

An Exploration of Teachers' Perspectives towards Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

Abeer Al-Ghazo*

Department of English, Ajloun National University, Jordan

Issam Ta'amneh

Department of English and Translation, Isra University, Jordan

Received on: 12-11-2019

Accepted on: 11-6-2020

Abstract

The study aimed at exploring EFL teachers' perspectives towards cognitive, affective and linguistic teaching principles while teaching English as a foreign language. To conduct the study, the researchers prepared a questionnaire of 30 items that was distributed into three group domains. The first group was the cognitive principles. The second one was the affective principles, and the third group was the linguistic principles. Forty-six male and female EFL teachers responded to the questionnaire's items. Suitable statistical analyses were used to analyze the data. The results of the study pointed out that EFL teachers had positive perspectives towards these teaching principles, as the analysis showed that they looked at these principles positively and they gave them their utmost care and concern. Besides, the analysis showed that the cognitive principles came in the first rank compared with the other two groups (affective and linguistic) as they got the highest mean. Moreover, the results revealed that there were no statistical significant differences, regarding gender, in the participants' perspectives towards the importance of these teaching principles while teaching English as a foreign language as the means of males and females were closer to each other.

Keywords: Cognitive Principles, Affective Principles, Linguistic Principles, Foreign language.

1. Introduction

Language is a main system that consists of acquisition, development, maintenance and use of complex systems of communication. *Oxford Advanced Learner's Dictionary* (2000, 721) defines language as "the system of communication in speech and writing that is used by people of a particular country". Rivers (1981, 41-43) indicated that "language is speech, not writing, a language is a set of habits, teach the language and not about the language, a language is what native speakers say, not what someone thinks they ought to say". Consequently, language is the vital means used by people in order to communicate with one another.

Language acquisition could be on the highest level in the lexicological hierarchy because it includes a conscious and unconscious process of receiving information, knowledge and experience. In recent

© 2021 JJMLLPublishers/Yarmouk University. All Rights Reserved,

*Doi.org/10.47012/jjml.13.1.2

*Corresponding author: fares.abeer@yahoo.com

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

years, researchers laid much emphasis on foreign language acquisition through effective classroom teaching practices (Pinker 1995). These classroom practices are concerned with many variables such as classroom management, class level and progress, professional teachers, teaching and learning strategies, learning style, cognitive, affective and linguistic variables of learners.

The Accreditation Board for Engineering and Technology (1998) and Middle States Association for Colleges and Schools (1996) believe that in effective classroom teaching practices, there should be focus on many domains that produces effective results in terms of the cognitive, affective and linguistic development of the students.

English as a universal language should be taught in a collaborative unit as the four skills are important in the teaching process. Besides, we should care about what we call the principles of language teaching because when teachers concentrate on these principles, they help their students in mastering the language and increasing their interaction in the classroom's activities. Moreover, they help them in building a fixed learning base while teaching English as a foreign language.

Cognitive, affective, and linguistic principles form the suitable approach to language teaching (Brown 2000, 54). In the process of teaching, the focus should be on students as they are the core in the learning process. We should build our curricula on our students' needs. In fact, we have to admit that most of the books being published these days are mainly based according to our students' interests and needs rather than the teachers' interests.

The concentration here is on students because of the following reasons: Firstly, students differ in their linguistic abilities. Secondly, they have different learning styles. Thirdly, students, and according to many educational studies and researches, differ in their motivation and interests in classroom participation. Finally, students also differ in their perspectives (Zafar and Meenakshi 2012).

For the above reasons, teachers should take into consideration the principles of language teaching that were suggested firstly by Brown (2000). These include cognitive principles, linguistic principles, and affective ones. Cognitive principles include automaticity, meaningful meaning, the anticipation of reward, intrinsic motivation, and strategic investment, are all essential important principles in the field of education. These principles are so important as they deal and relate to the mental as well as intellectual functions (Brown 2000). If teachers think about the cognitive principles in their teaching English as a foreign language, this will result in encouraging their students to use the language without hesitation, thinking or fear.

The first principle is automaticity that is defined as a childlike subconscious processing (McLaughlin 1990; McLaughlin et al. 1983). This process requires lack of concentration on the forms of language. This means that learners have to acquire language subconsciously, without analyzing the forms of language. They move away from processing language unit by unit to a focus on automatic mode of processing language form. McLaughlin, Rossman, and McLeod (1983) indicated that automatic processing of language forms are associated with long-term memory. It takes substantial time to be developed and become established. Shiffrin and Schneider (1977) postulated that automatic processes can, in principle,

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

be either conscious or not. Segalowitz (2003) characterized automaticity as a more accurate, more stable performance and more efficient. Automaticity is linked with fluency in language teaching and language learning. In the context of teaching and learning a language, the more often activities are done, the more automatic they become. When a task and process become more automatic, less attention is needed.

In teaching, which is a complex process, automaticity helps professional teachers to concentrate more on their students. Here, it is the teachers' responsibility to encourage what we call the subconscious absorption of language through meaningful; use of language in different authentic contexts. They should encourage and train their students to use the language freely in an efficient and quick movement without a great focus on the language forms (Brown2007).

Teachers could do many things as an automatic process such instruction and classroom management. They could design their own activities inside the classroom to put their students in active, authentic activities that suit their interests and concerns.

As for the second principle, the meaningful learning, it can be achieved if teachers try to discover their learners' interests, academic goals as well as career plans when they start searching for jobs after graduation. Teachers should respect such these interests and consider them to achieve the goal of teaching English as a foreign language.

One of the methods that teachers could depend on in order to achieve this goal appropriately is, trying to recall their students' existing knowledge and their background. In doing so, teachers could engage all their students in the learning process in a perfect way.

Teachers should concentrate on this teaching principle as it encourages the students to understand the presented material instead of memorizing them. Besides, it concentrates on the outcomes of the learning process (Brown, 2011).

Meaningful learning allows learners to be fully engaged in the whole learning process. Figure 1 shows that Meaningful Learning is active, constructive, intentional, cooperative and authentic process (Brown 2007).



Figure 1: The Meaningful Learning Principle

<https://ibnurafisite.wordpress.com/2016/08/24/the-principles-of-meaningful-learning/>.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

The third principle is the anticipation of reward. This principle is based on the idea that was suggested first by the American psychologist Skinner when he declared that humans, animals, and birds are driven by rewards. It is worth mentioning that Skinner (1904-1990) was one of the first psychologists who tried to investigate the process of language acquisition in terms of language behavior.

