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V - Conclusion:-

As it is stated, it is easy to say but it is difficult to apply. So in moving from theory to practice, one usually discovers that the idealized model of the classroom never actually exists because of many different factors. The three fundamental principles of teaching should be taken into full consideration namely, the teacher, the student and the syllabus. Any flaw in one of these pillars will make the process of learning very tiring and difficult. Therefore, each one of these principles should play its part in order to achieve the desired educational objectives. Our main concern is the method of teaching English as a foreign language by the cognitive theory we can state that this method is reliable as we have already discussed, this never means that this method is the only and the best one because there are many methods of teaching. In fact each teacher has his own method but share certain common characteristics. Thus, the cognitive method proves its reliability and success on the light of my professional experience. This is due to the following points: first, it takes into account the different factors, affecting the teaching process such as students' motivation, attitude towards the foreign language. Secondly, it never ignores the individual difference which inevitably exist with the students. Thirdly, the students' previous knowledge is a help in this concern. Finally the cognitive theory helps achieve nearly all the language objectives represented by the four main skills respectively understanding, speaking, reading and writing.

then teach the appropriate structures accordingly . For instance, if students are interested in writing letters the teacher would consequently enable them to write good letters. In letter writing , the students will be in need of the present perfect tense, for example, this would definitely impel them to master this tense, i.e. they would be more motivated to learn that structure through which their needs are being fulfilled. It is not an easy task for the teacher in big classes but it could be attempted as much as possible.

From these points of observation out of professional experience I can state that this model of teaching requires willingness on the part of the teacher and readiness on the part of the student and between the two the applicability of the method in question. The teacher is obliged to prepare a lesson plan of the situations that may arise in the classroom. He should not take it for granted that things would go so smoothly. Moreover, he needs to be well organized and presents new material with students' backgrounds and abilities in mind. It is his task to make learning a new language as non - threatening and satisfying as possible. This requires minor role on the part of the teacher in the students' development and to stand aside letting students experience the language themselves.

through sentences taken from real life and actual situations. This process will be followed by a dialogue containing these structures, perhaps having them repeat the lines of the dialogue after the instructor just to practice them. Some questions will be raised about the dialogue. It is preferable to ask the students to create a dialogue from their own in order to be sure that they master this subject. Perhaps they could have a selection of readings to further reinforce what they have learnt. In this entire process, the teacher is always referring back to the students so that they might gradually rely upon themselves. It is important to add that the examples are in the form of complete sentences using words the students already know.

Taking into account all the previously mentioned variables which affect the process of learning students are given a chance to build confidence before striking out on their own with a new structure, whether by having them repeat the new structures collectively (in certain subjects such as conversation) or individually. The teacher may sometimes use humor to change the atmosphere and to keep the student alert and interested in the lesson and tries to relate as much of the lesson as possible to the students' interests and needs.

Another observation out of the professional experience with the 2nd year students is the nature of the teacher's syllabus. This should be undebatably based on the students' needs not mere isolated structures irrelevant to their actual life. The teacher should first figure out the situations and the purposes behind his students use of the language, and

observed practically give correct answers; so they must be encouraged to do more and more. This means that students will listen to each other and not always refer to the teacher as the only knowledgeable person in the classroom. By the cognitive theory of teaching a foreign language students will be more independent and self-reliant and, of course, this is one of the final goals of any teacher.

The third point which I observed with 2nd year students is that in introducing new grammatical structures, one should try to organize presentation in such a way as to utilize the students' already existing knowledge. Students should not be given the structures in complete isolation, as it is the case with the audio-lingual method as students are expected to memorize them. It is believed that one should make the language teaching as simple and logical as possible. In this concern. It is useful to quote Lugton's idea, he states that

“manipulating the language, with guidance, to create their own sentences, (building on past knowledge, and working with the cognitive structures, so as to accommodate it into their already growing concept of the language) will function as reinforcement to the mechanism of learning” (Lugton p. 88)

An example can add more to this, in teaching the expressions of future : will / shall; be going to, it will be preferable to explain the concept of future time to the students, such explanation should be

only using them to work on pronunciation; or to let the 2nd year students quickly try out the sentences before moving on to make up their own. I came across that meaningful drills could be used as a cue, this helps these students use the words or structures they are learning. In other words, the drills are used as a means to end and not as an end.

