated, as it were, by the lure of an immediate prize or praise, we can become dependent on those tangible rewards, even to point that their withdrawal can extinguish the desire to learn.

Many Educators have studied about the influence of intrinsic motivation in student’s behavior in the classroom. Maria Montessori for example defined it as the human response to the innate needs for competence relatedness and autonomy. Paulo Freire in

his book “Pedagogy of the Oppressed”, mentioned the influence of intrinsic motivation in the learning process. In traditional education many parts of the curriculum of the syllabus are designed thinking about national goals, authorities, parents or other values that society accepts as adequate. This design is not based in the student’s thoughts or believes. Evaluation systems are also focused on what teacher needs to assess or exams test the goals that teacher designs by himself. In most of the cases the result of this system is not useful for a collaborative process in a communicative way.

The product of this kind of extrinsic motivation is that some students become easy students that do not demand for their teacher and they just practices what the teacher what that he practices. Students become so dependent on what teacher says or they become depended on a certain book. Their participation is based on the scores or grades that teacher wants. There is no a collaborative process instead there are multiple competitions among students in the classroom without appropriate feedback.

The point is to understand how to plan lessons, syllabus or curriculum thinking in students’ interest, needs or thoughts. In this way the Intrinsic Motivation Principle could be simply stated by Douglas Brown as:

“The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self – rewarding therefore, no externally administered reward is necessary” (Douglas Brown, 2001, pg. 59).

In the previous paragraph Douglas Brown states that the real intrinsic motivation does not need the teacher's grades or prizes, the intrinsic motivation implies the personal desire to get new knowledge or learning and the teacher has to increase this desire with techniques that enhance students' personal desire. Classroom techniques have a much greater chance for success if the learners are self rewarding. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher (Douglas Brown, 2001, pg. 59).

3.1.1.5. Principle 5: Strategic Investment

A few decades ago, the language teaching profession largely concerned itself with the "delivery" of a language to the student. Teaching methods, textbooks, or even grammatical paradigms were cited as the primary factors in successful learning. (Douglas Brown 2001, pg 59). Nowadays teaching process has overcome the merely process to give students an standard piece of information, with the theory of "Learning Stiles", teacher must think about the necessity to involve every learning style in classroom.

In more recent years, in the light of many studies of successful and unsuccessful learners, language teachers are focusing more intently on the role of the learner in the process. This principle is related to the teacher's capacity to use adequate "methods" for giving to a learner the capacity to internalize and to perform a language (Douglas Brown, 2001, pg 59).

The Principle of Strategic Investment is based in:

“Successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of some time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.” (Douglas Brown, 2001, pg 60).

With the birth of the Learning Styles Theory teachers have changed the way they teach, they become hard – working educators and create thousands of tasks and lessons that involve different material to teach a language; investing time and effort. Every complex set of skills is acquired through a combination of observing, focusing, practicing, monitoring, correcting, and redirecting (Douglas Brown, 2001, pg 208). Teachers started to create audio, visual and kinesthetic strategies to develop in classroom to involve their students in to the language acquisition.

The construction of effective strategies to guarantee the language acquisition is one of the main concerns of the actual English teacher. Under this the Strategies – Based Instruction has been born. In Strategies – Based Instruction students learn in an effective and efficient way with activities developed everyday by the teacher. The implication of the previous statements is the fact that in the English classroom, teachers must develop techniques that encourage, build and sustain effective language – learning strategies in the students (Douglas Brown, 2001, pg 208).

According to the previous information this principle has two main implications; the first one includes the importance of using different strategies and styles for teaching a lesson to allow different students’ styles to be successful. The second implication recognize the necessity to pay attention in the student’s individual learning process. The main goal for

interactive teachers is to equip the students with a sense of what successful language learners do to achieve success and to aid them in developing their own individual pathways to success.

In this principle it is implied that teachers must recognize the different learning styles that there are in his classroom and give to their students all the opportunities to maximize this characteristic to become successful learners.

3.1.2. The Affective Principles

The influence of affect in the learning process has been studied for several years. In these researches the teacher's treatment to his students and its influence in the second language acquisition also has been mentioned.