It is suggested that, to direct and control one's behavior, the anticipation of reward could be of great value to achieve that. To achieve this principle and to get the highest outcomes expected from the students, teachers may use the oral praise as well as the written praise such as "excellent, very good, and well done", when students present correct answers. Teachers may also use "grades, golden stars or gifts" to encourage students to participate actively in the classroom's activities and exercises. Snow & Griffin (1998) indicated that this principle could be used to encourage the low motivated students to work better and to be active participants inside the classroom to improve their level of linguistic competency. Teachers have to take into consideration that anticipation of some sort of reward will improve learners' learning and linguistic acquisition.

The fourth principle is the intrinsic motivation. Cherry (2018) defined it as "the behavior that is driven by internal rewards". In other words, the motivation and the anticipation that we look forward to achieve within the learner must come from the individual himself because it is naturally satisfying to him. In this context, Ames and Archer (1988) suggested that when the learner is intrinsically motivated, then he would have the inner desire to hold up a given experience, to take part in classroom's activities, and to participate actively in the whole process of learning.

The fifth principle is the strategic investment. "Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language" (Brown 2000, 60). Different problems and challenges may face teachers while teaching, some of which could be attributed to the students' lack of interest in the process of learning. Others could be to the lack of motivation from others, so they do not care about bringing their textbooks or doing their home works. Teachers must do their best to activate the role of the learner in the teaching process. Brown (2000, p. 59) supported this idea when he said "... language teachers are focusing more intently on the role of the learner in the process". Mubuuke et al. (2016) showed that both cognitive and socio-contextual factors have a strong effect in the process of learning when students the potential in influencing ways in which students receive suitable feedback in the learning process.

Now, we move to talk about the second group, which is the affective principles. It includes the following: Language Ego, Self-Confidence, Risk-Taking, and the Language-Culture Connection.

These kinds of principles are characterized by more marked degree of emotional involvement. They relate to the importance of social environment where the learners learn, and feel about themselves. Guiora (1972) was the first linguist who created the notion of language ego. He claimed that language ego occurs when the EFL learners are aware of the limitations and boundaries of language, e.g. the main differences among the sounds and pronunciation of foreign or second language. Benveniste (1979) gave a definition

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

for language ego, in which she suggested that when learners realize that they are the main part of the language acquisition process, as a condition of second or foreign language, which provides the learners with consciousness and reality.

Brown (2000, 61) stated, "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 second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions".

The second principle is self-confidence, defined by Brown (2000) as the capabilities of the learner to accomplish and do a certain task successfully as an indicator to the learner's confidence in himself. To activate this principle, teachers have to increase the activities that are being given in the classroom to increase the learners in themselves.

As for the third principle "Risk Taking", it was defined by Brown (2000) as the ability that learners have to be willing to become "gamblers" in the game of acquired language to produce and to interpret language that is beyond their absolute certainty. Risk-taking learners can analyze the information and the conditions to affirm the correctness of their answers and responds.

Brown (2001, 63) indicated that language ego and self-confidence lay the groundwork for risk-taking and they are the base for the learners to reach to a higher level of language acquisition since language ego lets the learners know that their sense of fragility and self-confidence pushed them towards success in attaining the tasks. Beebe (1983, 40) pointed out that encouraging risk-taking in EFL classroom can cause some negative effects, such as, a failure on the exam, challenges in understanding the lessons, punishment inside the classroom, ... etc. To avoid such negative effects, teachers should create an atmosphere in the classroom that encourage learners to try out the language and stimulate self-confidence. Cummins (1992) pointed out that efficient language learners must be ready to take risks in the process of language acquisition

The fourth principle is the language-culture connection. Brown (2001, 64) indicated that "Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting". He also stated that language and culture are intertwined, whenever you learn or teach any language, you will also teach or learn something of the culture of the speakers of that language. Teachers can integrate culture into language teaching through many activities and drills. EFL teachers have to discuss cross-cultural differences with their learners, as this process would facilitate learning and teaching the foreign language for the learners.

In his study, Deb (2018) confirmed the importance of the affective factors in teaching English and this fact was supported by Krashen's input hypothesis (1982). He also pointed out that taking these factors in the teachers' consideration could motivate the learners to master the writing process if they are supported with confidence. Henter (2014) stated that there is a strong relationship between the affective (attitudes, motivation, anxiety) factors and performance in learning English.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

As for the third group. It is called the linguistic principles. It consists of the following: The Native Language Effect, Interlanguage, and Communicative Competence. In the native language effect, linguists believe about the importance of the learner's first language in the process of acquiring a new language (Brown 2001, 65). He also added, "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". (66)

It is expected to have what we call the interference between the first language and the second one. This interference affects passively on learning the second and foreign language. Dulay et al (1982,65) defined interference of first language in the process of acquiring a second language as the automatic transfer of the surface structure onto the surface of the target language due to habit. This interference could result in many problems such as lack of motivation and committing many learner's errors as the learners think that the second language is just produced exactly as their first language.

The second principle in this group is interlanguage. Each learner passes through different learning stages. Every stage should be systematic and suitable to the learners' characteristics and levels. In this context, Brown (2001, 67) added "Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language". Clay (1993) stated that in order to gain competence in a foreign language, learners should learn to appreciate feedback from themselves and from other sources.

As for the communicative competence, it includes organizational competence, pragmatic competence, strategic competence, and psychomotor skills (Bachman 1990, Canale and Swain 1980). Teachers succeed in their teaching process if they give this principle their utmost care, as the final goal from teaching English is to help the learners to become communicative speakers. Teachers could achieve that if they care about the language use rather than its usage, to fluency rather than accuracy. Teachers should concentrate on using the authentic material in different learning contexts, as this will facilitate the learners' ability to have a communicative competence in learning English as a foreign language. Because of their importance in the teaching process, teachers should take these components into consideration because they are considered major teaching stones.

Blazar and Kraft (2017) believed that teachers have a great effect on their learners' achievement and success when they take into consideration their learners' attitudes and behaviors. They added that teachers should depend on a variety of teaching principles and strategies to develop their learners' skills and progress.

In the same context, Mahler et al. (2018) supported this idea when they all agreed that there is a strong and relevant relationship between the teachers' enthusiasm and their students' performance. Teachers' Knowledge and motivation are considered essential principles in the teaching process as they reflect positively in the learners' success and achievement.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

Bland (2019) supported this fact when she reported that in teaching English to young learners, teachers should provide their learners with high estimation as it is expected to have a great effect on the learners' educational progress when teachers take the pedagogical teaching principles into their account. To sum up, teaching principles such as the cognitive, affective and linguistic principles should be taken into consideration if teachers seek to improve their learners' linguistic abilities while learning English as a foreign language.

