



## **Some Opinions About Teacher's Role in Foreign Language Classes**

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**Annotation:** *In the article were analyzed the role of teachers in foreign language classes for motivating and guiding language learners.*

**Keywords:** *teacher, language learner, foreign language, motivation, guiding.*

**Date of Submission:** 25-9-2022

**Date of Acceptance:** 28-10-2022

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### **Introduction**

Communicative foreign language teaching regards the acquisition of a language as a process that is only successful if this language is used to communicate and also prepares the learner for use outside of school. We will now deal with the role of the teacher from a communicative point of view. It decides whether the classroom climate is communicative and conducive to communication or not. In order to be able to answer the question of whether the lesson is designed to be communicative or not, the teacher should first find the solution to the following problems:

- Does the teacher suggest more than one text/topic for discussion?
- Do the learners make their own suggestions for the choice of text/topic?
- Are the personal experiences and feelings of the students included and are their arguments based on them?
- Does the teacher help the students with their statements and formulations?
- Does the teacher provide opportunities for collaboration and free discussion?
- Do learners try to articulate their problems in the target language despite language difficulties?
- Does the teacher wait with corrections and improvements until the learners have finished speaking?
- Does the teacher praise when good work is done?

### **Main part**

This list already shows which questions the teacher should answer in order to determine whether his teaching is communicative. Of course, more questions can be asked, but this should be reserved for further investigations, because in this work we have set ourselves the goal of solving a different problem.

If the teacher has decided to make his lessons communicative and is willing to do so, he should not only be the mediator of knowledge, he should, as already mentioned, treat his students like

conversational and communication partners and not just decide how lesson should look like, who is speaking after whom and when is being reprimanded or praised. In fact, he should show his practical skills and respect the interests of his students, their needs and organize and coordinate the teaching activities, but also participate in the learning process. If the learners have problems or do not understand something, then the teacher is the mediator of the knowledge and its source, he is supposed to act as some support in learning and to respond to the communication attempts of his protégés. Also important is the ability of good and active listening, where all the attention is devoted to the interlocutor. If the teacher wants to be seen as an active listener, he should show his students that he accepts and respects them and what they say. He is also required to ask questions to make sure he understands the feelings and mindset of others. It would also be a good idea to ask if anything is unclear. He should also give them as much time as they need to express their opinions and not interrupt them if they disagree or disagree with something they say. We should also not neglect eye contact with the person we are talking to, as this shows that we are interested in their point of view and that we accept it.

So far we have discussed the general phenomena of communicative teaching and given examples that teachers can exploit when intending to make their foreign language teaching communicative. Now let's move on to other phenomena and details of the teacher's role and present them from a practical point of view.

**Preparation and presentation of the foreign language material** The preparation and presentation of the foreign language material to be learned should always be considered methodologically correct and practice-oriented. The material we prepare ourselves should be methodically well designed so that it corresponds thematically to what is presented in the textbook. It is required to organize this material optimally and to present it in a way that corresponds to the level of knowledge of the students. We should therefore take into account the principle of complexity and the principle of the degree of difficulty of foreign-language structures. In this way we can, for example, solve the problem of regression of the foreign-language learning material, the gradual increase of which makes the teacher's work easier. This should be done with a view to presenting this material graphically and in the classroom. If we e.g. For example, if you want to teach the phonetic substance, it must be presented in three phases:

1. In the presentation phase of customary and situation-related sentences.
2. In the presentation phase of individual words that appear in the same presented sentences.
3. In the presentation phase of sounds that occur in the words and are to be presented in opposition.

The first phase is considered by the author to be the basic phase of the presentation of the sound substance on the one hand, and on the other hand it is essential for the storage of this substance and for the construction of sound matrices. In the final phase, the internal and external oppositions of the sounds are considered.

## **Conclusion**

In addition to the phases mentioned above, the principle of the frequency factor must also be observed when presenting the foreign language structures, i. H. the following structures should appear both in the textbook and in the lesson:

- those with the largest production area and relatively the greatest frequency,
- those with high productivity and relatively low frequency,
- those with a smaller productivity range and relatively high frequency,

- those with a smaller productivity range and lower frequency.

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