Affect in the educational case is not defined as the literature says. In the educational area, it is an action with specific purposes with an effect in knowledge that also involves emotion as a response to the new acquired knowledge.

Affect plays an important role in learning, that is, in the process of changing a learner's inner resources so that they will become more useful. It does in five ways:

1. Affective data are stored in the same memory networks with other kinds of data, and may even be the kinds of data around which those networks are organized.
2. Affective data may call up from long – term memory certain other kinds of data, and these extra data may act as clutter on the Worktable, using up processing

capacity and keeping the kinds of data we're interested from being processed efficiently.

3. The affective side of feedback influences the shaping and reshaping of the networks of long – term memory.
4. Affect is important in initiating voluntary playback of language, and plays a part in response to involuntary playback.
5. Even after data have been well stored in long – term memory, affect may still interfere with one's ability to draw on them.

(Jane Arnold, 2005 pgs 47- 48)

Affect allows learners to code certain topics to internalize them into their brain for memorizing this data; this is the reason for including the Affective Principles in the learning – teaching process.

3.1.2.1. Principle 6: Language Ego

The term Language Ego is related with the personal position to make boundaries to the target language because they are afraid to “lose” their mother tongue which is an important part of their identity. The Language Ego principle implies the development of skills that permit the use of the target language but taking care the respect of the identity that must not dull the mother tongue.

Being tolerant with the new language entrance is one of the first steps in order to create an adequate environment for the target language. For doing this teacher has to know about how he can construct the base for this purpose. Some authors have developed

criteria about the ways that the boundaries built up by the Language Ego can be solved. Ono current says that the most effective and mature levels of accommodation entail substantial tolerance of ambiguity and the ability to cope with strong feelings engendered by what individuals may experience as assaults on their construals of the world and of self. Mander (1982), in other side, suggests that being forced to accommodate in the face of too much new information or contradiction may lead to strong affective reactions, positive or negative depending on the success of accommodation (Jane Arnold, 2005, pgs 78).

Guiora (1981- 1984) calls this accommodation Language Ego Development. Here he is especially aware of the affective dimension and its effect on one's ability to accommodate one's schemata. He describes the process as follows: "The task of learning a new language is a profoundly unsettling psychological proposition...What is required of the learner is not only a cognitive shift in terms of vocabulary, grammar, and syntax, but something much more formidable: the necessity to recategorize information...that inevitably must lead to a demand to [re]conceptualize, and ultimately experience, events in and around us....It is here that individual differences in the psychological defense systems and flexibilities will be reflected in a capacity (or willingness) to attempt the shifting.... Without fear or losing the grip on the psychological integrity for which native language serves as such a powerful anchor (Guiora 1984)" (Jane Arnold, 2005, pgs 79).

Guiora (1981) relates this emotionally charged accommodation process to tolerance of ambiguity when he writes, "The capacity to tolerate ambiguities and uncertainties is....

essential to the understanding of the other. The capacity to entertain an alternate hypothesis is the mark of the successful blend of cognitive and affective templates that can lead to new discovers' (Jane Arnold, 2005, pgs 78).

In the Language Ego principle the teacher's role is to use the affective methods to permit learner to feel that he is not going to lose his mother tongue but he needs realize that acquiring another language he has more opportunities without losing his identity.

Douglas Brown summarized The Language Ego Principle in:

"As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting a second identity. The new "Language Ego", intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions."(Douglas Brown, 2001, pg 61).

The way teacher treats learners makes learners to be open to the new knowledge, in this way Douglas Brown says that the Language Ego Principle might also be affectionately called the "warm and fuzzy" principle: all second language learners need to be treated with affective tender loving care. Teachers have to remember that a first learner in a second language sometimes feels silly, if not humiliated, when the lack of words or structure left them helpless in face – to – face communication. Adults can be reduced to babbling infants in a second language if they will face to this situation. (Douglas Brown, 2001, pg 61). Learners feel this fragility because the strategic arsenals of their native language based egos, which are normally well developed and resistant to attack, are

suddenly obsolete. Now they must fend for their emotional selves with a paltry linguistic battery that leaves them with a feeling of total defenselessness.