2. Literature Review

Many studies were conducted to investigate the effect of using the teaching principles in English as a foreign language teaching. It is expected that using these teaching principles would result in improving the students' linguistic abilities in different English skills. Below are a group of empirical studies which were conducted to measure the effect of these principles on the learners' performance.

Madrid (1995) investigated the impact of internal and external factors in language teaching. In his paper, he offered a framework that helps analyzing second language learning and teaching. He also described some variables related to second language teachers and their learners. In his research, he implied Wallace 1991 using mental construct about teaching and learning second language. He used a closed questionnaire to collect data. The paper revealed that the most relevant qualities and traits in the second language were fair, helpful, friendly and funny, tolerant and flexible, being fluent, explaining clearly, having a good didactic preparation and having a good pronunciation.

Yu-da Lai (2011) investigated the impact of cognitive, affective and linguistic-based processing instruction on the acquisition of English participle construction and its semantic function. Cognitive linguistics-based processing instruction was compared to a traditional output-based instruction (TOBI). 108 EFL learners in Taiwan were divided into experimental group and control one, while the experimental group couched on the concept of "iconic sequencing", the control group did not have any treatment. They were taught grammar rules with demonstrations of the step-by-step transformed outcome of participles and corresponding semantic functions. The participants in the two groups took a paraphrasing production test prior to treatment, two days, and eight weeks after treatment. The results suggested that CLPI has greater and more durable effects on the acquisition of English participles and their semantic functions, proving its effective to incorporate cognitive linguistics disciplines into existing pedagogies of foreign language teaching.

Zafarand and Meenakshi (2012) conducted a study to investigate the individual learner differences and second language acquisition. They stated that second language acquisition depends on learner differences such as age, sex, cognitive style, motivation, aptitude, personality, and learning strategies. Their study revealed that teachers should take into consideration the impact of these differences on language learning effectively.

Stognieva (2015) conducted a study to improve Russian students' speaking abilities when learning foreign language based on what called individualization. In order to achieve the outcomes, teachers have to be aware of learners' variables such as their aptitudes, learning strategies, interests, motivations,

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

aspiration and personality variables. In this study, the researcher depends on using individualized resources that are designed to help learners to participate in their learning effectively and efficiently. They also helped learners to compensate their missing abilities when learning a foreign language. The researcher applied an experimental design that depends on qualitative and quantitative approaches. The results revealed that mastering of these affective qualities and using individualized resources are important to improve learners' speaking abilities.

Sven-Alexander C van Touw (2015) conducted a study to measure the effect of anticipation of reward on semantic processing. The sample of the study consisted of 37 women. The participants were asked to read 50 low-cloze and 50 high cloze sentences. After that, the researchers presented a test to the participants where they were asked to read the given sentences and to fill in the spaces with the omitted words. The researchers told half of the participants that there would be able to increase their financial compensation for each right answer at the test. The results of the study pointed out that the participant who got high reward achieved higher test scores. Moreover, it was found that a reward anticipation resulted in a qualitative shift in cognitive processing. The researcher suggested that teachers should give their utmost care to attention as it helped in learning situations that require meaningful learning.

Khan (2016) investigated the impact of native language use on foreign language vocabulary learning. The study took place at Buraydah Community College, Qassim University, KSA. The study tried to answer two questions:

- 1) How does the native language vocabulary facilitate the learning of the target language vocabulary?
- 2) How does the target language vocabulary come into conflict with the native language vocabulary in the process of EFL learning and teaching?

The participants of this study consisted of the post-secondary students of Buraydah Community College. Two tests were used in this study as instruments to apply the study. The findings of the study pointed out that learning the vocabulary of the foreign language is important as they helped the students by using the translation method of the students' native language (Arabic) in understanding the meaning the words and the expressions found in the novel I English.

Mubuuke et al. (2016) conducted an exploratory qualitative study at an African Health Sciences University. The aim of this study was to discover the perceived factors that influence student utilization of facilitator feedback within a problem-based learning tutorial. Twenty-five students participated in the study. To collect the data, both interviews and focus-group discussions were made for the participants. The results of the study showed that both cognitive and socio-contextual factors have a strong effect in the process of learning when students receive suitable feedback in the learning process.

Zabihi (2018) investigated the direct and indirect effects of some cognitive (working memory capacity) and affective (writing anxiety and writing self-efficacy) variables on the complexity, accuracy, and fluency (CAF) of second language (L2) learners'. 232 upper-intermediate English learners completed two self-report questionnaires. The results indicated that all three measures of L2 writing were directly predicted by learners' writing self-efficacy; writing self-efficacy affected CAF indirectly through writing anxiety; the direct paths from writing anxiety to all measures of L2 writing were negatively significant;

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

higher working memory spans directly predicted higher L2 writing scores regarding complexity and fluency, but negatively affected learners' accuracy scores.

Deb (2018) conducted a study to explore the effect of affective factors such as anxiety, self-efficacy, and motivation in second language learner's writing. In her study, the researcher tried to share her experience in teaching English as a second language in the process of teaching English for her students with a concentration on the impact of affective factors in writing outcomes. The findings of the study confirmed the importance of these factors in teaching English and this fact was supported by Krashen's Input Hypothesis (1982). Moreover, the findings pointed out that taking these factors in the teachers' consideration could motivate the learners to master the writing process if they are supported with confidence.

Zarrabi (2018) conducted a study to investigate the relation between the way English being used in Tehran and the motivation of both learners and teachers toward learning English as a foreign language. 327 EFL learners and teachers participated in this study (168 Iranian EFL learners (male and female) and 159 experienced Iranian EFL teachers (male and female)). The researcher overviewed the places that English is used in Iran such as traffic signs, media, advertisements, products, education and people's ordinary lives. The results of the study revealed that English is widely used in Iran, so the majority of the participants were involved in studying and learning English as it is important in their lives.

To examine the effects of the cognitive abilities (language analytic ability and working memory) on language learning; Li, Ellis, and Zhu (2019) conducted an empirical study with five different instructional treatment on 158 students in their eighth grade. The participants were divided into five groups. Each group received a pre task as well as a post task. The findings of the study revealed that cognitive principles should be taken into consideration as they have a vital role in the classroom.

3. Purpose and Questions of the Study

This study aimed at investigating the EFL teachers' perspectives towards the main teaching principles suggested by Brown (2000) (Cognitive, affective, and linguistic principles) in their classrooms while teaching English as a foreign language in the academic school year 2018/2019.

