Teaching English is Art and English Teacher is Artist

By

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Abstract

Teacher in every learning setting tries to communicate with pupils and give them information about their subject. The role of teacher in learning setting as one of angle of the educational triangle is very interesting. Teacher uses learning strategies to teach pupils in school setting. This article tries to present the role of English teacher as artist and discuss teaching as technique and art as main means of teacher to teach his/her learners in school setting. Further, the article examines in detail difference between language approaches in the history of language teaching. Teaching is defined as the work of a teacher in learning and teaching his/her pupils in classroom setting.

Keywords: *English teacher, English lagunage, techniques, learning strategies, lagunage approches*

1. Introduction

The aim of this paper is to discuss the role of English teacher as an artist in teaching English to his or her puipls in ELT classrooms. English teachers have always played as a crucial role in teaching English language to pupils in second and foreign setting. They have taught English as English for general or specific purpose. In the history of English language teaching, several methods, techniques, and approaches have been used by English teachers in ELT classrooms. Materials, syllabus, and curriculum made by syllabus designers to promote knowledge of English language learners in their life situation. Many countries accepted English language as official language, it used as medium of instruction in the society; other countries agreed it as foreign language. A number of English studies have been done by many researchers. Today, English used as international communication among people all over the world. English as second or forgien lagunage, some times, lingua franca or third lagunage used in order to link people with together. For every reader a question arises why English language among many other languages in the world used as international language. However, Crystal (1995) reported two factors that have caused English language appear as an international language "the expansion of British colonial power, which peaked towards the end of the 19th century and the second factor, is the emergence of the United States as the leading economic power of the 20th century."(Khansir, 2010, p. 22). In terms of language globalization, English language is considered in terms of three items. The items consist of English as a native language, English as a second language, and English as a foreign language. Thirumalai (2002) argued that English language is learned everywhere because people recognized that knowledge of English language is used as passport for get better job, better pay , advanced knowledge, and finally, for communication with the entire world. He added that English language has replaced French as the language of diplomacy. In the modern age, English is learned in order to expand its domains of use everywhere. However, English is known as one language of the Indo-European family of languages.

History of English methods are divided into several methods have been used in order to help both teacher and learner to learn English language all over the world. According to Ziahosseiny (2009) "a method refers to idea, belief, or theory that a teacher holds in her mind; it is based on two principles, one in linguistics and the other in psychology"(p.1). He added that the method is familiar to most language teachers: the audio-lingual method. This method is made based on structural linguistics and behavioral psychology. Johnson and Johnson (1999) indicated that methods are a set of techniques used by teachers

to transmit a foreign language to learners go back over many centuries. Crystal (1992, p.248.) argued that a method" in the context of pedagogical linguistics, a specific way of teaching a language". Method is as one of learning strategies cannot be discussed without touching upon the notions of approach and technique in educational setting. In other words, they are closed related together to make learning strategies. "A technique is a classroom activity to achieve the objective (s) of a method "(Ziahosseiny, 2009, p.1). Richards et al (1992) mentioned that technique consisted of different methods make use of different kinds of classroom activity. Many techniques can be used based on a method in classroom setting.

The role of teacher in learning of English language can be used as one of the angle of the educational triangle in ELT setting. Teacher should have a good command of methods and approaches in order to use of them to inference some techniques to help his/her students make many activities relating to his/her subject in classroom setting. In discussion of educational psychology, teacher should understand the important of establishing a close rapport with his/her students and he/she tries to push the students in the right pass and several times focuses on his activities. In finally, teacher should through techniques show his art to make a good educational setting in classroom. In other words, teacher can use of his/her art to make many techniques through the method is used by himself/herself.

The role of learning strategies in acquiring language has been discussed by many scholars in the history of language teaching and learning. Nunan is one of the scholars, argued that learning strategies are" the mental and communicative processes that learners deploy to learn a second language" (Nunan, 1999, p. 55). In the field of the foreign and second language learning, teachers should encourage the pupils to study their lesson and help them learn how to use the lesson more affectively in acquiring their target language. Teacher as one of the angle of the educational triangle can use learning strategies as good tactics in order to teach English language to his/ her pupils in the school settings.

