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TEACHER'S INSTRUCTIONS IN THE FOREIGN LANGUAGE CLASSROOM



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Abstract

The aim of this research article is to elaborate on the teacher instructions in a classroom where a certain language is taught as a foreign language. The instructions given by instructors might bring learners more benefits if they meet some requirements proposed by some masters of teaching languages. In the paper the qualitative method was used, which contains survey questions to identify teacher and student attitudes to teacher instructions.

Keywords: teacher instruction; foreign language; survey.

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Аннотация

Ушбу мақоланинг мақсади чет тили ўқитувчисининг дарс олиб бориш режасини кенг кўламда ишлаб чиқишдан иборат. Агар ўқитувчи кўрсатмалари баъзи олимлар томонидан қўйилган талабларга жавоб берса, унинг ўқувчиларга янада кўпроқ фойда бериши кўрсатилган. Мақолада сўровнома орқали ўқитувчи ва ўқувчи муносабатларини аниқлаш мақсадида берилган саволлар ва уларга олинган натижалар тақдим этилади.

Калит сўзлар: ўқитувчи кўрсатмаси; чет тили; сўровнома.

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Аннотация

Целью исследования является обширная разработка плана действия учителя иностранных языков. Данные инструкции могут принести больше пользы, если они соответствуют требованиям, предложенным мастерами по преподаванию языка. В данной статье был использован метод, содержащий вопросы, для выявления отношений преподавателя и ученика к планам действия преподавателя.

Ключевые слова: инструкции учителя; иностранный язык; опрос.

Introduction

Giving an effective teacher instruction is what encompasses planned instructions, instructions with sufficient quantity. Teacher plays a crucial role in teaching and learning with their instructions in creating beneficial learning environment for learners. Studies and articles in Scopus journals, websites like teachingenglish.org.uk provided a lot more evidence that teacher instruction increases student performance in language learning if the instructions are clear. For effective teacher instructions to provide students with ways and guidance through which students perform better they meet some needs of learners like scholars advised. An active instructional delivery by teachers maintains better learning that happens in settings where teacher serves as a facilitator (2, 8). More precisely, educational specialists like those that teachers are expected to be more experienced, possess for

the most part instructional strategies, and many varieties of educational methods during classes, by modifying instructions learners are taught. In a sense, teacher instructions can make learning process. The article tries to demonstrate vitality of clear instruction giving in the foreign-language classrooms and to answer the following research question: Do teacher instructions play a role so teaching and learning can be productive in foreign language taught classrooms?

LITERATURE REVIEW

The prevailing habit of all learners and students is that students seldom ask a teacher for clarification though they do have a vague understanding of what teachers have explained. Unfortunately, this is a terribly true story of every learner as J.Sowell (3, 12) depicted “...you are attending a seminar. The facilitator gives you instructions and you have a vague notion of what you have to do, but you do not want to ask facilitator to clarify because you are sure you are the only one who has not understood. After the facilitator tells you to start working, you turn to the person next to you and ask, “What you are supposed to do” That person says, “I am not sure. I thought you would know.” Soon you realize almost everyone in the room is confused”. Actually, almost most of students can, for sure, recollect the time when their teachers gave a bitter reply out of anger for they did the task given some time ago incorrectly. What might firstly come to mind is students’ neglect. However, so many other factors have caused incorrect task submission one of which is teachers’ unclear instructions. As for learners, well delivery of instruction is always seen one of the most requisite qualities of good teachers (7, 30). The better instructions learners get, the better results they will have, since the instruction and its delivery might be the unveiling factors either of success or failure of a lesson (6, 18; 7, 15). Instruction-giving is what learning process is directly affected by. Therefore, more than half of both terrible and excellent results of learners are due to instruction they receive on a daily basis by their facilitators. It would also be true to say teachers’ delivering ability which can be either inherent or developed by practice serves as a shortcut that makes it take less for learners to get to the other shore of the knowledge ocean. That is why learners need facilitators. However, facilitators are becoming those who are making the L2 be subject to be studied by using non-authentic materials during classes as Salabberi (5, 25) and Gardner and Gardner (1, 16) confirmed the conception that foreign languages are more than subjects to be studied rather they are communication means. That is mostly because facilitators do not regularly have preparation stage in advance thinking that improvisation is easily done and carry the determined sense, which does not always work effectively. As research has showed that in advance, preparation will guarantee good instruction-giving (J. Sowell), which has been overlooked by many. Ur (7, 16) clarified the very point by “...teachers’ instructions are not often as clear