The second point which is also of great significance is correction. Teachers should not exaggerate in correcting every mistake whether important or unimportant committed by the students. It is probably advisable to correct sentences while teaching a new structure. The mistakes which never hinder the communication do not need to be corrected. If the teachers exaggerate in correcting every mistake the students will be always afraid of trying out the language, this will kill the initiative with the students. This is one of the outstanding reasons behind the silence of many 2nd year students, I mean, some students never participate in the language activities in the classroom or probably some of them even when they are asked to do so. It is the teacher's task to give the students all the chance to use the language as much as possible so they may practise it and feel at ease with it to take work. Therefore, students would be more self - confident and psychologically they would have more literary courage to express themselves. As for the students as individuals, I noticed that cases of incorrect accent or occasional incorrect use of prepositions are just part of their "interlanguage" and unless such points really stand in the way of communication, the teacher should not prevent them. On the other hand, some students, as I

their teaching should be student - centered rather than book - centered. They must put themselves in the students' places and see through their eyes and build up on their abilities and experiences. Students would not be expected to repeat sentences that they would never actually use. In fact , students learn a language best by learning it in realistic situations and they learn it best of all if these situations are interesting and meet their needs. Therefore, the application of the cognitive theory is fundamentally based on the actualization of the language.

For example, in teaching the adjectives at university level it is not advisable that the students repeat meaningless sentences like,

" My chair is big, but his chair is small"

instead a real life situation that requires the use of certain adjectives would be preferable so that a need for these adjectives could be created. Structures that students already know would be used in presenting the lesson to build on skills they have already acquired. What will be stated hereafter is principally based on my professional experience during the six years of teaching grammar and conversation to second year students in the English Department. During this period laborious efforts were done to apply the cognitive theory . This experience permits me to state clearly to what extent this method is applicable. So, the explanation is not confined to a small group, let us say, of twenty students only. out of this experience, it is observed that drills should be kept at a minimum;

A good learning theory places much emphasis on affective variables. It usually looks at students as individuals and what affects directly or indirectly their abilities to learn. Motivation is at the head of the list of the mentioned variables. This includes academic and achievement motivation. There must be the motivation in order to realize one's own unique capabilities, to achieve goals that are related to one's purposes, to see one's life as making sense in a satisfying way. Moreover, the teacher should be fully aware of the fact that motivation in the classroom may not be just for communication or material reward but also for the language learner to feel that he is doing something real and meaningful. This is why one main objective should be geared towards studying English as a satisfying mental exercise and understandable to the students for developing their skills (Richards, p. 96.)

We can also add to the list of the affective variables future job opportunities. Students with no future opportunities are really discouraged and this will be undeniably reflected in the process of learning a foreign language. It would be difficult for them to master the language.

IV - Application of the Cognitive Theory to the classroom situation:-

Classroom application of the cognitive theory would be to de-emphasize memorization, but to make examples and activities as meaningful as possible. It is essential that teachers should realize that

The question to be raised is "how can such a material be meaningful?" A prime answer is to make it organized and relatable to the learner's structure of knowledge. Organization is essential because it will easily fit into the cognitive hierarchy, (for more details see Brown p. 73). However, rote learning cannot be ruled out in learning a language. Probably children incline to such sort of learning because they repeat the phrases unknowingly. Whereas adults tend to break everything down and know "why". In spite of the fact that learning gives us a tool to work with but practically speaking, it is not workable with the case of our students because it will be difficult to realize the required objectives. According to Stevick, a successful teacher should not only look at the cognitive skills of his students but also at their affective makeup when teaching them (Stevick, Earl : Memory, Meaning and Method.)