Teaching English is art and English teacher is artist
In this paper, the researcher tried to answer to this question why teaching of language is art and language teacher is artist. In answering to this question, Teaching of language is very difficult job, because, language is complex phenomenon and teacher should be educated person in teaching it. In other words, teacher should be having master to teach language. It is in fact that with the development of technology and science in the modern world, the role of a communicative language in order to join people to gather around world is very vital. English teachers should be competent in all methods they want to use. They should select different English teaching strategies from different methods and have sufficient knowledge of English syllabus and use the needed materials to teach their learners. It is important that English teachers give more opportunity to learners in classroom in order to practice their lesson. Thus, the teachers should give sufficient time to their students is that the students feel freedom to analyze and reflect what has been exposed to the students. In discussion of interaction, Teachers should try to learn new techniques how to interact with their students, in this interaction, they should find good ways to know the learners needs and which kinds of skills more necessary at first for them. Teachers should use simple words, sentences, plain English, push their pupils toward English standard system in four language skills (reading, writing, listening and speaking). Using scientific interaction between teachers and learners should be one of the best tools in order to learn English language scientifically in ELT classroom. The concept of the artist teacher is that the teacher should understand the learners' problems in and out of the classroom, and try to become a good friend for his students. One of the purposes of the teacher should present summary the lesson easily for his learners in any level in ELT classroom. For example, for teaching vocabulary, he prepares vocabulary words relevant to the lesson, and then he will teach them. He should have ability to discuss the lesson objectives and look at the student's works and evaluate and help the students in completing their class works. He should suggest criteria for practice skills and techniques of the students. In addition, He should repeat his lesson many times to the students and use of a distinctive learning strategy in order to promote the knowledge of the students to improve their lesson in ELT settings. The success of the English language teacher depends on his knowledge in

the specific area, for example; general English or English for specific purpose. Maasum (2011) argued that the success of language courses has long been a great concern for ELT specialist. It is important that for the artist teacher is that he should understand the mood of his learners (they are in a good or bad mood). According to the above discussion about English teacher, Dudley-Evans and St Jones (1998) argued that apart from the main tasks of the general English teacher, for example; controlling ongoing classroom activities, providing information about skills and language, organizing pair-or group work, in other words, acting as provider of input and activities, the English specific teacher fulfills the additional task of a facilitator or consultant' meaning (cited in Sherkatolabbasi (2012, p 200). Shishavan (2010, p. 3) stated that "teachers in general, and English language teacher in particular, play a fundamental role in their learners' learning and academic achievement". Hutchinson and Waters (1987) argued that the work of the general English teacher and the English specific purpose teacher is differ and they added that there are two differences between them, first, the ESP teacher more involved than general English teachers at the classroom and have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation, second difference is that the great majority of ESP teachers have not been trained as such.

Language approaches

In the history of language teaching, many major important language teaching approaches has effected on language teaching are briefly described in this paper: Grammar- Translation Approach, Direct Approach, Reading Approach, Audiolingualism Approach, Oral-Situational Approach, and Cognitive Approach. Before, I start discussing about the mentioned approaches, come back to the definition of approach to language teaching by Anthony (1963, p.63-64) an approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught, Farhady and Delshad (2007) confirmed that the definition of approach by Anthony means that at the level of approach, the theoretical assumptions about the language and learning should be identified. Based on this definition, a theory of language, which naturally comes from linguistics, and a theory of learning, which comes from psychology, combined to form the principles of an approach. A) Grammar- Translation Approach is one of the oldest and classical approaches used for teaching language of Greek and Latin which prevailed in Europe for many centuries. It focused on grammatical rules, memorization of vocabulary and translation of texts from mother tongue to the target language and vice-versa. In the classroom, the teachers did not have to speak the target language; in fact, the learners were not able to use the language for communication. Krashen (1987,p.127) mentioned many important characteristics of grammar –translation approach: 1. Explanation of a grammar rule, with example sentences; 2. Vocabulary, presented in the form of a bilingual list; 3. A reading selection, emphasizing the rule presented in (1) above and the vocabulary presented in (2); 4. Exercise designed to provide practice on the grammar and vocabulary of the lesson. He added that most grammar –translation classes are designed for foreign language instruction and are taught in the first language. B) Direct Approach. This approach is one of the languages teaching approaches emerged in the 19th century as a reaction against the grammar- translation approach. This approach focused on target language and avoided the use of the mother tongue in the classroom. Richards (1986, p. 10) mentioned the chief characteristics of the direct approach: 1. Mother tongue is not used it is rather translated for the classroom: 2. Classroom instruction was conducted exclusively in the target language; 3. Bilingual dictionary is not used and translation is banished; 4. only every day vocabulary and sentences are selected for pedagogical use; 5. Grammar is taught inductively (direct explanation of grammar rules is discouraged); 6. Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas; 7. Focus is on teaching correct pronunciation. The objective of the direct approach is to teach a foreign language directly, for example; without having recourse to grammar or translation. This approach provided ample opportunity to the student to be exposed to the spoken language. It stressed on oral practice in classroom. The use of this approach was declined by the end of the first quarter of the 20th century. C) Reading Approach is another language teaching approaches. According Richards et al (1992,p. 307) " in a reading approach (a) the foreign language is generally introduced through short passages written with simple vocabulary and structures (b) comprehension is taught through translation and grammatical analysis (c) if the spoken language is taught

