**Promotion of English Language**

Language teaching is the mirror image of most teaching.  
It assumes from the outset that teachers and learners share common experiences of the world but differ in the medium through which they talk, listen, read and write about them.  The object of language teaching is to bring the language the learners use into a closer alignment with the language which the teacher is there to help them acquire.  
Learners in this setting are assumed to have a sound knowledge of the world and its systems so do not need to be taught facts.  What they do not have is the ability to talk about, hear about, read about and write about the world in English (or whichever other language is the target) and that is skill that has to be developed and practised, not transmitted.  
We cannot teach people a language in the way that we can teach chemistry or history but we can engender the environment in which language is learned and acquired.

* For information-based teaching:
  + Sources include text books, the teacher, the web, films, samples, external visits and so on.
  + Systems and processes refer to equipment, information technology, science and technology equipment etc.
  + Resources for learning include computers, laboratories, libraries, learning centers and more.
* For language teaching:
  + The learners' knowledge includes their knowledge of the world in general, their own experiences and their own views and understanding of how things are and how things happen.
  + Texts and resources may be films, audio recordings, course books, materials written for learners, authentic texts and more.
  + Context and settings refers to the environment in which the language is set: the participants, their purposes, their roles, the setting, the level of formality and so on.

**The roles people associate with teachers they have encountered are usually:**

1. An informer / knower: transmitting information in some way, by dictation, elicitation and leading, questioning, demonstrating and so on.
2. An instructor: telling people what to do, setting tasks and tests, directing people to resources, giving homework and so on.
3. An assessor: marking homework, evaluating the quality of people's work and contributions etc.
4. A planner: designing courses and the lessons within them.
5. A counsellor: advising on learning, careers, further study and so on.
6. A disciplinarian: telling people off, making rules, policing the environment and so on.

**Language teachers, too, need to take on these roles from time to time but also to adopt a range of other roles which include:**

1. Contributor: taking part in discussions and conversations, being part of a brainstorming group, taking part in a role play and so on.
2. Diagnostician: spotting errors, analysing gaps in knowledge etc.
3. Facilitator: helping and making things a little easier by supplying language or models of language.
4. Language resource: a walking, talking grammar book and dictionary for your learners.
5. Monitor: checking that people are on track in tasks and being aware of how well they are doing.
6. Narrator: telling stories and anecdotes, personal or otherwise.
7. Relationship builder: maintaining a good rapport between all the members of the class.  Learning a language can be a threatening and stressful experience.
8. Methodologist: judging approaches and materials in the light of the learners' needs and the settings in which they will use the language.