As a teacher, I agree with Carl Rogers' humanistic approach. I am interested in my students' learning and in their personal achievement. In this concern, it is necessary to quote what Rogers states about this approach by saying that

"it involves looking at students as individuals with personal interests and abilities. This approach aims at helping learners develop themselves as fully as possible not just to fit into the class more effectively, but also to be less frightened of the world, more excited, more helpful and confident" (Brown pp. 76 - 77)

use phrases over and over until their use becomes automatic. It means that the students are able to recreate the same patterns arbitrary. It is worth mentioning that this method emphasizes repetition, memorization and drills based on realistic situations. It is important to add that children learn their native language by the conditional learning . This is a school of thought founded by the Russian thinker pavlov. By this theory of learning the children learn through stimulus - response as well as reinforcement. This explanation of language learning may be adequate when the child is mimicking those around him, giving simple responses to stimuli, and receiving praise. But behavioristic theories cannot easily be applied to adult language learning because an adult cannot learn a language quickly and effectively by merely listening to others and imitating them. Herein, the use of cognitive processes is important so as to enable the learner to put together the pieces that he usually hears, to formulate a theory about the language, to correct himself , and to create unique sentences and to avoid fragmentary learning.

In this concern, it is widely believed that learning is not limited to specific habits but to the general and abstract concepts. To put it differently , something learned rotely is not retained for very long, because it is learned in pieces, i.e. fragmentary learning . This sort of learning is inefficient and meaningless. When learning is meaningful, it would be definitely relevant to the organized cognitive structures. Contrarywise, rotely learned material is isolated and often not relatable to the existing cognitive structure.

the cognitive theory of learning is best understood by contrasting rote and meaningful learning.

III - The application of cognitive theory and the achievement of the desired objectives:-

One of the primary objectives behind teaching English as a foreign language is to develop learners' oral and written communicative skills. Another objective is to teach students how to think in the foreign language to express themselves. To be able to reason logically and form concepts, one must be able to express one's own ideas and thoughts. We must also be able to convey our ideas so that they can add to them or challenge them, thus building more dynamic thinking. Coming up with an idea is one thing, but organizing and "pruning" it so as to articulate it to other is quite another, and this skill has to be learned. By building intellectual skills, we enhance our learning capabilities.

From language learning theories, it has been noticed that the audio - lingual method is based on the behaviorist learning theories. It is evident that there is a change of behavior because the main idea behind the audio - lingual is learning a set of habits. For this reason, language has been defined as habit formation. It calls for the creation of series of skills that draw from knowledge acquired through practice, drilling and imitation. Therefore, our students should be encouraged to develop new habits by imitating the native speakers in an actualized way. We try to

to the Principles of the cognitive theory of teaching English as a foreign language in the English Department at Mosul University . Whereas, the second part corresponds to the application of the cognitive theory to the students of the English Department through teaching grammar and conversation.

II - The Principles of the Cognitive theory :-

First of all, the Cognitive theory is derived from the generative theories. Its emphasis is laid on meaning and function of language Which behaviorism failed to deal with. The cognitive theory focuses on the explanation of the complex phenomenon of language acquisition and learning as far as this activity takes place in the human through a meaningful process of relating new information or items to already existing cognitive concepts according to David Ausubel, so it is this relatability that accounts for the acquisition of new meaning or knowledge, retention, the psychological organization of knowledge as a hierarchical structure, and the eventual occurrence of forgetting , (Brown: principles of language learning And Teaching). In other words, the cognitive theory tackles the deepest level of language rather than its forms. This implies that on this level many factors play their role in the process of learning a language such as memory, perception, thought, meaning and emotion. For this reason, linguists consider that language is a general development and an aspect of the cognitive and affective ability to deal with world and self. Accordingly,

A Cognitively - Based Theory for Teaching English As A Foreign Language At The University Level

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I - INTRODUCTION:-

Having a clear view of the nature of language is always considered as a matter of great practical value in teaching and learning a foreign language (for more details see R.C. Lugton , P. 25). This is due to the fact that language , as it is commonly defined , is a system starting from the smallest significant unit namely the phoneme up through the largest structural unit namely the sentence. As far as language is a system of communication, it is implicitly understood in passing successful classroom exercises, the communicative nature of language should be heeded to a large extent. Therefore , it is desirable to retain contact whith the vocal sounds of language in order to meet the students needs (Langacker : language and Its structure.). Since it is believed that the cognitive theory is most suitable for teaching English as a foreign language, consequently, this paper represents a try to treat the cognitive theory and its both reliability and application at the university level. Before examining the application of the cognitive theory to classroom environment, it is of practical Utility to go through its basic Principles in order to throw light on its linguistic aspects and to discover to what this theory could be applied. Thus, the first part of this Paper will be defined

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