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THE ROLE OF TEACHERS AND THE USAGE OF METHODS IN LANGUAGE TEACHING

Abstract: This article presents the results of investigation the perceptions of students majoring in Methods of learning English Language towards the different roles that the teachers of English as a foreign Language may take in the classroom, and what are the most important teachers roles as perceived by English language learners.

Key words: Teacher, teaching languages, methods, the importance of usage methods, modern technology, the usage of the authentic material.

Language: English

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Introduction

In today's technology driven world, the essence of being supervised by an educator appears less important due to increased availability of alternative resources to students. However, there is a proven fact that it is impossible to success in educational area without an instructor's aid. It is because, learning is considered as not only an individual process but a cooperation of a student and an instructor. There are multiple vital roles of teacher to cater effective lesson that will be outlined in the following paragraphs.

First of all, the process of teaching begins with investigating learners' characters means that Psychology is of great essence. Since the object of teaching is human being, teachers ought to deal with all challenges that occur with pupils in the classroom.

Therefore, a teacher constitutes a **PSYCHOLOGIST** in order to overcome possible hardships and provide an efficacious lesson. It is likely to be hard to conduct the lesson effectively without understanding what you are expected by your learners. Teaching and Learning is a continuous process and wherein strategies may differ with the moving generations. Though we find many changes in the education system, but the role of a teacher will remain the same but with slight changes. The teacher's job is to convince the student that education fulfills the need

and learning in the classroom. A Teacher has to think from the learners' perspective before she plans to interact with the students. When a teacher plans with the learners' perspective and starts teaching, students can receive the information without any hesitation in grasping the things. That's why flexibility is the main tool to lead successful lesson as pupils have various interests and characters.

Secondly, a teacher plays a significant role as a **FACILITATOR**. It is very significant that students should sense that their teachers concern about them and thus teacher should become the best facilitator to the students in all the aspects. As a facilitator she has to direct and support students in learning for themselves as a self-explorer. Teachers should develop best learning environment which reflects the students' life in societal, intellectual and linguistic occurrences. As a facilitator a teacher should lay a strong foundation for their personal growth.

Analysis of Subject Matters

TEACHER AS AN ASSESSOR. As a Teacher, assessing is one of the important tools for extracting students' knowledge by giving continuous feedback. Teacher's role is not complete just by teaching a lesson. Assessing is the effective tool for making students learning perfect. A Teacher before

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assessing a student has to first assess their own conclusions, as to what extent a student will be benefitted with their correct assessment.

These assessments can be carried out through verbal feedback, by conducting quizzes, by giving some tasks etc. An assessment makes a teacher to plan for her future teaching techniques and in guiding them to master their language.

TEACHER AS A MANAGER. Teacher's role as a manager is a very significant and imperative role in managing a class. A Teacher has to plan well in advance regarding handling the classes within the stipulated time, covering academics as well as interpersonal skills with various teaching techniques which is obviously a path to practical approach. An experienced teacher can manage the timings according to their own experience. Perfect classroom management by a teacher using the major mechanisms will lead to success of teaching-learning methods.

Research Methodology

Teacher as a Tutor. When students are working on a longer project, such as writing or preparing for discussion or debate, this is where a teacher acts as a tutor, working with a private or a small group, pointing them one at a time. In such situations, we are merging teacher roles as prompter and resource, and acting as tutors. Being a tutor is a very difficult role to do in a class that has a large number of students because it indirectly must have an intimate relationship with students. However, when students are working in groups or in pairs, we can walk around and pause with some groups or partners and offer some guidance or direction in doing what we tell them to do.

Perth death must remain and all must be evenly distributed, however, all the groups or couples we have formed should feel our attention as tutors and otherwise the group or couple we ignore will feel sad. We have to play the role of a continuous tutor even though it is difficult because with a more specific context with students, we have the right opportunity to help and encourage so that the atmosphere in the class is awakened very well as a result.

TEACHER AS AN EVALUATOR. As everyone is aware that evaluation plays a prominent role to a teacher's success. Evaluation is a subjective process, which is related to academics. Teacher has to be an effective evaluator while evaluating the student. True and fair evaluation should be done by a teacher in order to do justice to a student's career. A student has a wide scope of learning through the mistakes committed. As an evaluator a student should also be focused on the areas of competence rather than on the weaknesses and every student should be adhered to positive expectations.

Today the demand for employing various materials is in increase. There are a wide range of resources available to the modern teacher but the right

selection is essential in delivering productive lesson. Whether applying authentic materials during the classroom in order to facilitate listening skills or not is controversial issue.

The usage of the authentic listening material is one of the problems in the teaching listening comprehension. The important point, as always, is to meet the needs of the learners. On the short-term basis the learners need to listen to material, which allows them to feel comfortable, perhaps because it is mainly recycling known language. In addition to this, particularly taking their long-term needs into account, the learners have to be exposed to listening material, which is beyond their productive level. Whether this is 'authentic' in the early stages is not entirely relevant provided the material gets them used to *not understanding* every word; encourages them to *guess* - and, over and above this, stimulates them to talk (or read or write, if these are following-up activities).

But, of course, whenever possible, some authentic material should be used, and on an increasing scale as the course progresses. However, it must be kept in mind that the use of authentic material for listening is very different from reading, where, because the learners can work individually and at their own pace, authentic material carries fewer risks. In the typical listening situation, care has to be taken to see that learners are not discouraged by excessive difficulties. In general, authentic materials are best used where the learners themselves are likely to appreciate them and accept them in spite of difficulties.

