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# Selected Theories and Principles in Educational Psychology and their Educational Implications in English Language Teaching

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## **ABSTRACT**

*This paper discussed about the selected theories and principles in Educational Psychology and their educational implications in English Language teaching. The theories of language and speech development, The theories of moral development, the classical conditioning theories, the theory of connectionism, the cognitive learning theories, and the information process theory.*

*It was also part of the discussion about the importance of information processing for both teachers and students, analyzing the thinking skills, and problem-solving as used in the classroom.*

**KEYWORDS:** Theories of Learning, Theories of Education, English Language Teaching, Theories of Learning in the Classroom

## **INTRODUCTION**

In this paper it explained about the selected theories and principles in Educational Psychology and their educational implications in English Language teaching. The Theories of Psychological and Language and Speech Development which talks all the language principles are strategies for teaching reading which center on meaning. The Theories of Moral Development which explains that every sequence is a part of a series of change, a more comprehensive system of understanding qualitatively than the former stage. The classical conditioning theory gave emphasis on the association between stimulus and response. As a result of the experiment, there were three features of the

theory: stimulus generalization, discrimination, and extinction. Theory of Connectionism believes that all learning is explained by bonds or connections that are formed between the stimulus and response. The Cognitive Learning Theories have a long and rich traditional with roots from the Gestaltists. The Information Process Theory refers to terms such as transform, store, and recover. As you continue to examine specific aspects of cognition, the importance of information processing for both teachers becomes the focus of observation. In analyzing the thinking skills, was designed to specify desirable cognitive objectives in behavioral terms, to suggest means of evaluating the attainment of these goals.

Problem-solving can be improved through problem-solving strategies.

## **STATEMENT OF THE PROBLEM**

1. What are the educational theories and its implication to English Language teaching along the following areas?

- (a) Theories of Psychological and Language and Speech Development.
- (b) Theories of Moral Development
- (c) Theories of Classical Conditioning
- (d) Theories of Connectionism
- (e) Cognitive Learning Theories
- (f) Theories of Information Process

2. What are the educational implications when (a) thinking skills; (b) problem-solving skills were used inside the classroom?

## **FINDINGS AND DISCUSSIONS**

### **1. The Theories of Psychological and Language and Speech Development**

There may be no absolute answer to some immense problems, but the poses a challenge for their solutions. Educators need to give special attention to the complicated conflicts of the individuals. Their availability is needed in guiding the personal growth of the learner and in developing effective and efficient strategies to meet the challenges of time on the growth of the learners. It is the responsibility of adults, parents, and teachers to make every learner a responsible individual.

The competence of performance of the students can be gauged in the teaching of language skills by the educators. Language activities have always been part of the curriculum. This must therefore be developed and articulated within the academe and student as a whole. All teaching techniques are delivered through language. The medium of instruction and communication with the student is through language. Language must be easily understood by the students in order for them to comprehend learning. Learning to communicate and speak is based on pronunciation, vocabulary building and forming sentences. The task of developing language is to understand and examine activities in its four major components: phonology, syntax, semantics and pragmatics.

### **2. The Theories of Moral Development**

The stages are determined by the primary group of conclusions a learner engages in cognition through the different mental processes such as thinking, reasoning, judging, deciding, rationalizing etc. Every stage is more complicated than the previous one. As it goes higher, it takes into account a broader perspective, and is more complex and abstract in solving social dilemmas.

Children, being dependent on adults, are easily taught what is right or wrong. Children are guided toward a higher order of thinking by explaining what is right or wrong. Direct teaching can easily be understood by the use of stories, movies etc. and from these students can be asked to explain why things are right or wrong.

### **3. The Theories on Classical Conditioning**

Avoid classically conditioned negative emotions. Anticipate situations where

negative emotions might be learned through classical conditioning. Link learning with positive emotions. Arrange repeated pairing of positive feelings with certain kinds of learning, especially subjects that are anxiety provoking. Teach students to generalize and discriminate appropriately. Poor performance on one assignment or test does not mean that the student is a poor performer. Help students cope with classically conditioned anxiety. Help students learn to relax when facing anxiety provoking situations. Provide continued practice for your students to be used in searching for differences for examples in letter pronunciation and reading comparison.