More specifically, the study tried to answer the following main questions:

- 1- To what extent do EFL teachers take into their account the teaching principles while teaching English as a foreign language?
- 2- Do these perspectives towards the importance of the teaching principles in EFL classroom vary according to gender?

4. Statement of Problem

Teaching and learning a foreign language is a complex process because we deal with many variables regarding to the learners, teachers, classroom and curriculum. EFL Learners are less homogeneous group so they do not all learn at the same way. They vary in their approach to learning, their cognitive, affective, linguistics variables and learning style. To achieve the teaching output, teachers have to be aware of the

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

individual differences between students. They need to use variety of teaching strategies, techniques, tasks, drills teaching assessments. They also have to encourage their learners to explore different language and learning approaches that help them to find the proper method of learning.

Sparks (2002, 16) noted that there is "a very close link between teacher professional development and student outcomes". This means that teachers are not transmitter of information and knowledge; they are agent of change in the classroom.

They have to know that there is a relationship between their students' cognitive, affective, linguistics variables, and their teaching process and classroom practices.

Teaching English as a foreign language is not an easy task, as it needs experience and good practice from all teachers to do their jobs perfectly. Teachers should have the deep motivation, which helps them to teach English for their students as it increases their teaching achievements inside the classroom by encouraging their students to be active and positive learners in their classroom (Gardner 1985; Tremblay and Gardner 1995; Wharton 2000; Noels 2001). Most of the teachers may not adopt or know about the principles of teaching English due to their short period of their working in the field of education.

There are huge responsibilities on teachers' shoulders as they are asked to develop themselves personally and professionally. Lack of resources, limited class time, difference in pedagogy, lack of guidance and support as well as the short of experience in the field of teaching could be of true challenges that face teachers all over the world. Such these obstacles may play a negative role in the process of teaching (Bangoura 2016). Some teachers should care about the importance of these principles in the field of teaching English as a foreign language.

5. Significance and Limitations of the Study

Since cognitive, affective and linguistic principles have a fundamental and a crucial role in the field of teaching and learning process, it is expected that the findings of this study may provide the teachers, administrators, and policy makers with the necessary insights and recommendations that help in improving their students' level of proficiency and performance. It is also hoped that exploring teachers' perspectives towards the importance of these principles in EFL classroom may be of great value to them and to tutorial facilitators when framing their feedback messages.

In addition, the recommendations of this study open venues for further research on the importance of these variables in developing and enhancing the students' skills and learning abilities

The generalization of the results of the study is limited by these factors:

- 1- The duration of the study is limited to the first semester of the academic year 2019 / 2020
- 2- The study is limited in the number, gender, and context of teachers.

6. Methodology

6.1. Participants of the Study

Forty-six male and female EFL teachers in different public schools participated in this study. All of them are teachers of English language in basic and secondary schools who have been teaching English for

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

more than 5 years. They teach English for different classes daily. Their native language is Arabic. English is their foreign language. Their age range between 30 and 50.

6.2. Instrument

The researchers prepared a questionnaire which consisted of 30 items (see appendix 1). They administrated the questionnaire to the participants. The questionnaire covered the three groups suggested by Brown 2000 (cognitive, affective, and linguistic). The questionnaire aimed to explore EFL teachers' perspectives toward the importance of these principles in teaching English as a foreign language.

6.2.1. Validity and Reliability of the Instrument

To guarantee validity, a jury of TEFL specialists in some Jordanian universities assessed the questionnaire. All their suggestions were taken into consideration when writing the final form of the questionnaire. To check the reliability of the questionnaire, the internal consistency approach (Cronbach Alpha) was used: it was (0.768) for the questionnaire's items, it was (0.791) for the cognitive principles, (0.787) for the affective principles and it was (0.794) for the linguistic principles. These values were considered satisfactory to use this questionnaire to collect the needed data. For more details, (See appendix 2).

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. List wise deletion based on all variables in the procedure.

All

Reliability Statistics

Cronbach's Alpha	N of Items
.768	30

6.2.2. The Questionnaire Correcting Method

In order to measure the degree of acceptance, the researchers classified the means into three levels according to the statistical model as follows (Oxford 2003):

Low 1 1 - 2.33
Moderate 2 2.34 - 3.66
High 3 3.67 – 5.

7. Results and Discussion

The first question of the study was: To what extent do EFL teachers take into their account the teaching principles while teaching English as a foreign language?

In order to answer this question, the researchers measured the means and the standard deviations for the teachers' responses to the questionnaire's items.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

Table 1: Means and Standard Deviations for EFL Teachers' Perspectives towards Teaching Principles

EFL Teachers Perspectives	Items code	males		females		sample	
		mean	Std. Deviation	mean	Std. Deviation	mean	Std. Deviation
Cognitive	a1	3.6522	.57277	3.6957	.55880	3.6739	.55993
	a2	3.4783	.73048	3.6087	.65638	3.5435	.68982
	a3	3.4783	.73048	3.5652	.78775	3.5217	.75245
	a4	3.4348	.66237	3.4783	.73048	3.4565	.68982
	a5	3.4783	.66535	3.5217	.59311	3.5000	.62361
	a6	3.3043	.76484	3.5652	.58977	3.4348	.68806
	a7	3.3043	.92612	3.3913	.72232	3.3478	.82239
	a8	3.4348	.78775	3.3913	.83878	3.4130	.80488
	a9	3.6957	.55880	3.5217	.66535	3.6087	.61385
	a10	3.3913	.65638	3.5217	.66535	3.4565	.65681
	a11	3.5652	.66237	3.5652	.72777	3.5652	.68806
	a12	3.3478	.88465	3.4783	.66535	3.4130	.77678
	Cognitive	3.4638	.44653	3.5254	.32121	3.4946	.38586
Affective	b1	3.3478	.71406	3.4348	.72777	3.3913	.71424
	b2	3.1739	.77765	3.3913	.72232	3.2826	.75020
	b3	3.2174	.73587	3.0000	.95346	3.1087	.84927
	b4	3.0435	.70571	2.6957	1.06322	2.8696	.90942
	b5	3.1304	.81488	3.1739	.88688	3.1522	.84241
	b6	3.1739	.88688	3.4783	.73048	3.3261	.81797
	b7	3.1739	.71682	3.2609	.75181	3.2174	.72765
	b8	3.1739	.83406	3.6087	.65638	3.3913	.77397
	b9	3.2609	.81002	3.3913	.72232	3.3261	.76170
	b10	3.0000	.95346	3.0435	.87792	3.0217	.90650
	b11	3.3913	.83878	3.4348	.78775	3.4130	.80488
	b12	3.3478	.93462	3.3478	.71406	3.3478	.82239
	Affective	3.2029	.38174	3.2717	.50266	3.2373	.44269
Linguistics	c1	2.7391	.68870	2.8696	.81488	2.8043	.74891
	c2	2.6522	.77511	2.8261	.71682	2.7391	.74341
	c3	2.5652	.72777	2.8696	.69442	2.7174	.71997
	c4	2.6087	.78272	2.6522	.88465	2.6304	.82620
	c5	2.6087	.83878	2.6087	.94094	2.6087	.88137
	c6	2.4783	.66535	2.5652	.84348	2.5217	.75245
	Linguistics	2.6087	.57649	2.7319	.52402	2.6703	.54827
Overall		3.0918	.27871	3.1763	.32617	3.1341	.30301