3.1.2.2. Principle 7: Self – Confidence

Self – Confidence is the reference that a person has over himself and also the intent to go beyond the social evaluation. Self - Confidence has to do with the inevitable evaluations one makes about one's own worth. It is a basic requirement for successful cognitive and affective activity. The foundation for the concept of SELF is laid in early childhood. When people incorporate beliefs, attitudes and memories, new experiences and ideas will be affected by the previously existing notion of who they are and by their need to protect this fragile SELF. Ehrman points out that self – confidence begins with the approbation and reliable attachment of important others but is eventually internalized so that it can be maintained relatively independently of the outside world. Teachers can build on this phenomenon with students at any age. (Jane Arnols, 2005, pg 12). It is an emotion largely developed reinforced by the conditions of the birth environment or destroyed by changes in this environment.

Some authors worked on the importance in education of teacher's attitude to build up self – confidence in his students also in this current Canfield and Wells suggest that the most important thing a teacher can do to help students emotionally and intellectually is to create an environment of mutual support and care. The crucial thing is the safety and encouragement students' sense in the classroom. Further, they must recognize that they are valued and will receive affection and support (Jane Arnols, 2005, pg 12). In the

process to construct this safe environment teacher must take his students needs and interests.

Self – Confidence may be described in three progressively more specific levels: global or general self – confidence, situational self confidence, which refers to one’s appraisals of oneself in specific situations such as education or work, and task self – confidence, which has to do with particular tasks in a specific situation (Jane Arnols, 2005, pg 12). Those levels, that are related each other, focus what teacher has to develop to solve the low self – confidence in a learner. Extensive research indicates conclusively that the cognitive aspects of learning are fostered in an atmosphere in which self - confidence is promoted. Self - confidence is especially significant in young children and has been shown to predict beginners’ native language reading ability better than IQ.

Canfield and Wells (1994) concluded that the student who has a good deal of success in the past will be likely to risk success again; if he should fail, his self – concept can “afford” it. A student with a history predominated by failures will be reluctant to risk failure again. His depleted self – concept cannot afford it. One obvious recommendation in this situation is to make each learning step small enough so that the student is asked to only risk one chip at a time instead of five. But even more obvious, in our eyes, is the need to build up the student’s supply of poker chips so that he can begin to have a surplus of chips to risk (Jane Arnols, 2005, pg 13). The teacher’s attitude towards the low self – confidence in a student is the guarantee of success learners no matter his knowledge acquisition ability or natural predisposition to learn.

Self – confidence is a person’s belief in his or her ability to accomplish the task. While self – confidence can be linked with the Language Ego Principle, it goes a step further in emphasizing the importance of the learner’s self – assessment, regardless of the degree or language – ego involvement. (Douglas Brown, 2001, pg 62). Simply Brown (2000) states:

“Learners’ belief that they indeed are fully capable of accomplish a task is at least partially a factor in their eventual success in attaining the task.” (Douglas Brown, 2001, pg 62)

The Self – Confidence principle implies the responsibility of the teacher getting success or not learners. He has the power to praise his students, teacher is the direct responsible in the manner how a student can overcome his troubles at home, at learning or getting a new language.

3.1.2.3. Principle 8: Risk – Taking

The previous affective principles determine facts that are connected strongly with the learner’s personality and their can prepare the field for Risk – Taking principle and its role in the learner’s participation in classroom. This principle shows how teacher has to guide his students to perform tasks in a safe way and how they can take risks in the second language production according with their level to avoid trips that make learner feels insecure and hates the second language acquisition process. If learners recognize their own ego fragility and develop the firm belief that, yes, they can indeed do it, then they are ready to take those necessary risks. They are ready to try out their newly

acquired language, to use it for meaningful purposes, to ask questions, and to assert themselves (Douglas Brown, 2001, pg 63).