it is generally used to reinforce reading and limited to the oral reading of texts". D) Audiolingualism Approach is referred to as an approach which is based on assumption that language learning is a matter of habit information. This approach was developed mainly in 1960s and 1970s. It tried to demonstrate the fact a language teaching approach can be based on scientific discipline like linguistics and psychology. In this approach," the lesson begins with a dialogue which contains the structures and vocabulary of the lesson. The students mimic the dialogue to memorize it. This is followed by pattern drills on the structures introduced in the dialogue with the aim of strengthening habits that is making the pattern 'automatic" (Ziahosseiny, 2009, p. 50). Celce- Murcia 2001, p7) mentioned the summary of characteristics of the approach Audiolingualism: 1. Lesson begins with dialogues; 2. Grammatical structures are sequenced and rules are taught inductively; 3. Skills are sequenced: listening , speaking, reading, writing postponed; 4. Pronunciation is stressed from the beginning ; 5. Vocabulary is severely limited in initial stages; 6. A great effort is made to prevent learner errors; 7. Language is often manipulated without regard to meaning or context; 8. The teacher must be proficient only in the structures, vocabulary, etc. that he or she is teaching since learning activities and materials are carefully controlled. E. Oral-Situational Approach was dominant in the Great Britain from the 1920s to 1960s. The chief advocates of this approach were Harold Palmer, Michael West and A.S Hornby. This approach was a reaction to the Reading approach. " an oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered by a flow of upgraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances" (Richards and Rodgers 1986, p. 33-34). The main characteristics of this approach are: 1. Language teaching begins with the spoken language. Material is taught orally before it is presented in the written form; 2. The target language is the language of the classroom; 3. New language points are introduced and practiced situationally; 4. Vocabulary selection procedures are followed to ensure that an essential service vocabulary is covered; 5. Items of grammar are graded following the principle that simple forms should be taught before complex ones; 7. Reading and writing are introduced once a sufficient lexical and grammatical basis is established (Richards and Rodgers 1986, p. 34). This approach adopts an inductive approach to grammar learning. The main objective of this approach is to give the practical command of the four basic skills of language. F) Cognitive Approach is the last approach in this paper developed in reaction to audiolingualism approach. This approach was developed based on two theories, first cognitive theory in psychology by (Neisser 1967) and seconds the generative transformational theory in linguistics by (Chomsky 1965). The basic characteristics of this approach are as follows:

1. Language learning is viewed as rule acquisition, not habit formation.

2. Instruction is often individualized; learners are responsible for their own learning.

3. Grammar must be taught but it can be taught deductively (rules first, practice later) and / or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).

4. Pronunciation is de-emphasized; perfection is viewed as unrealistic and unattainable.

5. Reading and writing are once again as important as listening and speaking.

6. Vocabulary instruction is once again important, especially at intermediate and advanced levels.

7. Errors are viewed as inevitable, to be used constructively in the learning process.

8. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language (Celce- Murcia 2001, p. 7).

The role above approaches in general, in language teaching and particular in English language teaching are very interesting. In the history of language teaching, the objective of the approaches is to develop the ability of the language learners to acquire the foreign language over the world.

2. Conclusion

One of the most characteristic arts of language teacher is that he/she should understand his/ her learners' problems in and out of the classroom, and tries to become a good friend with his/her students, and more pay attention to his/her works, and finally; should be closed rapport with them.

In this paper, some approaches were discussed under the heading of minor approaches (Grammar-Translation Approach, Direct Approach, Reading Approach, Audiolingualism Approach, Oral-Situational Approach, and Cognitive Approach). These approaches also play a significant role in the teaching and learning of language in general and in English language teaching in particular. All of the approaches were developed by Linguists and psychologists in the history of language teaching and learning. In addition, the approaches made a great revolution in reforming the language teaching.

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