to their students as they are to themselves". On the other hand, facilitators are often found to be dividing students into various groups after instruction process. In contrast to the proven idea of Proctor (4, 17) that learners are so likely to keep almost no part of what has already explained by their teachers because of distraction between explanation period and its practical part. Another frequent action during language lessons done by language teachers is distributing handouts and visual aids before instruction, which is transparently wrong. Obviously, students are going to pay more attention to the materials given rather than instruction (5, 27). Additionally, for checking comprehension learners are constantly being asked "Do you understand" questions to which they are going to respond "yes". That is mostly because students do not want to seem very smart or just because of teacher who is hassling in a rush, talking without stops not paying any attention whether the audience is catching the meaning. After which inevitably, teacher unexpected misunderstanding occurs within students that makes a teacher terribly irritated as though the teacher had given productive explanation through making constant but in fact useless efforts. If the teacher finds nearly the whole class are perplexed about what to do next according to the directions provided lately they should feel the need of the class for repetition of the instruction once more (5,30). It is as well too important to manage a classroom. Instruction-giving should not be left out of the list of what teacher-training programs offer (2, 15).

Methods: questionnaire and observation

Participants: 40 students with Intermediate Level of EFL in WLU, whose ages ranged from 18 to 24, participated in questionnaire. Both females and males made up this number of students. 20 teachers in EFL in WLU participated in questionnaire. The questionnaire sheets were anonymous.

QUESTIONNAIRE RESULTS

Illustration of teachers' response to the survey questions on teacher instruction giving process