This principle is related deeply with self – confidence, in this way Douglas Brown points that students who are highly anxious about the frequent ambiguities of language learning often suffer reduced risk – taking ability. It is more useful for language learners to take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes, rather than taking no risks at all or taking extreme, uninformed risks (Brown 1994). Other authors also point the connection between self – confidence and risk – taking when language students who fear ambiguity or whose self – esteem is low, frequently “freeze up, allowing their inhibitions to take over completely (Beebe 1983). Decreases in risk – taking frequently occur when students feel extreme discomfort in the language classroom (Ely 1986). Students who avoid risks are stalled by actual or anticipated criticism from others or by self – criticism that they themselves supply. When they do not have enough practice, their language development becomes seriously stunted (Jane Arnold, 2005, pg 63).

The Teacher’s by Principles author Douglas Brown states the 8th Principle as:

“Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplish tasks, must be willing to become “gamblers” in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty” (Douglas Brown, 2001, pg 63)

Avoiding the instructional tasks where the obvious responses are required, this principle strikes at the heart of educational philosophy. May instructional context around the world do not encourage risk – taking; instead they encourage correctness, right answers, and withholding “guesses” until one is sure to be correct. Most educational research shows the opposite to be more conducive to long – term retention and intrinsic motivation (Douglas Brown, 2001, pg. 63).

3.1.2.4 Principle 9: The Language – Culture connection

Second language learning often involves particular emotional difficulties produced by the confrontation between two cultures. In a second language situation the learner is not only faced with the target language but also with the target culture. Culture is a mental construct, a conceptual network that involves within a group to provide a manageable organization of reality. It will involve ideas, beliefs, customs, skills, arts, and so forth; and it fills definite biological and psychological needs and establishes for the individual a context of cognitive and affective behavior. It is bound inextricably to language.(Jane Arnold, 2005, pg 21). As the Language Ego principle, the Language – Culture Connection implies that culture, as language, is part of the identity and the acquisition of another language face learner to a new culture system with different structures that can be compared with the learner’s own culture (Jane Arnold, 2005, pg. 21) . This contact may bring some specific properties.

In the culture – language contact the speaker tries to incorporate part of his own culture into the new language that he is learning. When individuals come into contact with another culture and in some way must incorporate at least part of it into their way of

thinking and being and of experiencing reality, there may often be major emotional disruptions. Stengal (1939) described *language shock* as the situation when adult learners fear that their words in the target language do not reflect their ideas adequately. Not controlling language properly, they lose a source narcissistic gratification which they might otherwise receive when using their own language (Jane Arnold, 2005, pg 21). This shock can produce even psychosomatic expressions clearly described by Brown

Brown (1994) points that culture shock is associated with feelings in the learner of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness. Persons undergoing culture shock view their new world out of resentment and alternate between being angry at others for not understanding them and being filled with self – pity. Language acquisition may also be inhibited by *culture shock*, which can be defined as anxiety resulting from the disorientation encountered upon entering a new culture (Jane Arnols, 2005, pg 22).

Although the Cultural – Shock is a problem which teachers have to deal with, the knowledge of culture is imperative to promote a communicative atmosphere. Jose Luis Atienza suggests that culture is amenable to three ends. The first one, similar to Brown's point of view, a psychosomatic end; the second end is the psycho – cognitive and the last one the psycho – social that is over the psychosomatic. Some authors are focus in these ends, thus Oullet's (1991) terms, culture per se and promotional culture – culture is acquired and shared by all members of a culture, and promotional culture is learned. Atieza argues that the psycho – social end of culture is the source of which is characteristically learned. (Ardila J.A.G, 2002, pgs 41 – 42).

In the interrelation among language, culture and communication, the term Intercultural Communicative Competence appears. This term relates the complexity of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different for oneself. Whereas “effective” usually reflects one’s own view of one’s performance in the second language acquisition; “appropriate” relates to how one’s performance is perceived by one’s hosts. These perceptions often differ, yet they are instructive when compared and contrasted because they arise from different cultural approaches to the same situations (Alvino Fantini, 2005, pg 1). The way of how the Language – Culture Connection principles develops Communicative Competence will be analyzed later.

As it was demonstrated language and culture are intricately intertwined. Any time a student successfully learns a language, he will also learn something of the culture of the speakers of that language. This principle focuses on the complex interconnection of language and culture; thus Brown points out the Language – Culture Connection Principle as:

“Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking feeling and acting” (Douglas Brown, 2001, pg 64).

