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Psychological Principles of EFL Teaching

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(وَقُلْ رَبِّ زِدْنِيْ عِلْمًا)

(And say " lord", increase me in knowledge)

صَدَقَ اللّٰهُ العَلِیَّ العَظِیْمِ

{ طه:الآیة ١١٤ }

Dedications

To God and for everything that made us stronger

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I want to thank Allah first and secondly my parents

Who build my confidence

*I am sincerely greatfull to all my teachers that made who I am
until this day..*

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Chapter One

Introduction

Chapter One

Introduction

As we already know that the English language became the most used language in the world not just for business it's part of some people's daily treatments, so they deal with it as a basic language but in some other countries that's not the case because they study it at classrooms as a material this is the difference, and that's what makes learning and practicing English harder for them. It's a foreign language. According to (McArthur, T. 1998) teaching and learning English language as a foreign language apparently effected by several factors whether it's scientific or psychology, so in this research we will discuss how the psychological principles effects the EFL teaching and to what extent it will be?

Before that it's important to mention that Educational psychology is a new and growing field of study, Herbart (1776–1841) is considered the father of educational psychology. He believed that learning was influenced by an interest in the subject and the teacher. He thought that teachers should consider the students' existing mental sets_what they already know_when presenting new information or material. (Hergenhahn, 2009)

The period of 1890–1920 is considered the golden era of educational psychology, From 1840 to 1920, 37 million people immigrated to the United States. This created an expansion of elementary schools and secondary schools. The increase in immigration also provided educational, and that caused there were three major figures that distinguished themselves in the emerging field of educational psychology: William James, G. Stanley Hall, and John Dewey (Berliner, 1993).

In order to the above we have to know the idiomatic concepts of each central vocabulary that we will rely on in this research.

EFL:means the language used outside the country, learning EFL is for tourism, communicating with native speakers, looking at foreign journals and so on. EFL refers to those who learn english in non-english speaking countries. (stern. 1993)

From learners point of view EFL lack of relative environment (xie lixin's. 1997),EFL learners hardly use english on social occasion. (wu li hong. 1995)

So as what have been mentioned in(Reece. Walker. 1997)

Learning:is about the changing;the change brought about by developing a new skills, understanding a scientific law, changing an attitude. The change is not incidental or natural like our appearance when it changes as we get older. Learning is a constant change linked by many factors, usually brought internationally.

Teaching:is a set of events outside the learners which are designed to support internal process of learning-teaching outside the learner. Learning is unlike teaching actually it's internal for learners and the thing is that you can not motivate others if you were not self-motivated, motives are not seen, but only behavior is seen so learning is both motive and behavior but only the behavior part of it is obvious.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1.EFL Teaching and Learning:

The relationship between teaching and learning can not be sapparated. Teaching and learning are vital processes in survival as they comprise the very foundations of growth.(Mcarthur.the English languages. Cambridge university. 1998)

Both of these methods are necessary in achieving development by seeking to actualize significant changes in behaviors.

Equally, they have various styles and theories that guide the education system. They are also essentially interconnected in a way that you have to learn something before you can actually teach it and that the act of teaching can make you learn something.

1. Both teaching & learning may be formal or informal.
2. Both are goal oriented.
3. Good teaching results in good learning.
4. One can observe teaching but not learning.
5. Both teaching and learning require skills, creativity, intelligence and operate on definite principles.
6. Good teaching requires good communication skill & good learning requires good listening skills.
7. Only good learners become good teachers.

2.2. The differences between Teaching and Learning:

The standards	Teaching	Learning
Goal	To deliver the information	To gain the knowledge
Authority	Teachers possess higher authority	Have less authority
Dependence	Independent	Dependent
Expertise	Need the experience to improve teaching	Do not need experience for learning anew info.
Curiosity	Teachers have less curiosity towards the subject	Students have and in need for curiosity to learn better
Feedback	Teaching has less impact on teachers	Learning has a huge impact on learners and it causes different results
Population	The teacher should given the whole attention, that requires central character	Learners could be in a groups. And it's beneficial for them learn during the process
Consciousness	Teachers actions are all intentional	Learners learn things unintentionally most of the time
Directive	Teachers are the directors and controllers	Learners follow the instructions mostly

This comparison shows the main differences between learning and teaching through the educational process in general retrieved from <https://www.beled.in/relationship-between-teaching-learning-for-beled-exams/>)

It's necessary to mention that it's obligatory for teachers to use some motivating techniques. This includes helping students see the uses of english language in their lives. Presenting them with reasonable challenges, giving them missions that requires to act, receiving tests and diving into their genuin interests, by discovering what the students are really interested in. The teacher is more likable to make students respond for activities, moreover by giving them choices in how they can approach activities, the teacher can help them direct their own learning, reach the preffered learning style or simply talk a bout what they want to talk a bout. This apply in any teaching process. (Brown. 2001)

2.3.Meaning of teaching:

There are some basic sides that every teacher should be aware of because it's some of the most important findings on teacher practices that impact student growth, like what said in(Shim. Walczak. 2012,p16-30)

1-. Growth mindset:

Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

2. Prior knowledge:

What students already know affects their learning.