Table 1 shows that the overall degree for these principles is moderate as the mean is 3.1341. The table also shows that the means of EFL teachers' responses to each dimension in the teachers'

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

questionnaire range between 2.67 and 3.49 with standard deviations that range between .54827 and .38586. For more details, see appendix 3.

This result indicates that EFL teachers are highly interested in the importance of these principles that should be taken into account in the teaching process. Teachers show a consensus toward 'agree and 'strongly agree'. Therefore, they have a high awareness of the various principles that form the core of an approach to language teaching. Based on the results of the question, they pointed out that nearly most of the EFL teachers confirmed that those principles are essential variables and factors to create and build a rich and meaningful learning and teaching environment.

The most frequent set of principles and variables, which EFL teachers believe they influence and affect language acquisition in the EFL classroom, and which got the highest mean 3.49 with a standard deviation (.38586) by high agreement degree, is cognitive principles. Those principles relate to the learners' mental and intellectual functions. Teachers encourage subconscious absorption of language through meaningful use of language. They try to move away from a focus on the form of the language to a focus on the purpose to which language is put and to unlimited automatic mode of processing language forms through using language in authentic contexts for meaningful purposes (Brown, 2000). Teachers also are aware of the importance of a reward to reinforce language learning because and according to Skinner; the anticipation of reward is the most powerful factor in directing learners' performance and behavior. In their EFL classroom, teachers avoid the pitfalls of rote learning and introduce topics that are related to their interests and academic goals. To achieve language acquisition and language comprehension, teachers should design tasks and activities that feed into learner's intrinsic motivation and use a variety of techniques and strategies in their lessons.

The results also show that teachers take the affective variables into consideration in their EFL classrooms where mean value reached (3.2373) by standard deviation (.44269). This indicates that most of the teachers try to build their students' self-confidence to use EFL effectively through different tasks and through putting them in challenge situations to produce the language. In order to develop foreign language proficiency, teachers try to improve language competence through language use. Omaggio (2001) indicated that foreign language proficiency involves the mastery of the linguistic competence, discourse competence, sociolinguistic competence, and strategic competence. Consequently, teachers have to build an atmosphere of EFL acquisition without allowing the influence of the learners' native language. They also should provide or present the necessary feedback for their learners to achieve the successful inter language development (Brown, 2000). Besides, teachers need to help their students to possess the necessary skills that enable them to learn and communicate effectively and efficiently.

In fact, the result of this question agrees with that of Yu-da Lai's study (2011), who investigated the impact of cognitive, affective and linguistic principles-based processing instruction on the acquisition of English participle construction and its semantic function, revealed that CLPI has greater and more durable effects on the acquisition of English participles and their semantic functions, proving its effective to incorporate cognitive linguistics disciplines into existing pedagogies of foreign language teaching. In

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

another study that was conducted by Sven-Alexander (2015), he found that the participants who got high reward achieved higher test scores compared with the other participants who do not receive any kind of rewards. Moreover, it was found that a reward anticipation resulted in a qualitative shift in cognitive processing.

The second question of the study was: Do these perspectives towards the importance of the teaching principles in EFL classroom vary according to gender?

To answer the second question, the researchers used the T-test to examine if there are any statistical significant differences in the participants' perspectives towards these principles while teaching English as a foreign language that could be attributed to gender.

Table 2: T- Test Results for the Differences in EFL Teachers Perspectives According to Gender

EFL Teachers Perspectives	gender	Num.	Mean	Standard. Deviation	"t" value	Sig
Cognitive	males	23	3.4638	.44653	-.537	.594
	females	23	3.5254	.32121		
Affective	males	23	3.2029	.38174	-.523	.604
	females	23	3.2717	.50266		
Linguistic	males	23	2.6087	.57649	-.758	.452
	females	23	2.7319	.52402		
Total perspective	males	23	3.0918	.27871	-.945	.350
	females	23	3.1763	.32617		

Table (2) shows that there are no statistical significant differences in the participants' perspectives towards the importance of these principles that could be attributed to gender, as the means of males and females are closer to each other. The table shows that the females' mean (3.1763) is higher somehow than the males' mean (3.0918). In fact, such a result indicates clearly that taking such principles in their three groups (Cognitive, Affective, and Linguistic) by the teachers, whether they are males or female, are important while teaching English as a foreign language. The over whole of the average of the three groups is (3.1341) which is considered moderate according to the questionnaire correcting method. For more details, see appendix 4.

Teachers, whether males or females, look at these principles positively as they help them in teaching English as a foreign language. For example, item number 1 (and for males and females) got the highest rank among the other items, as teachers look at the process of subconscious absorption of language through meaningful use of language is essential to help learners in learning and mastering the language properly.

Teachers should look at the items in the three groups in a serious way as they help them to facilitate the process of learning English for EFL learners. For example, teachers should take into account the importance of giving the idea of rewarding a great value as it helps learners to reinforce language learning. Moreover, teachers are asked to introduce relevant topics that are close to learners' interests and academic goals. Besides, teachers should explain clearly for their EFL learners that learning another language and studying its culture will not affect their native language and its culture passively as learning

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

new languages with their cultures will definitely widen their knowledge about the world they live in. This fact is supported by Khan (2016), when he pointed out that learning the vocabulary of the foreign language is important as they helped learners by using the translation method of the students' native language (Arabic) in understanding the meaning the words and the expressions found in English.

When teachers give such these principles their utmost care then they will be able to relate the mental as well as intellectual functions of these principles with the learners' learning process (Brown, 2000). This belief is supported by Accreditation Board for Engineering and Technology (1998) and Middle States Association for Colleges and Schools (1996) when they suggested that in creating an effective interactional classroom, they should focus on many domains that produce effective and positive results in terms of the cognitive, affective and linguistic development of the students.