A second aspect of the Language – Culture Connection is the extent to which students will themselves be affected by the process of acculturation, which will vary with the context and the goals of learning. In many second language learning contexts students are faced with the full – blown realities of adapting to life in a foreign country, complete with various emotions accompanying stages of acculturation. In such cases,

acculturation, social distance, and psychological adjustment are factors to be deal with.

This aspect of the principle may be summed up in this way by Brown:

“Especially in “second” language learning contexts, the success with which learners adapt to a new cultural milieu will affect their language acquisition success, and vice versa, in some possibly significant way.” (Douglas Brown, 2001, pg 65).

According to Brown’s postulate, Ester Usó and Alicia Martinez – Flor have presented a schema allowing teachers to tackle cultural aspects in the language and use target cultural – language connection in a communicative way. This schema may be summarized in the following chart

Fig. 6 Ester Usó and Alicia Martinez – Flor’s Cultural Project for Building Learner’s Communicative Competence in the Target Language

STAGES	DESCRIPTION	COMPONENTS	EXAMPLES
Explanation	Teacher explains to learners the concept of intercultural competence in order to make them aware of the importance of paying attention to the culture of the target language	Areas for developing intercultural communicative competence	Family Education Law and Order Power and Politics

Collection	Learners are given the task to gather material outside the classroom in relation with the cultural topics they have agreed to work with in the first stage	Learners collect material from variety of sources	Printed material Photos, documentaries, pictures, video, DVD, recorded material
Implementation	Learners work with a variety of activities that require the use of four skills	The purpose of these activities is to develop Communicative Competence and promote their cross-cultural awareness and understanding	Listening Skills: videotaped dialogues, taped – recorded interviews with native speakers Speaking Skills: Face to face tandem learning, role playing Reading Skills: Critical reading, silent reading Writing Skills: Tandem e-mail learning, designing stories

Adapted from: Ester Usó and Alicia Martinez – Flor. *Teaching Intercultural Communicative Competence Through the Four Skills*, 2008, pgs 162 – 167

As it was presented, the Language – Culture Connection principle permits interaction between cultures giving the opportunity to develop Communicative Competence with several cultural proposes that permit learners to understand that when he is learning a second language he is also learning part of its culture without losing his own one.

3.1.3. Linguistic Principles

The last category of principles of language learning and teaching centers on language itself and on how learners deal with these complex linguistic systems that are involved into the language structure (grammar), the study of meaning (semantic and pragmatics), morphology (formation and composition of words), syntax (rules that determines how words can combine to make phrases and sentences) and phonology (systems of unit sounds).

3.1.3.1. Principle 10: The Native Language Effect

The Native Language Effect is the principle that deals with the effect of the mother tongue in the construction of linguistic systems in the target language. This intent to transform the mother tongue language systems into the one's that conform the target language, makes learner's make mistakes that under specific circumstances can be part of an appropriate feedback. But in other cases those mistakes are oversized, causing in the learner frustration, low self – confidence and a tremendous fear on the target language. The Native Language Principle shows hoe teacher has to deal with these possible mistakes.

Antique methods for learning a second language were based in the transformation of native language structures into patterns that are used in the target language (Grammanr – Translation Method is a good example of this statement) but the demonstrated failed application of these methods in order to acquire a second language, have demonstrate that the transformation of these patterns is not the best way to the get a second language, but It the native language of every learner is an extremely significant factor in the acquisition of a new language, especially in adults' education. Most of the time it is thought of the native language as exercising an interfering effect on the target language, and indeed the most salient, observable effect does appear to be one of interference. The majority of a learner's errors in producing the second language, especially in the beginning levels, stem from the learner's assumption that the target language operates like the native language (Douglas Brown, 2001, pg 65).

The principle of Native Language Effect stresses the importance of that native system in the linguistic attempts of the second language learner:

“The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient”. (Douglas Brown, 2001, pg 66)

Teachers must understand the natural mistakes presented by the effect of mother tongue on target language; deal with the Native Language Effect in the classroom, teachers' feedback will most often focus on interference. That's perfectly sound pedagogy. Learner's errors stand out like the tips of icebergs, giving us salient signals of an

underlying system at work. Errors are, in fact, windows to a learner's internalized understanding of second language, and therefore they give teachers something observable to react to. Student non – errors certainly do not need to be treated (Douglas Brown, 2001, pg 66).