3. Facilitating context :

Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated.

4.Practice :

Acquiring long-term knowledge and skill is largely dependent on practice.

5.Feedback :

Clear, explanatory and timely feedback to students is important for learning.

6.Self-regulation:

Students' self-regulation assists in learning and self-regulatory skills can be taught.

7. Creativity:

Student creativity can be fostered.

8. Intrinsic motivation:

Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve.

9.Teacher expectations:

Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.

10.Social contexts:

Learning is situated within multiple social contexts.

11.Interpersonal relationships:

Interpersonal relationships and communication are critical to both the teaching-learning process and the social development of students.

12. Classroom conduct:

Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

13. Assessment evaluation:

Making sense of assessment data depends on clear, appropriate and fair interpretation.

2.4. Skills of teaching:

There is a huge difference between becoming a teacher, and becoming a good teacher. Good teachers have a huge impact on learners and help them engage in lifelong learning. Good teachers can make a world of difference on a child from any age. Of course everyone can remember some kind of teachers that they weren't able to leave any positive impact on their students, These are not the kind of teachers that children and youth need today. According to (The accreditation of alumni services. WGU Indiana university. 2022)

There are some traits and specific skills that can make teachers more effective:

- 1. Patience:** Every student will have their own unique struggles. Some will have a difficult time reading. For others, math will not come easily. For others, being able to sit still during school is the struggle! Patience in a teacher is key to helping students overcome their struggles. With large classrooms and many students who are all different, patience is a must for a good teacher. And, demonstrating patience as a teacher is a great way to be a role

model to students. Patience is an important characteristic for effective teachers in both practice and as a model.

- 2. Empathy.** Empathy is an important quality for teachers. Children and youth have big feelings and are often dealing with more than we know outside the classroom. As a teacher, it's important to be able to empathize with what they are feeling, even if it may not seem like a big deal. Children and youth need to have their emotions validated in order to understand and process them well. This is crucial in helping them become emotionally mature. Teachers who aren't empathetic can't help students overcome real difficulties, trivial or severe. As a teacher it's vital to be able to put yourself in a student's shoes and help them feel understood. When you teach, it's important to be sensitive and thoughtful to make sure the learners feel they're in a safe environment.
- 3. Drive for self-improvement.** A great teacher should be able to look at themselves objectively and see where they can improve. That can be in teaching methods, subject matter, or people-skills. When teachers can review themselves and know where to focus their attention, they can become even better. Teachers should also be willing to engage in lifelong learning, whether that be going back to school for a master's degree, attending conferences to help them learn more about education, or reading books and articles about their field. Anything that teachers can do to increase their understanding is vital to their success. Educators who are willing to learn as well as teach are important to the future of learning.
- 4. Adaptable.** When working with other people, students or other teachers alike, certain expectations may not always be met. Your teaching methods may not work in a certain way with a certain class, schedules may change, adjustments may need to be made

with little or no notice. A great teacher can adjust their teaching methods and expectations so they can still find success. They are willing to always evaluate what is working for their students, and adjust where needed. This trait is vital for teachers who want to help each unique individual find success in their classroom. It's an important characteristic when teaching to always move your lessons around in the way that promotes learning in the best possible way.

2.5. Cornerstones of good teaching:

The teachers as we mentioned earlier should have skills and proper abilities to make sure that they are leading their students to the goal successfully, but that's not enough the teacher should have a basic path to follow at the teaching process that provide him a general out line for a safe ride to the final station regarding his role as a guide. Here are the most essential principles that must be followed:

Principle 1: Encourages contact between students and faculty.

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty have many avenues to follow to open up the lines of communication. (pomona college. Liberal education. 1991.38-40)

Principle 2: Develop cooperation among students.

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not

competitive and isolated. Working together improves thinking and understanding. (cassini. 1994.8(4).5)

Principle 3: Encourage active learning.

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments, and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of themselves.(Gabennesch. 1992.6(9).5)

Principle 4: Give immediate feedback.

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement.(Brinko. 1993.64(5).57-593)

Principle 5: Emphasize time on task.

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for faculty are able to occur. The way the institution defines time expectations for students, faculty, administrators, and other staff, can create the basis for high performance from everyone. (Brittan and tesser. 1991.83(3).405-410)

Principle 6: Communicate high expectations.

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations.

Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts. (Clayton state.1988.74(3).29-30)

Principle 7: Respect diverse talents and ways of learning.

