

Alarm!!! English Learning Institutes or English Salesroom

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Abstract. Nowadays in the world we can find lots of English or any other foreign language institutes which have been started their jobs in order to improve FL abilities through the World ; but why a little group of people are able to know FL well ? This question and any other dependant questions interested me to know more about this process. In this study against my other articles, I just find information and data by just observing, my own experiences and others' who have experienced these institutes even for just 1 semester. Also I use Babylon dictionary and search in the Internet for words "institute"," History of foreign language education "and "methods". The first important factor in this article is certification of institutes. The second is cooperation; the third is manager knowledge and Conscience. The Teacher and Competition roles stay in the forth to sixth stages but the most important factor which returns FL institutes to the FL salesroom is Responsibility that can prevent any abuse even if all other factors have been done weakly.

Keywords: Language salesroom, teaching Language institute, Iran language institute.

1. Introduction

The background of this study belongs to 7 years ago when I started to learn English Language in one of the famous English institute which has encouraged me to continue Learning English up to now that I am student in Translation English studies.

If you are going to know what I say just look at the environment carefully. If you pass through a street you will find 3 or 4 institutes each 50-100 km and in the evening you will see a little group of people who are coming out of these institutes, like supermarkets. I am so sorry for using this word "super market" but it is a bitter fact that injures not only my heart but also people who have studied in one of FL courses and people who use this kind of institutes in order to learn FL languages.

In this article at first I should specify the standard and a chart lead to know the proper meaning of FL institute, the factors which effect on the FL institutes and Parts of Foreign language institutes in order to discuss on the main job of the FL institute in order to be able to differ between Foreign language Learning Institutes and Foreign language learning salesroom which are in the top level of sales.

2. Methodology

In this study against my other articles, I just find information and data by just observing, my own experiences and others' who have experienced these institutes even for just 1 semester. Also I use Babylon dictionary and search in the Internet for words "institute"," History of foreign language education "and "methods". Also in this study when we use FL it is not just English as a foreign language but also it stands for SL too.

3. Finding And Discussion

3.1. Learning and Teaching in Words

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The word "learning" in Babylon English to English dictionary means "knowledge gained through study"; and "Teaching" in this dictionary means "process of acquiring knowledge". "Learning & Teaching" is a cultural phenomenon which leads to improve human abilities including intellectual, emotional and even physical abilities and skills through complex process in order to propagate this important phenomenon.

3.2. Institute in Meaning

The word "institute" in Babylon English to English dictionary means "the organization which provides a certain service or supports a particular cause".

3.3. Foreign Language Institutes' Job\ Responsibility

According to the meaning of institute, FL institutes are places that give a useful space for learner and realize his talent in order to improve it and use his capacity. In these institutes teachers are working on 4 abilities including listening, writing, speaking and reading.

3.4. History Of Foreign Language Education

Although the need for learning foreign languages is almost as old as human history itself, the origins of modern language education are in the study and teaching of Latin in the 17th century. Latin had for many centuries been the dominant language of education, commerce, religion, and government in much of the Western world, but it was displaced by French, Italian, and English by the end of the 16th century. John Amos Comenius was one of many people who tried to reverse this trend. He composed a complete course for learning Latin, covering the entire school curriculum, culminating in his *Opera Didactica Omnia*, 1657. He was who write systematically about how languages are learned and about pedagogical methodology for language acquisition. He held that language acquisition must be allied with sensation and experience. Teaching must be oral. The schoolroom should have models of things, and failing that, pictures of them. As a result, he also published the world's first illustrated children's book, *Orbis Sensualim Pictus*. The study of Latin diminished from the study of a living language to be used in the real world to a subject in the school curriculum. Such decline brought about a new justification for its study. It was then claimed that its study developed intellectual abilities, and the study of Latin grammar became an end in and of itself.

"Grammar schools" from the 16th to 18th centuries focused on teaching the grammatical aspects of Classical Latin. Advanced **students** continued grammar study with the addition of rhetoric (1).

The study of modern languages did not become part of the curriculum of European schools until the 18th century. Based on the purely academic study of Latin, **students** of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and **students** were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the 'grammar-translation method'(1).

Henry Sweet was a key figure in establishing the applied linguistics tradition in language teaching (1).

Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each trying to be a major improvement over the previous or contemporary methods. The earliest applied linguists included Jean Manesca, Heinrich Gottfried Ollendorff (1803-1865), Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877–1949). They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise(1).

4. Parts of foreign language institutes

Like any other institutes, FL institutes contained many elements and includes some parts like Student, Teacher, Student, Teacher and Space. And I am trying to give definition of them in the following.

4.1. Student

Main parts of the institutes are student who are encouraged to register in the institute and institutes life depends on them.

4.2. Teacher

Another main part of a FL institutes are people who can find the talent of student in any ability including 4 main skills in order to improve their talents. Teacher with his own teaching policy chooses strategies for being successful in his job and patiently continue his mission.