The results of the present study go in complete harmony with those of other studies that were conducted by other researchers such as Yu-da Lai (2011), Sven-Alexander (2015), Shahila Zafar and Meenakshi (2012) and Olga Stognieva (2015). They all agree that if these teaching principles are adopted and practiced, they will improve the learners' linguistic competence in different language components such as speaking, writing and vocabulary.

When teachers design activities and tasks that motivate students in the classroom, they use a variety of techniques to encourage their students to comprehend and produce the language, present the necessary feedback for their learners to achieve the intended learning outcomes. These techniques and strategies will help their students in building a positive image about their abilities to use the language effectively in different tasks and put their students in situations that need challenge to produce the language. In doing so, teachers could achieve the goal of teaching English as a foreign language.

8. Conclusion, Implications, and Recommendations

8.1. Conclusion

Based on the above discussion of the two questions, teachers should look at these teaching principles seriously, as they help in creating a vivid interactional learning atmosphere when they take the learners' affective, cognitive, and linguistic principles into consideration while teaching English as a foreign language. Teachers should think a lot about the importance of these teaching principles before, within, and after each class as they work together to teach and present the language appropriately.

8.2. Research Implications

The study may be considered as one of the few studies that tried to explore the Jordanian EFL teachers' perspectives toward cognitive, affective and linguistic teaching principles while teaching English as a foreign language.

As stated above in the conclusion, it is clear that Jordanian EFL teachers look at the previous principles seriously, as most of them try to use them while teaching English as a foreign language. The results imply that this study could be of great importance for teachers as they show that taking these

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

principles into consideration will help them in teaching English for their students appropriately and effectively.

Furthermore, the study implies that when teachers create effective interactional classroom activities, that focus on many different domains, will definitely help in developing students' linguistic abilities. The researchers hoped that this study could attract the researchers' interests in conducting other similar studies to explore the teachers' perspectives toward other teaching and learning principles and variables.

8.3. Recommendations

In light of the above discussion, the researchers would like to suggest the following recommendations:

- Conducting further studies in other countries to explore the perspectives of new teachers toward these teaching principles and variables.
- Replicating this study on other teachers who teach other languages such as Arabic and French.

استكشاف وجهات نظر المعلمين تجاه مبادئ التدريس المعرفية والوجدانية
واللغوية أثناء تدريس اللغة الإنجليزية كلغة أجنبية

عبير الغزو

قسم اللغة الإنجليزية، جامعة عجلون الوطنية، الأردن

عصام طعامنة

قسم اللغة الإنجليزية، جامعة الاسراء، الأردن

الملخص

تهدف الدراسة إلى استكشاف وجهات نظر معلمي اللغة الإنجليزية تجاه مبادئ التدريس المعرفية والوجدانية واللغوية أثناء تدريس اللغة الإنجليزية كلغة أجنبية. وإجراء الدراسة، أعد الباحثان استبانة تتكون من 30 عبارة توزعت على ثلاث مجموعات. المجموعة الأولى كانت المبادئ المعرفية. وأما المجموعة الثانية، فكانت مجموعة المبادئ الوجدانية. وأما المجموعة الثالثة، فهي مجموعة المبادئ اللغوية. وشارك ستة و أربعون مدرساً من الذكور والإناث في الرد على بنود الاستبانة. واستخدمت التحليلات الإحصائية المناسبة لتحليل البيانات. وقد أشارت نتائج الدراسة إلى أن مدرسي اللغة الإنجليزية كلغة أجنبية لديهم وجهات نظر إيجابية تجاه هذه المبادئ التعليمية. إذ أظهر التحليل أنهم ينظرون إلى هذه المبادئ نظرة إيجابية، وأنهم يعطونها أقصى درجات العناية والاهتمام. إضافة إلى ذلك، فقد أظهر التحليل أن المبادئ المعرفية جاءت في المرتبة الأولى مقارنة بالمجموعتين الأخرين (العاطفية واللغوية) فقد حصلت على أعلى متوسط. وعلاوة على ذلك، فقد كشفت النتائج عن أنه لا توجد فروق ذات دلالة إحصائية في وجهات نظر المشاركين تجاه أهمية هذه المبادئ التعليمية أثناء تدريس اللغة الإنجليزية كلغة أجنبية، حيث كانت المتوسطات الحسابية لدى الذكور والإناث متقاربة فيما بينها.

الكلمات المفتاحية: المبادئ المعرفية، المبادئ الوجدانية، المبادئ اللغوية، اللغة الأجنبية.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

References

- Accreditation Board for Engineering and Technology 1998. *ABET 2000: Criteria for Accrediting Programs in Engineering in the United States*. Baltimore, Maryland: ABET.
- Ames, Carole, and Archer Jennifer. 1988. Achievement Goals in the Classroom. *Journal of Educational Psychology* 80 (3): 260-267.
- Beebe, Leslie. 1983. Risk-taking and the language learner. In Seliger & Long, Classroom Oriented Research in Second Language Acquisition. Rowley: Newbury House.
- Bland, Janice. 2019. Teaching English to Young Learners: More Teacher Education and More Children's Literature! *CLELE Journal* 7 (2): 79-103.
- Blazar, David, and Matthew Kraft. 2017. Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educ Eval Policy Anal* 39 (1): 146-170.
- Brown, Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd Ed.* White Plains, NY: Longman.
- Brown, Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Longman.
- Brown, Douglas. 2007. *Teaching by Principles an Interactive Approach to Language*. New York: Prentice Hall.
- Brown, Douglas. 1994. *Principles of Language Learning and Teaching*. Prentice Hall. Inc. Englewood Cliffs. New Jersey 07632.
- Bachman, Lyle. 1990. *Fundamental Considerations in Language Testing*. New York: Oxford University Press.
- Bangoura, Jennifer. 2016. What Challenges Do ESL Teachers Face in the Classroom? Available at: <https://www.goabroad.com/articles/teach-abroad/what-challenges-do-esl-teachers-face-in-the-classroom>.
- Canale, Michael, and Merrill Swain. 1980. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics* 1: 1-47.
- Cherry, Kendra. 2018. Intrinsic Motivation: Why You Do Things. Available at: <https://www.verywellmind.com/what-is-intrinsic-motivation-2795385>.
- Clay, Marie. 1993. *Reading recovery in English and Other Languages*. Chicago: Chicago University Press.
- Cummins, Jim. 1992. *Language Proficiency, Bilingualism, and Academic Achievement, in the Multicultural Classroom: Readings for Content-Area Teachers*. White Plains: Longman.
- Deb, Joyshree. 2018. Affective Factors in Second Language Writing: Is it a Matter of Concern? *The Morning Watch: Educational and Social Analysis* 46 (1-2): 1-11.
- Dulay Heidi, Burt Marina, and Stephen Krashen. 1982. *Language 2*: New York: Oxford University Press.
- Gardner, Robert. 1985. *Social psychology and second language learning*. London: Arnold.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