3.1.3.2. Principle 11: Interlanguage

In the second language acquisition there will be developed a sequenced system that needs time to be developed, the Interlanguage Principle focus the necessity to understand the process and what are the classroom implications. Just a children develop their native language in gradual, systematic stages, adults, too, manifest a systematic progression of acquisition of sounds and words and structures and discourses features (Douglas Brown, 2002, pg. 67). According to D. Brown, the Interlanguage Principle:

“Second language learners tend to go through a systematic or quasi – systematic developmental process as they progress to full competence in the target language. Successful Interlanguage development is partially a result of utilizing feedback from others.”(Douglas Brown, 2002, pg. 67)

In the process to acquire a second language there is no a complete development in each stage; there will be errors that have to be analyzed in the classroom. Teacher in language classrooms can provide such feedback, but more important, can help learners to generate their own feedback outside of the language classroom (Jack C. Richards and Willy A. Renandya, 2002, pg 13).

While the interlanguage of second language learners varies considerably between systematic and unsystematic linguistic forms and underlying rules, one important concept for the teacher to bear in mind is that at least some of a learner's language may indeed be systematic. In other words, in the mind's eye of learners, a good deal of what they say or comprehend may be logically correct even though, from the standpoint of a native speaker's competence, its use is correct (Douglas Brown, 2002, pg. 67). One example of this is the interlanguage phonology where the interference from learner's first language affects the acquisition of the second language sound system, comparatively it can be stronger than the grammar interference (Jack C. Richards and Willy A. Renandya, 2002, pg 181).

The collective experience of language teachers and a respectable stockpile of second language research (Doughty & Williams 1998) indicates that the classroom instructions makes a significant difference in the speed and success with which learners proceed through interlanguage stages of development.(Douglas Brown, 2001, pg 67). This highlights the importance of feedback that teacher gives to learners in the classroom. To solve this process the Task – Based instruction can be useful, thus in error correction it provides a framework in which to reflect and analyze the beliefs, assumptions and experience. Task – Based Language Teaching lead the learner to increased awareness of the process involved in the language learning, and of the range of options available to the teacher. (Martin Parrot, 2005, pg 8) . Task – Based Language Teaching refers to an approach based on the use of tasks as a core of the unit of planning and instruction in language teaching (Jack C. Richards and Theodore S. Rodgers, 2001, pg 223).

Much has been written and spoken about the role of feedback in second language acquisition. In Vigil and Oller's (1976) seminal study teachers were reminded of an important distinction between affective and cognitive feedback. The former is the extent to which we value or encourage a student's attempt to communicate; the latter is the extent to which we indicate an understanding of the message itself. Teachers are engaged in a never – ending process of making sure that we provide sufficient positive affective feedback to students and at the same time give appropriate feedback to students about whether or not their actual language is clear and unambiguous.(Douglas Brown, 2001, pg 67)

3.1.3.3. Principle 12: Communicative Competence

In the first part of this work, a description of what is Communicative Competence was presented, so in this part, the Communicative Competence will be presented as a principle to teach a second language.

The Communicative Competence is the theoretical foundation and it initiates the practical process in teaching – learning a second language; this practical process is the Competency – Based Language Teaching. This approach to teach a second language was developed from the communication movement, which was born around 1980. This movement moves the grammar core of a lesson plan into a different view of the language learning; it focuses the language as communication and makes the classroom an environment for authentic communication. (Jack C. Richards and Theodore S. Rodges, 2001, pg 77). Competence Based Education by comparison is an educational

movement that focuses on the outcomes or outputs of learning in the development of language programs (Jack C. Richards and Theodore S. Rodges, 2001, pg 141).