4.3. Manager

Manager is who leads Teaching & Learning process can go its own way. He with his political and economic diplomacy can improve the positive factors and reduce the negative points of the institutes. On the other hand he, not only is the manager of the institutes but also any unseen factors of that.

4.4. Space

The first thing that can attract our attention at the first look is space. In this issue space includes structure, location, color of walls and any other factors which can be seen at first side of institute.

5. Factors Which Effect on Institutes' Activity

In this part of my paper we should have a look with open minds on the factors which effect on institutes activity which leads to know How FL institute return to FL salesroom.

5.1. Competition

One the important factor which affects on institutes activities is "competition". Indeed competition with other institutes to provide better and more effective services to its' members.

5.2. Manager

The main important factor that has an important effect on institutes' activities is "the manager". He should have knowledge on managing specially FL institute in order to know the problems, strength and weakness of FL institute and be aware of environment, competition, rules and etc.

5.3. Teacher

Teaching for teacher is like water for fish but the river, sea and ocean are institutes. So this is the time of showing his ability in terms of his acts not in theories. He should try to use theories and put them in act. When I asked some of students that why are you coming to institutes while there are lots of economic problems they answered because of our teachers they agreed on teacher as a main factor that can encourage learners to learn FL and come to the institutes.

5.4. Cooperation Of Teacher& Student; Manager& Student

Student, teacher and manager should have cooperation in order to help each other to act well.

5.5. Cooperation Of Educational Department: School& Universities With Institutes

Schools, universities and foreign language institutes have the same goal," learning and teaching FL. so with the same goal they should have cooperation with each other in order to have strong effect and reduce the worries of learners and whom work with them.

5.6. Facilities

As we cannot go fishing without any angle and creel so we cannot learn FL without any facilities. For example we cannot expect that someone be able to speak FL without talking and listening to the cassette player or watching movie. For more information refer to my article entitled "*The comparative study of interfering factors effect in learning language*" published in journal of social and educational research.

5.7. Methods

According to the "method" word meaning, systematic arrangement of actions , A "method" is a plan for presenting the language material to be learned and should be based upon a selected approach. Each FL institute chooses methods to provide services to its members in order to do its responsibility in the good way. Some methods are as follow: grammar-translation method, direct method, audio-lingual method, series

method, Learning by teaching, Directed practice, The Proprioceptive language learning method, Pimsleur language learning system, Michel Thomas Method and Suggestopedia.

5.8. Learning strategies

The word strategy comes from the ancient Greek word strategies, which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategy has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford, 1990).

5.9. Fees and costs

I was asking some learners including "Zabansara", Shokuh, Kanoon Zabane Iran to talk about their institutes problem, advantages and disadvantages and all said that the most important problems is fees and costs of each semesters they explained that each year the fees increased irregularly e.g. if they pay 480000 Rials (1/5 of a family salary) for a level it will be increased next season or next year to 580000 Rials. In the other hand no one conscience on costs. They added that that increase in fees puts no effects on quality of teaching and learning and even decrease the quality too.

5.10. Certification

In our country, Iran, there are some organizations which give Certification of having educational activities including "Education department", "culture & organization" and "the national organization of youth", etc. But if we look at the factors of getting qualification of certification of the "Education department" we will find some big infirmities in the rules such as:

According to the rule each teacher even mathematics teacher can have an institute and he can have a FL institute without considering to the problems and prerequisites of FL institute. So what will happen? Let me explain to you what will happen in near future:

Mathematics teacher knows nothing about the needs of the FL courses and he won't employ any one so fortunately he will employ a foreign language teacher in order to work as a teacher and supervisor (both works together without having knowledge on both cases or even this teacher will work as a children and teen teacher without having knowledge on the needs of teens' needs and differences between teen and child and their learning strategy differences.

5.11. Responsibility & Conscience

Each element of the institute and even the organizations should be responsible for the future of our child's education. The main factor for being successful in any job is responsibility and consciences of the factors who I discussed above.

6. Fl institute or Fl salesroom (how Fl institute return to Fl salesroom)

Any Inattention or weakness in the factors which are mentioned above leads changes in providing services to the members. Unfortunately attention to just education in the 3rd world leads to the irregular growth in FL institutes number which causes inattention to the quality of education.

The first important factor in this article is certification of institutes. The second is *cooperation*; the third is manager knowledge and *Conscience*.

The Teacher and Competition **roles** stay in the forth to sixth stages respectively. But the most important factor which changes FL institutes to the FL salesroom is Responsibility that can prevent any abuse even if all other factors have worked weakly.

7. conclusion

According to what I mentioned above, continuing this road (FL learning) by the way some institutes have chosen is concerning. I try to write an article to be alarm to the global learning& Teaching Foreign Language in order to be aware of what happens near and far, in the countries, which do not pay attention to the foreign language education and need alarm.

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