- Guiora, Alexander Z., Benjamin Beit-Hallahmi, Robert C. L. Brannon, Cecelia Y. Dull, and Thomas Scovel. 1972. The Effects of Experimentally Induced Changes in Ego States on Pronunciation Ability in a Second Language: An Exploratory Study. *Comprehensive Psychiatry* 13 (5): 421-428.
- Henter, Ramona. 2014. Affective Factors Involved in Learning a Foreign Language. *Procedia - Social and Behavioral Sciences* 127 (2014): 373 – 378.
- Khan, Muhammad. 2018. The Impact of Native Language Use on Second Language Vocabulary Learning By Saudi EFL Students. *English Language Teaching* 9 (5): 134-140.
- Li, Shaofeng, Rod Ellis, and Yan Zhu. 2019. The Associations between Cognitive Ability and L2 Development under Five Different Instructional Conditions. *Applied Psycholinguistics* 40 (3): 693-722.
- Madrid, Daniel. 1995. Internal and External Factors in Language Teaching. Actas De Las 11 Jornadas de Estudios Ingleses. *Universidad de Jaén*: 59-82.
- Mahler Daniela, Großschedl Jorg, and Harms Ute. 2018. *Does Motivation Matter? - The Relationship between Teachers' Self-Efficacy and Enthusiasm and Students' Performance*. Available at <https://www.ncbi.nlm.nih.gov/pubmed/30462713>
- McLaughlin, Barry. 1990. Restructuring. *Applied Linguistics* 11 (2): 113- 116.
- McLaughlin, Barry, Tammi Rossman, and Beverly Mcleod. 1983. Second Language Learning: An Information Processing Perspective. *Language Learning* 33 (2): 135-157.
- Mubuuke, Aloysius, Alwyn Louw, and Susan Schalkwyk. 2016. Cognitive and Social Factors Influencing Students' Response and Utilization of Facilitator Feedback in a Problem Based Learning Context. Available at: https://www.researchgate.net/publication/308812567_Cognitive_and_Social_Factors_Influ DOI: 10.1016/j.hpe.2016.09.003
- Noels, Kimberly. 2001. Learning Spanish as a Second Language: Learners' Orientations and Perceptions of Their Teachers' Communication Style. *Language Learning* 51: 107-144.
- Pinker, Steven .1995. *Language Acquisition. An Invitation to Cognitive Science, 1: Language: Cambridge, MA: MIT Press*. Available at <http://www.esc.soton.ac.uk/~harnad/Papers/Py104/pinker.langacq.htm>.
- Rivers, Wilga. 1981. *Teaching Foreign Language Skills (2nd ed.)*. Chicago: University of Chicago Press.
- Segalowitz, Norman. 2003. Automaticity and Second Languages. In: Doughty, C. J. & Long, M. H. (eds). *The handbook of second language acquisition*. Oxford: Blackwell: 381-408.
- Shahila, Zafar, and Meenakshi. 2012. Individual Learner Differences and Second Language Acquisition: A Review. *Journal of Language Teaching and Research* 3 (4): 639-646.
- Shiffrin, Richard, and Walter Schneider. 1977. Controlled and Automatic Human Information Processing: II, Perceptual Learning, Automaticity, Attending and a General Theory. *Psychological Review* 84 (1): 27-790.
- Sparks, Dennis. 2002. *Designing Powerful Professional Development for Teachers and Principals*. Oxford: National Staff Development Council.

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language

- Stognieva, Olga. 2015. *Individualised Resources: Definition and efficiency in the Russian EFL classroom. Higher School of Economics Research Paper*. Available at: <https://ssrn.com/abstract=2693543> or <http://dx.doi.org/10.2139/ssrn.2693543>
- Sven-Alexander, van Touw. 2015. *The effect of Anticipation of Reward on Semantic Processing: An N400 study*. Available at [https://C:/Users/dr%20amer/Downloads/Mastert hisis%20Touw%20van%20149998%20\(2\).pdf](https://C:/Users/dr%20amer/Downloads/Mastert%20hehis%20Touw%20van%20149998%20(2).pdf)
- Tremblay, Paul, and Robert Gardner. 1995. Expanding the Motivation Construct in Language. *The Modern Language Journal* 79 (4): 505-518.
- Wharton, Glenn. 2000. Language Learning Strategy Use of Bilingual Foreign Language Learners in Singapore. *Language Learning* 50: 203-243.
- Yu-da, Lai. 2011. A Cognitive Linguistics Approach to Language Teaching: Processing Instruction of Iconicity in EFL Classrooms. *English Teaching & Learning*: 43-90.
- Zabihi, Reza. 2018. The Role of Cognitive and Affective Factors in Measures of L2 Writing. *Written communication* 35 (1): 32-57.
- Zafar, Shahila and Devi Meenakshi K. 2012. Individual Learner Differences and Second Language Acquisition: A Review. *Journal of Language Teaching and Research* 3(4): 639-646.
- Zarrabi, Fatemeh. 2018. English in an EFL Context: Teachers' and Learners' Motivations for English Language Learning. *English Language Teaching* 11 (9): 17-25.

Appendix A: The Questionnaire

Name: (Optional):..... Sex: (Male / Female).....					
School (Optional):..... Years of Experience:					
A- 1- 4 years () B- 5- 10 years () C. 10 years and above. (). Age: ()					
No.	Statements	Totally Agree	Agree	Disagree	Totally Disagree
		4	3	2	1
(Domain A) COGNITIVE PRINCIPLES					
1-	Teachers should encourage subconscious absorption of language through meaningful use of language.				
2-	Teachers should introduce topics that are related to their interests and academic goals.				
3-	Teachers have to be aware of the importance of a reward to reinforce language learning.				
4-	Teachers design tasks and activities that feed into learner's intrinsic motivation.				
5-	Teachers must use a variety of techniques in their lessons for comprehending and producing the language.				
6-	Presenting relevant topics for the students' interests is not necessary in the teaching process.				
7-	There is no need to design extra activities for the students as the activities in their textbooks are enough.				
8-	Using few limited techniques while presenting new lessons is enough.				
9-	Teachers should focus on the purpose to which the language is put.				
10-	Teachers have to move away from processing language unit by unit.				