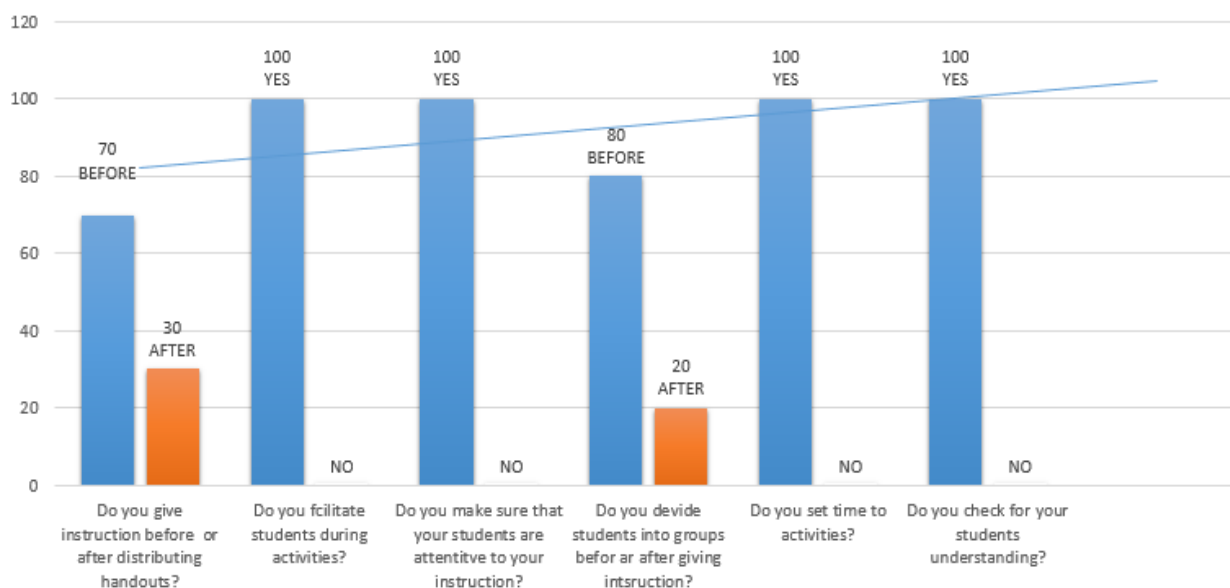


ILLUSTRATION OF STUDENTS' RESPONSE TO TEACHER INSTRUCTION GIVING

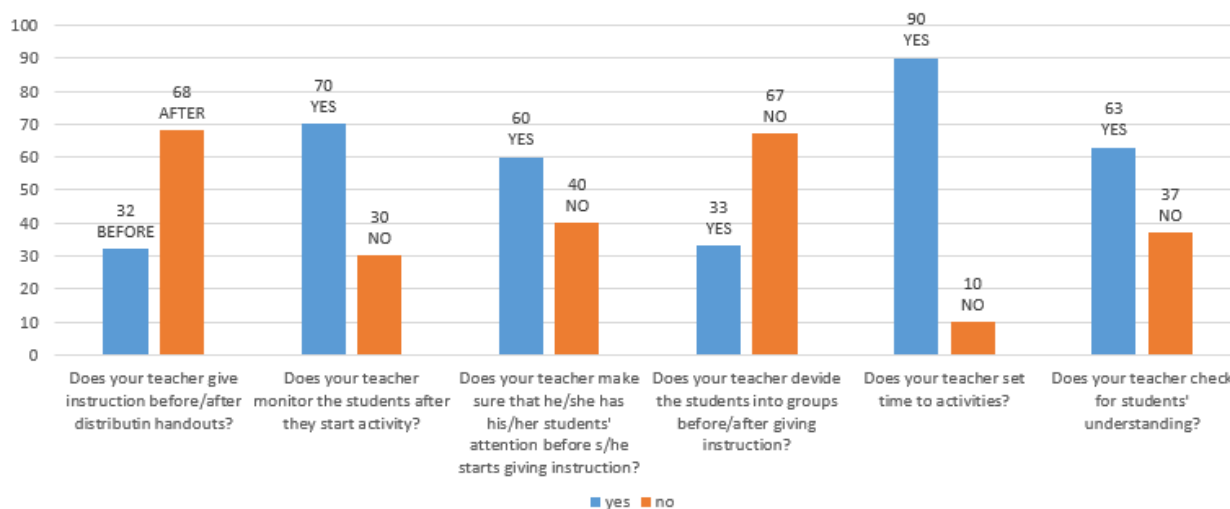


Chart description

Students' responses indicate thirty-two percent teachers distribute handouts before giving instruction, yet, teachers' responses show 70 percent. Which means majority of teachers have right method, yet the remaining do not. In terms of teacher assistance during activities student response indicate a small minority of instructors fail in assistance, which is , to an extent, shown in observation as well. Regarding directing learner attention, the teachers do not get students' concentration before instructing. That is not approved by scholarly instruction principles. A significant eighty percent of teachers reported instructors divide students into groups before

explanation stage while a small proportion of 33% students supported this. However, learners illustrated that considerable majority of their instructors conduct group division before instruction, which is regarded to be distracting. By far the largest number of those in teaching field responded they make sure that they have timed an activity or task as timing an activity by instructors is necessary to manage class time. That is approved by the student respondents with a slight discrepancy. With regard to comprehension checking after instruction, 63 percent teachers do this while the rest not as was represented by students. All the instructors reported answered that they check for understanding. That is relatively right.

Observation report

As for the observation data I gained, the half of the instructors observed separated instruction into different stages while the other half did not. Seven instructors divided the students into groups before instruction process, however, a small minority of 30 % divided after instruction. Out of ten teachers nine draw students' attention before starting explanation stage; however, the remained one of those in teaching sphere give instruction without having attentiveness of those who are being taught. Very similarly, up to a large proportion of nine- tenth teachers facilitate students during the activities while only one out ten failed to facilitate learners during activities. In contrast, by far the largest majority of teachers, up to seventy percent, check for comprehension of students after giving instruction, although 30 percent skip this part of the lesson. Only six instructors set time to activities and watched the time during the classes, four of those who were observed told the students they had fixed time, though they forgot the timed activity.

CONCLUSION

Taking the all above mentioned into account a possible summary to be drawn is that this research has been conducted in the educational sphere promising the concept teacher instruction is essential for student-learning procedure to get productive results. The approved and more acceptable principles in instruction giving process are substantial to follow for instructors. The researches, provided categorizations of prolific teacher instructions, could be regarded best proof. A successful lesson is heavily dependent on a good delivery of instruction that is expected from a teacher. That might be developed either by nature or nurture. By mentioning these particles of requisite information relevant to teaching and learning foreign languages the primary goal has been more or less achieved by conveying the

determined sense of importance of clear teacher instruction-giving through which effectiveness of lesson can be measured.

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