There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.(Hill. 1991.38-47)

2.6.Features of Good Teachers:

In general there are some attributes that every effective teacher have nessecerly, but there are some specific characteristics measure the quality of the teacher as an EFL successful teacher. It's really important to realize that being precise and specified on this level makes every aspect of teaching EFL process a lot more easier

A good and effective teachers should:

1. Personalize his/her teaching to students' lives, needs, concerns, goals, and interests.
2. Provide opportunities to use English through meaningful tasks and activities.
3. Facilitate learners' responsibility and autonomy.
4. Establish clear classroom rules that everyone understands and obeys.
5. Employ plenty of pair work and group work in which his/her learners can practice English.

6. Support the notion that fluency is somewhat more important than accuracy.
7. Be flexible.
8. Be neat and tidy in appearance.
9. Show interest in students (e.g. by remembering their names, etc.) and their learning.
10. Have good communication skills.
11. Be familiar with the social and cultural backgrounds of learners.
12. Vary class interaction strategies (e.g. use group and pair work, drama, role-plays, debates, etc.) (Metruk. R. 2020.6(3).80-93)

2.7. Features of Good Learners:

It is really important to clarify that the good results of learning and teaching are the outcome of this process beneficial. Based on that learners need to be aware of their own learning styles, be willing to take risks both inside and outside of the classroom and need to be people who do not worry about making mistakes, or need information to be immediately transparent.

Here are the essential qualifications to be a good language learner according to Rubin and Thompson's characteristics of a good learner (1983):

1. Good learners find their own way.
2. Good learners organize information about language.
3. Good learners are creative and experiment with language.
4. Good learners make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom.

5. Good learners learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word.
 6. Good learners use mnemonics (rhymes, word associations, etc. to recall what has been learned).
 7. Good learners make errors work.
 8. Good learners use linguistic knowledge, including knowledge of their first language in mastering a second language.
 9. Good learners let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension.
 10. Good learners learn to make intelligent guesses.
 11. Good learners learn chunks of language as wholes and formalized routines to help them perform 'beyond their competence'
 12. Good learners learn production techniques (e.g. techniques for keeping a conversation going).
 13. Good learners learn different styles of speech and writing and learn to vary their language according to the formality of the situation.
- (Nunan. David. 2000.p 17)

2.8. Psychological principles of EFL teaching: comprehensive overview

It is unfortunately not common to discuss a psychological matter at schools level or concerning some student maybe, and the reason in general is summerized by the typical label that has been put on teaching process as a purely scientific process, so based on that psychological side has nothing to do with the teaching and learning atmosphere inside the class. Espesially EFL learning classes.

But actualy on the contrary we heve to know that the psychological factors could be the issue and the Key at the same time. Relying on that fact there are some valuable arguments and instructions regarding this

topic. Which we are going to present here because what is the benefit of being knowledgeable teacher without having the ability to manage the psychological boundaries between you and your students. That is why well-being should be taught in school on three grounds: as an antidote to depression, as a vehicle for increasing life satisfaction, and as an aid to better learning and more creative thinking. The potential contributions of positive psychology are contextualized concerning prior work, including the humanistic movement in language teaching, models of motivation, the concept of an effective filter, studies of the good language learner, and the concepts related to the self. There are reasons for both encouragement and caution, as studies inspired by positive psychology are undertaken. It is expected that the students could both achieve foreign language skills and, at the same time, become more effective learners. It is based not only on the basic principles of teaching language but also on the application of the principle of positive psychology because teaching often relates to mental aspects. The implications of the study provide several valuable insights into the expectations of the EFL classroom.

Positive Emotion (PE). this aspect is centered around the "satisfaction/positive feelings" exercises in this section all work on positive feelings.

2. Engagement (E). This incorporates rationally and sincerely captivating the students. This is regularly done by encouraging them to say Thank You to the World.

3. Relationships(R). Positive therapists study the importance of connections. As educators, our significant role is to make a connection with our students.

4. Meaning (M). This is done by teaching the students to write Compliments and gratitude letters.

5.achievements (A). This means talking with our students about their expected learning outcomes, their hopes and what do they want from themselves to offer. (Elbarusi. A. 2019.p286-287)

Chapter Three

Conclusions

Chapter Three

Conclusions

After a massive effort and tire, the reasercher reached afundamental points regarding the topic of this research .First he talked about the educational phsychology as ascience itself and gave the concepts of teaching and learning in general a scientific definition ‘then he focused on the signs that we should take seriously to identify a good teaching out of messy tries of teaching.

The next section he takes us in another level to aknowledge the features that are necessary to work on to be a good teacher ‘ also all the charactaristica that aperson should have to be considered as agood learner. Therefore he mentioned the teaching and learning process for english as a foreign language(meaning there is a change and an effect on the teaching and learning stages phsychologically or practically in term that the material is based on a foreign language or foreign concept).

Last but not least the researcher focouses on the phsychological aspects of the educational process in this field particularly and explains the exceptions and the adds that should be tuned with the practical reality to gain the best results as it is in other materials that maybe considered easier.

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