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

11-	Teachers should try to recall their students' background.				
12-	Teachers have to investigate the process of language acquisition in terms of language behavior.				
(Domain B) AFFECTIVE PRINCIPLES					
13-	Teachers need to convince their students that another language and its culture will not affect their native language and its culture passively.				
14-	Teachers need to help students in building their self-confidence to use EFL effectively through different tasks.				
15-	Teachers should put their students in challenge situations to produce the language.				
16-	Teachers discuss cross-cultural differences with their students through different activities and materials.				
17-	When considering learners' language ego, it will help teachers to correct their students' speech errors				
18-	Encouraging risk taking in EFL classroom can cause negative effects.				
19-	It is better to discuss cross- cultural differences with the learners.				
20-	Teachers should believe that there is a strong relationship between affective factors and their students' performance.				
21-	There is no need to teach students the cultural connotations such as the sociolinguistic aspects of language.				
22-	There is no need to increase the students' self-confidence while learning English.				
23-	Putting students in teaching challenges could not help in producing the language.				
24-	Discussing the cultural differences between English and Arabic could not help students in their learning.				
(Domain C) LINGUISTIC PRINCIPLES					
25-	Teachers have to build an atmosphere of EFL acquisition without allowing the influence of the learners' native language.				
26-	Teachers should provide or present the necessary feedback for their learners to achieve the successful inter language development.				
27-	Teachers make sure of teaching functional, sociolinguistic, pynometers, and strategic components of language.				
28-	Teachers should concentrate on using the authentic material in different learning contexts.				
29-	Teachers may allow the influence of the learners' native language inside the classroom.				
30-	The feedback is not necessary to achieve successful learning.				

Appendix B

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Cognitive

Reliability Statistics

Cronbach's Alpha	N of Items
.791	12

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Affective

Reliability Statistics

Cronbach's Alpha	N of Items
.787	12

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Linguistic

Reliability Statistics

Cronbach's Alpha	N of Items
.794	6

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

All

Reliability Statistics

Cronbach's Alpha	N of Items
.768	30

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

Appendix C

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
COGNITIVE PRINCIPLES	46	3.4946	.38586
AFFECTIVE PRINCIPLES	46	3.2373	.44269
LINGUISTIC PRINCIPLES	46	2.6703	.54827
tot.perspective	46	3.1341	.30301
Valid N (listwise)	46		

Report

	gender					
	males		females		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
a1	3.6522	.57277	3.6957	.55880	3.6739	.55993
a2	3.4783	.73048	3.6087	.65638	3.5435	.68982
a3	3.4783	.73048	3.5652	.78775	3.5217	.75245
a4	3.4348	.66237	3.4783	.73048	3.4565	.68982
a5	3.4783	.66535	3.5217	.59311	3.5000	.62361
a6	3.3043	.76484	3.5652	.58977	3.4348	.68806
a7	3.3043	.92612	3.3913	.72232	3.3478	.82239
a8	3.4348	.78775	3.3913	.83878	3.4130	.80488
a9	3.6957	.55880	3.5217	.66535	3.6087	.61385
a10	3.3913	.65638	3.5217	.66535	3.4565	.65681
a11	3.5652	.66237	3.5652	.72777	3.5652	.68806
a12	3.3478	.88465	3.4783	.66535	3.4130	.77678
b1	3.3478	.71406	3.4348	.72777	3.3913	.71424
b2	3.1739	.77765	3.3913	.72232	3.2826	.75020
b3	3.2174	.73587	3.0000	.95346	3.1087	.84927
b4	3.0435	.70571	2.6957	1.06322	2.8696	.90942
b5	3.1304	.81488	3.1739	.88688	3.1522	.84241
b6	3.1739	.88688	3.4783	.73048	3.3261	.81797
b7	3.1739	.71682	3.2609	.75181	3.2174	.72765
b8	3.1739	.83406	3.6087	.65638	3.3913	.77397
b9	3.2609	.81002	3.3913	.72232	3.3261	.76170
b10	3.0000	.95346	3.0435	.87792	3.0217	.90650
b11	3.3913	.83878	3.4348	.78775	3.4130	.80488
b12	3.3478	.93462	3.3478	.71406	3.3478	.82239
c1	2.7391	.68870	2.8696	.81488	2.8043	.74891
c2	2.6522	.77511	2.8261	.71682	2.7391	.74341
c3	2.5652	.72777	2.8696	.69442	2.7174	.71997
c4	2.6087	.78272	2.6522	.88465	2.6304	.82620
c5	2.6087	.83878	2.6087	.94094	2.6087	.88137
c6	2.4783	.66535	2.5652	.84348	2.5217	.75245

An Exploration of Teachers' Perspectives toward Cognitive, Affective and Linguistic Teaching Principles
while Teaching English as a Foreign Language

Appendix D (Gender)

T-Test

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
COGNITIVE PRINCIPLES	males	23	3.4638	.44653	.09311
	females	23	3.5254	.32121	.06698
AFFECTIVE PRINCIPLES	males	23	3.2029	.38174	.07960
	females	23	3.2717	.50266	.10481
LINGUISTIC PRINCIPLES	males	23	2.6087	.57649	.12021
	females	23	2.7319	.52402	.10927
tot.perspective	males	23	3.0918	.27871	.05812
	females	23	3.1763	.32617	.06801

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
COGNITIVE PRINCIPLES	Equal variances assumed	1.810	.185	-.537-	44	.594	-.06159-	.11469	-.29275-	.16956
	Equal variances not assumed			-.537-	39.960	.594	-.06159-	.11469	-.29341-	.17022
AFFECTIVE PRINCIPLES	Equal variances assumed	4.902	.032	-.523-	44	.604	-.06884-	.13161	-.33408-	.19640
	Equal variances not assumed			-.523-	41.043	.604	-.06884-	.13161	-.33462-	.19694
LINGUISTIC PRINCIPLES	Equal variances assumed	.101	.752	-.758-	44	.452	-.12319-	.16245	-.45058-	.20420
	Equal variances not assumed			-.758-	43.605	.452	-.12319-	.16245	-.45066-	.20428
tot.perspective	Equal variances assumed	.277	.601	-.945-	44	.350	-.08454-	.08946	-.26483-	.09575
	Equal variances not assumed			-.945-	42.956	.350	-.08454-	.08946	-.26496-	.09588