The theory of Communicative Competence has been taken as an aim within the communicative approach, an aim of making a non – native communicatively competent in the target language. It also presented an understanding of the language content to be used in the selection and grading of language items to be taught and learned. (Ahmet Acar, 2005, pg 5). The communicative current is worried about what learner can produce but mainly, the main concern is the development of speaking skills, for this Communicative Competence and proficiency, form 1980s had to major shifts in conceptions of syllabus and methodology. The Communicative Competence attempts at developing communicative syllabus, initially resulting in proposals for notional syllabuses, functional syllabuses. (Jack C. Richards, 1993, pg18).

With this review about other terms related to Communicative Competence is easy to determine why Douglas Brown postulate this current in a principle to teach a language and in this way he presents Communicative Competence as the most important linguistic principle of learning and teaching. He stated The Communicative Competence Principle as:

“Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language

and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed context in the real world.” (Douglas Brown, 2001, pg 69).

The Communicative Competence is one of the best approaches to teach a language, but it is still far to find the complete solution to the lack of communication with a second language. It could be because some currents say that in the purpose of learning a second language, the knowledge of language structures is important to use it in a correct form, to “correct” language above all, to artificial, contrived language and techniques in the classroom, and to finite repertoire of language forms and functions that might not have lent themselves to application in the world outside the classroom. But since most of our language – teaching generalizations are, after all, at least partially conceived against the backdrop of previous practices, such as statements can stand as a reasonably accurate description of our current understanding of Communicative Competence. (Douglas Brown, 2001, pg).

These Twelve Principle to teach a language are strongly connected for developing adequate conditions for the second language acquisition. Other authors also mention that for the teaching practice is necessary to follow principles, for example, the author Marjo Mitsutomi points that the principles of language and teaching learning are: the subconscious learning process, which in some cases could be taught; the classroom is not the only place for learning a language and the instructional context (Marjo Mitsutomi pg 1-2) but the Mitsutomi's point of view is not wide enough as Brown's one.

Brown clarifies in a concise form the language learning process and how the teaching process should be for obtaining successful learners.

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

The main purpose of this paper is to determine how applying 12 Principles for Teaching English can help teachers to develop Communicative Competence. When Communicative Competence was defined by Hymes, it was the answer for several questions in the teaching – learning process and all approaches that facilitate the development of Communicative Competence are considerate successful.

The twelve principles are divided in to three groups: Cognitive Principles, Affective Principles and Linguistic Principles.

In the cognitive Principles: Automaticity, Anticipation of Reward, Intrinsic Motivation and Strategic Investment, Douglas Brown the ways in which a learner learns. These principles are related to the behavior in the learning process, the learner's behavior determines the success in this process. Positive teacher's and learner's attitude, effort, meaningful learning activities, reward inside or outside the learner and the conversion of the new knowledge into an automatic processes somehow could make a successful learning process. They are related with the Communicative Competence because they are not focused in memorization or repetition, these principles, of the cognitive area, make the students **capable** to learn and they (the students) focus their new knowledge in something useful, necessary and something that gives to the students the satisfaction of learning. **Capable**, inferring competence means ability or capacity to do something.

In the Affective principles: The Language Ego, Self – Confidence, Risk – Taking, and the Language – Culture Connection the influence of the Communicative Competence is stronger. There the pragmatic competence, which is part of the Communicative Competence, is developed in the way that a second language learner sends a message. Sending a message involves more than the application of grammatical rules, it also involves the interest in the second language; the influence of the mother tongue is also sent in the message, and the self – esteem of the speaker is also part of this message. In the Communicative Competence the manner that a speaker use his feeling to send a message, is also important, not just the linguistic or cognitive components in the second language learning. When the teacher uses the affective principles he is developing the pragmatic component of the Communicative Competence.

Finally, in the linguistic principles, Douglas Brown includes the Communicative Competence as a principle to teach English as second language. The author here proposes the use of the Communicative Competence in the classroom as the most useful tool in the teaching process because the development of the skills for using a new language comes further the grammar explanations, which of course are important too, but not as more important as the other components of the Communicative Competence (functional, sociolinguistic and pragmatic). As it was said above, the influence of the native tongue is also matter of the Communicative Competence, in the Native Language Effect principle the teacher has to put his effort in the feedback to go beyond the possible errors produced by the influence of the

mother tongue. With the Communicative Competence the errors are tolerated and perfectly understanding.