Most interactive listening situations are in the form of discussions and games. Two important points need to be kept in mind.

First, these activities form the basis of oral work, where the emphasis is on getting the learners to use language for self-expression. It should not be forgotten, however, that listening is an important aspect of these activities. The learners have to listen in order to participate.

Secondly, although these activities are normally done in groups, in order to give the students themselves as many opportunities as possible to use language, we should also look for suitable opportunities to interact with the class as a whole, through conversation, discussion and games. This must be regarded as a significant component of the listening comprehension programme.

(a) Discussion-type activities

These provide good listening practice because they get students to listen to one another, especially if the discussion is geared toward making a decision of some kind. For such activities the student have to listen to one another in order to participate.

(b) Predictive listening

For this activity a text is read aloud sentence-by-sentence. The students are asked to interpret the sentence and to predict what they think will follow. As

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the text builds up, they can revise their interpretations. Although this is a contrived activity, it encourages very careful listening both to the text itself and to the various interpretations suggested.

(c) Communication games

Many communication games provide excellent practice. For example, *Describe and draw* where the listeners, whose task is to draw the picture being described, interact with the speaker in order to elicit more information *complete it* is based on the jigsaw principle. In this case, however, the information is divided up visually among the participants, who have to talk and ask questions in order to build up the complete story. Games, which involve the evaluation of a player's performance, such as, *Use it*, also provide purposeful listening practice [8,p.2].

(d) Interviews

The students can be asked to design questionnaires or surveys, which they use to interview one another or people outside the classroom. Interviewing of this kind involves careful listening and recording of answers [6,p. 5].

Also, direct method of teaching which is sometimes called the natural method and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only target language. Direct method is undoubtedly a highly effective method in terms of creating language learners who are very competent in terms of using the target language communicatively.

However, as pointed out above, it requires small class sizes, motivated learners and talented teachers in order to succeed really well. It is also an unfortunate fact of life that students of foreign languages these days need more than just the ability to communicate confidently—they need to be able to demonstrate grammatical accuracy and good reading skills in order to succeed in both national and international language testing systems.

It becomes something of an issue in countries where English language learning is primarily EFL—based (that is, English as a foreign language) and there is a distinct shortage of both the opportunity to apply the language communicatively in real-life situations outside the actual classroom and teachers who have the required level of native or native-like ability in the target language and the creativity to provide realistic examples to illustrate what elements of the language actually mean. Some of the teachers who go on practicing this kind of methodology tend to be native speakers who travel to foreign countries where they have no ability in the local language.

In many cases, they are not even aware they are following what is known as the "Direct Method"—they are trying to make the best out of a difficult classroom situation where creativity and constant (careful) use of the target language are required to make up for teachers' shortcomings elsewhere, whether that be a lack of ability students' mother

language or lack of knowledge about various pedagogic approaches to language teaching.

In general teaching focuses on the development of oral skills. Characteristic features of the direct are:

- ❖ Teaching concepts and vocabulary through pantomiming, real-life objects and other visual material.

- ❖ Teaching grammar by using an inductive approach (having learners find out rules through the presentation of adequate linguistic forms in the target language)

- ❖ Centrality of spoken language (including a native-like pronunciation)

- ❖ Focus on question answer patterns.

Aims:

Direct method aims to build a direct relation between experience and language, word and idea thought and expression. This method intends for students to learn how to communicate in the target language. And also this method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue.

Techniques:

- ❖ Question/answer exercise — the teacher asks question of any type and the student answers

- ❖ Dictation— the teacher chooses a grade appropriate passage and reads it aloud

- ❖ Reading aloud— the students take turn reading sections of a passage play or a dialogue aloud

- ❖ Student self-correction— when a student makes a mistake the teacher offers him/her a second chance by giving a choice

- ❖ Conversation practice— the students are given an opportunity to ask their own questions from other students or from the teacher. This enables both a teacher-learner interaction as well as learner—learner interaction.

- ❖ Paragraph writing— the students are asked to write a passage in their own words

Merits:

- ❖ Facilitates understanding of language— understanding of target language becomes easier due to the inhibition of the linguistic interferences from the mother tongue, it establishes a direct bond between contexts and help in understanding directly what is heard and read.

- ❖ Improves fluency of speech— fluency of speech results in easier writing, it tends to improve expression, in writing and it is a quick way of learning and expanding vocabulary.

- ❖ Aids reading — reading becomes easier and more pleasant and it also promotes a habit of critical studying.

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❖ Improves the development of language sense.

Key features:

❖ Classroom instructions are conducted exclusively in the target language.

❖ Only everyday vocabulary and sentences are thought during the initial phase; grammar, reading and writing are introduced in intermediate phase.

❖ Oral communication skills are built up in carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.

Analysis and results

Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas.

One of the key responsibilities of the modern day teacher of any discipline is to actively create and build intrinsic motivation in their learners, to empower them with the ability and confidence to learn “ how to learn”, to develop a sense of responsibility for their own development, to regard peers as possible sources of learning well.

To sum up, teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, especially by means of an interactive methods. As we have seen above not only are the authentic materials fundamental but also there are numerous activities which can be used as interactive methods.

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