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## Short Communication

# Advice on Language Teaching From Language Teachers

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### **Abstract**

All of us in the EFL / ESL profession are interested in good teaching. We engage in many kinds of professional development activities to improve ourselves as teachers. This research indicates that effective instruction takes place when teachers display positive attitudes toward students and the course content, utilize class time efficiently, and give clear instructions and purposeful assignment. The three categories of advice are classroom management, relations with students and personal traits.

**Keywords:** *EFL / ESL Teachers, Effective Instruction, Advices*

English should be used for all communication in the class.” Real communication takes place before and after the lesson”. Thus, having these conversations in English is a chance for the students to practice their English. Teachers indicate the use of different types of tasks during classes to promote and maintain students’ motivation. As an illustration games, puzzles, role plays and authentic materials such as films and videos in English are used. Furthermore, others state that they consider integrating social media such as Twitter and Facebook into their lessons will bring the “real world” into the classroom.

It is Important to highlight that although previous studies point to the importance of advising students on how they can improve their English during the day, and not only in the university; for example students need to surround themselves with English: make English part of their life, at home, at work, during their free time .Furthermore, teachers pointed out that students should watch TV without subtitles, read short books, use mobiles... Talk to their classmates in English

when they are not in class. Writing diaries in English is also a good method to develop their language.

Basically, there are many indoor activities that can encourage students speaking. For instance, classes outside the classroom in order to create a pleasant teaching environment. So the class is in the university courtyard. This can help them to learn in their own way, as Dörnyei (2001b, p.95) asserts: ‘the available evidence suggests that it is possible for teachers to help students to discover for themselves the ways in which they learn best’.

### **Speak at the Students’ Level**

Give them comprehensible language while teaching. The teacher’s first duty is to present the lesson according to the level and needs of the students. The teacher should not show off while teaching in order to make the students believe that they speak English well. More than that, teachers must avoid using texts full of unknown vocabulary and structures, because such texts create frustration and demotivate students. Walsh (2002) and Kumaravadivelu (2003) have pointed out that teachers need to create interesting lessons in which the students’ attention is increased. This can sometimes be consummated by the use of teaching strategies which are *not* so much tried *to* directly *teaching* by other teachers.

### **State the Lesson’s Objectives at the Beginning of each Class**

Well-written learning objectives at the beginning of the lesson can give students precise statements of what is expected of them. Giving the aims will make the lesson more meaningful for the students and will help them to develop regular study habits (William Ancker 1992). Thus, if the instructor’s learning activities do not relate to the objectives, the learning will be at best misleading, and, at worst, irrelevant or unfair.

### **Make use of the learners’ environment**

It is noteworthy that foreign language teaching should always be linked to the environment of the learners. A teacher who teaches English without hinting at the immediate environment of the learners makes the English lesson detached from the learners’ experiences. In order to remedy the situation, teachers can link the environment of the school to any activity or exercise that they want to carry out in the classroom. However, a child has a natural context in which he coordinates the various activities that make up his life. If these activities are reproduced in the language classroom, it is possible to motivate him /her to do the task at hand. Therefore, games and other daily activities should constitute the heart of the English class. The only new factor will be the language itself. Used in this way English will no longer be feared and students will be more inclined to study it. According to Gardner, “Individuals who are truly motivated not only strive to learn the material but also seek out situations where they can obtain further practice” (1985, p. 50).

**Include Cultural Components**

Language and culture are interrelated. One cannot study a language without noting the cultural aspects of the people who use the language natively. However, cultural aspects can be a real hindrance because they may set up barriers to comprehension. This is more evident to teachers who are not native speakers of the target language themselves. For this reason, teachers should provide sufficient background information to enable the learners to understand the cultural content that is naturally present in the target language.

**Teacher's Relation with Students****Present the Language in Natural Chunks**

In a foreign language situation the effects of teacher-student relationships have been researched extensively. The teacher remains the main source or model for the pupils. He/she should strive hard to use the language as naturally as possible. If the teacher should use the target language unnaturally, i.e. break the sentence into smaller units to help the students to get the correct pronunciation of a word or the intonation of a phrase, etc..., he/she must not forget to return to the whole sentence. Developing positive relationships between a teacher and student boost a sense of school belonging and encourage students to participate cooperatively. Students develop confidence and turn to their teacher for advice and guidance. The students praised teachers who seem to be self-confident and enjoy their profession: "If he does not know the answer, he is not afraid to say so, so you can trust him". In virtually, Successful teachers are those that have the ability to widen the learning potential of all students in their class.

**Use Appropriate Visual Aids**

Over the years, the benefits allied to the use of visual aids in the language classroom have been a topic of lively debate. As far as, they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. They are important tools for the teacher if they are used appropriately in the classroom. They enable the teacher to avoid long and confusing explanations. At the same time, they help him to have a lively class as students associate real objects with their English equivalents.

**Motivate the Students in the First Minute of the Session**

As teachers we are potential role models to all students, and our behavior 'can have a significant impact on students' Lantz (2007). Certain students could be characterized by their desire to be successful. They demonstrated specific behaviors that identified them as "achievers" (McClelland 1961, 1985). We can therefore mediate openness to diverse ways of being, and contribute to developing and sustaining academic environments where our students feel valued, included and motivated. It is Inevitable, that the teacher should give students time to relax and have discussions on topics they are interested in. Others recommend jokes as a technique to get students' attention especially at the beginning of the lesson.

The teacher should then help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment. The teacher should be careful to avoid social comparisons, even in subtle forms. The teacher is supposed to promote cooperation instead of competition and help the students understand that erring is human and mistakes are natural. It is also advocated to design tests that are clear and involve the students in negotiating the final grades.

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Teachers should also allow learners to maintain a positive social image while engaged in the learning tasks. It is recommended that the teacher select activities that contain a positive role for the participants. It is also suggested that teacher avoid face-threatening acts such as humiliation or criticism. Teachers are also to not to put students on the spot.

### **Give Positive Feedback**

Giving negative feedback might be discouraging and intimidating, especially if the students are shy. Therefore, according to Ellis (1997) learners must be considered as a great goal which all teachers must pay closer attention towards it is therefore crucial that teachers should help their students to achieve a better understanding of foreign language.

Researchers in this field also advocated that a good teacher is the one who succeeds in helping the students to become fluent speakers of the second/foreign language. . Teachers need to build a classroom environment where positive interactions are the norm and punitive consequences are minimized. IT is not worthy that research indicates that coercive or punitive environments actually promote antisocial behavior.

This success depends to a large extent on the methods and the techniques that a teacher may use in teaching her/his students. Cook (2001:8) states that successful teaching techniques have to suit the particular student.

### **Conclusion**

Although techniques may change to reflect developments in language teaching theory, the traits of effective teachers remain constant. Becoming a good or superior teacher still requires training and time. Dörnyei and Csizér (1998) suggest some of the strategies which teachers should follow

to motivate language learners. If the above principles are taken into account and implemented with care, teachers will be able to have lively English lessons.

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