With all the proposed information the conclusion goes beyond to say that the twelve principles do develop Communicative Competence, the fact is these principles and the Communicative Competence cannot be one apart from the other, they work together and the main purpose of both approaches is the same, they permit the learner to communicate in the most appropriate way that his abilities are expanded.

2. RECOMMENDATIONS

The recommendation in this paper is only one; teachers should develop Communicative Competence in the classroom applying Douglas Brown's principles. But even, if it sounds easy it is not. Poor teacher preparation and lack of training in the communicative techniques are the reasons for not applying these principles in the classroom but in this section there is going to be a list of suggestions to develop Communicative Competence with Brown's twelve principles.

- For developing Automaticity principle teacher should avoid using language systems as the core of the lesson planning, he has to be focused on the use of the language. As Automaticity is the principle of the subconscious language learning, the process to build up second language structures in the learner's mind takes time so teacher should have patience with his students especially if he is working with children.

- In the construction of the Meaningful Learning principle teacher should elaborate curriculum, syllabus and lesson plan also based in learner's goals. Including learner's goals could be important to lesson plan according to the age, interests, time to invest, social environment, etc. Meaningful Learning is also related in the way that knowledge becomes special to the learner, for this, teacher should chain pieces of knowledge from the previous to the new one in this way learner connects the new facts and acquire them feeling the this piece is meaningful. Meaningful learning principle is against to rote learning which teacher should avoid in the teaching process.
- For building up the Anticipation of Reward principle teachers should provide immediate reward, also he should facilitate activities where students can evaluate themselves and their classmates. The only activities that teachers should reward are the ones that have a positive result in the learning process and reward the tasks that really need effort for doing it. The teacher's attitude is also important to develop the Anticipation of Reward for this reason teacher should be enthusiastic in the classroom. Finally, the most important fact in rewarding is to point that the long term reward is better than the short one.
- For the Intrinsic Motivation development teachers should consider the learner's motives for learning the second language and he also should rise this point.
- The Strategic Investment principle needs teacher's deep knowledge about the learning styles because he should make his own "method" that is the result of the use of different techniques applied for every learning style.

- For the Language Ego principle teachers should always have a positive attitude, mistakes are part of the learning process and they need to be endured. The lessons should be challenging but not overwhelming and teachers should know “who” and “how” to perform tasks in the classroom.
- The Self – Confidence principle is one of the most powerful principles because it is related with all the principles, if the Self – Confidence principle fails the other principles will fail, too. For this reason teachers should put a lot of effort to develop this principle in every student and in the whole class. Teachers have to create a confident environment where abuse, between teacher and students or among learners, is unthinkable. Students can perceive if their teacher believes or not in their students, so teachers have to believe in their students. The last recommendation for this principle is to sequence the tasks from easier to more difficult ones to build in your students the confidence to perform the task.
- In the Risk Taking Principle teachers should aim their students to participate in class avoiding reprimanding them for natural mistakes. Teachers should provide reasonable challenges that students can perform but they also should teach their students to calculate their risks in the classroom participation.
- For the Language – Culture Connection teachers should point out that there is no a better culture and they should plan the lessons with emphasis in culture – language connections. The teacher needs to teach real sociolinguistic English to face his students with different culture groups in the classroom. Also the Language – Culture Connection principle avoids the acculturation process that could occur in a second language acquisition.

- In the Native Language Effect principle development teachers should focus in the lesson plan the necessity to “think” in the target language.
- For the Interlanguage principle, the feedback is the most important tool, teachers should provide feedback for their students and for themselves.
- The final principle and the core of this paper is the development of Communicative Competence. The first recommendation to improve this principle in the classroom is to develop the previous principles, and then teachers should not plan their lesson basing it on grammar or language structures, they should find out communication goals. It is important to use the pragmatic competence in the lesson plans. Fluency is the result of the development of Communicative competence, for this reason, teachers should not interrupt it. The use of authentic language is also important for Communicative competence and finally it is teacher’s commitment to prepare independent learners.

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