#### **4. The Theories on Connectionism**

Do not force the students to do something if he/she is not yet ready. Indications that show that he/she is ready to learn something are the following: interest, sustain interest, and improvement in his/her performance such as in writing, reading and speaking. Drill exercises on the acquisition of skills in English last for 10 to 15 minutes before every start of the subject is suggested, with praises for correct answers. Students who perfected the drill exercise can serve as leaders in that drill.

Listing at least 3-5 new words with correct meaning during English classes and calling students at random to use them in a sentence may strengthen the connections.

#### **5. Cognitive Learning Theories**

If appropriate, use the open education approach, to pave way for discovery, problem-solving, and meaningful learning. In any learning venue, always establish a relaxed atmosphere. Arrange the discussion-learning situation so that discovery is likely to take place. Structure discussion by

posting a specific question, by presenting a provocative mime, or by asking students to choose topics or subtopics. Consider asking all students to spend three to five minutes or so individually writing out their initial reactions to the topic before they begin to share ideas. Give students opportunities to make individual or small group discoveries in the form of projects/term papers or other activities. Make use of an advance organizer to introduce what is expected to be learned for the particular period.

#### **6. The Theories of Information Process**

As a teacher, remind yourself of the significance of and differences among sensory register, short-term memory, and long-term memory. Analyze and plan what you intend to present to your classes in terms of the student characteristics and the nature of the learning task.

Develop and use a variety of techniques to attract and hold attention. For student who are easily distracted, use behavior modification and other techniques to encourage increased spans of attention. Use rehearsal techniques to improve short-term memory. Here show students how to use chunking techniques. Always keep in mind age differences in abilities to use rehearsal techniques.

Explain and use a variety of techniques to help students encode information in long-term memory. In doing so (a) demonstrate and explain uses of imagery; (b) demonstrate and explain techniques of verbal encoding; (c) encourage students to think about the meaning of what they are being asked to learn. Encourage students to think about how they memorize.

Demonstrate and urge students to use a variety of mnemonic devices. Make use of

metacognitive knowledge and metacognitive experiences to help the students understand better their own cognitive processes. Make use of student's past experiences to form cognitive schema in their effort to master new materials, solve problems, and look at subjects more creatively.

### **7. The Use of Thinking Skills in the Classroom**

After a thorough consideration about thinking and thinking skills and their relationship to intelligence, an educator should therefore consider the inherent potentialities of the students in planning and conceptualizing a curriculum. An open education curriculum may be considered to challenge the multiple intelligences of Gardner.

### **8. Using Problem-Solving in the Classroom**

Analyze the difficulties in individual student problem-solving behavior. These differences may be a result of the following: intelligence, motivation, information, experience and mind-set.

Correct students' difficulties. Encourage students to search diligent for clues that organize the problem and use to their existing knowledge. Include the problem's data to solve it. By urging students to separate the problem into meaningful parts, you not only aid analysis by helping them to simplify it, but also encourage a more positive attitude about their ability to solve problem.

Directly teach problem-solving techniques. Do not assume that presenting a problem to students will automatically activate some problem-solving. Help them to use their errors. By committing an error, they learn in the process. The experience of committing

an error makes the students learn, especially if the error is identified.

Give opportunities for student to solve problems. Success in life is determined by the ability to see, to analyze, and solve problems. This is really a time-consuming process but the technique or experience when transferred is more lasting.

### **CONCLUSIONS**

To teach effectively, the teacher must understand the basic principles of learning and the psychological implication to classroom setting. Based on the different concepts of learning process and the laws that govern them, the following general principles of learning are presented for guidance in teaching: learning is considered as the acquisition of learning, learning is meaningful if it is organized, learning is facilitated by motives and drives and learning is facilitated by psychological laws and exercise.

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