

Secondary Language Personality of English Teacher

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Abstract: The article is devoted to the identification of language personality as a personality expressed in language (texts) and through language — personality reconstructed on the basis of language means used in professional communication. The English teacher is viewed as secondary language personality being a specification of the general concept of language personality in relation to the sphere of cross-cultural communication and to linguadidactics. Subjected to analysis is the discourse structure of the English teacher's professional communication found in the world famous tutorials The TKT (Teachers Knowledge Test Course) (Spratt M., Pulverness A. & Williams M., 2012), Teaching by Principles (Brown H. Douglas, 2007) and Languages for Specific Purposes (Hutchinson T. & Waters A., 2010). The article presents a survey of the corresponding scholarly literature that reveals the views, opinions and approaches to the problems of professional communication and Languages for Specific Purposes, in general, and English for Language Pedagogy, in particular.

Key words: language personality, secondary language personality, world picture, English for Language Pedagogy

1. Introduction

One of the fundamental terms of the anthropological linguistics *language personality* is widely used nowadays. Its origin goes back to the works of J. L. Weisgerberg (1993) and V. V. Vinogradov (1980) of the 30s of the XX century, where it was not treated as a term and did not have any interpretation. G. I. Bogin (1982) and Yu N. Karaulov (1989) put the foundations of the modern idea of language personality forward in the 80s of the XX century.

The theory of language personality was further developed in the 1990s. Yu N. Karaulov (2010) introduced the term secondary language personality that goes back to the concept *language personality*, i.e., native speaker. The term secondary language personality is applied to a personality who became involved into the culture of the people whose language is studied. The term was put into scientific circulation by I. I. Haleeva (1989) who stated that secondary language personality represents a specification of the general concept in relation to the sphere of cross-cultural communication and to linguadidactics. The concept of the secondary language personality is based on the assumption that at the core of foreign-language communication, characteristic for the corresponding linguacultural community lays another picture of the world. The disclosure of this world picture in the course of

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foreign languages training provides manifestation of the secondary language personality' features in students, and, therefore, on the effectiveness of foreign language studies and the culture standing behind it. In our research, we apply the term *secondary language personality* to a foreign language teacher, in general, and to a teacher specialized in languages for specific purposes, in particular. We come from assumption that secondary language personality is a generalized image of a carrier of foreign language lingua-cultural communicative and activity values, forms of behavior expressed in language and through language — that is personality reconstructed on the grounds of language means.

2. Literature Review

Language for Specific Purposes (LSP) is probably the most challenging branch in linguistics. It is, first of all, an approach to training in a foreign language based on the needs of personality within a certain situation and professional sphere, a tool for achieving the teaching objectives. This approach transferred emphasis from formal lines of language to its concrete use in certain situations of communication. The three approaches to LSP teaching are a language-centered approach, a skill-centered approach and a learning-centered approach (Hutchinson, 2010). The most important features of English for Specific Purposes (ESP) in relation to English for General Purposes lie in the fact that the status of the English language changes from being a subject in its own right to a service industry for other specialisms.

It is well known that the development of the ESP theory goes in two directions: linguistics and linguadidactics. From the point of view of the linguistic direction, the concept ESP is closely connected with the functional approach to studying language as a systemic and structural entity. The linguadidactic direction means studying the methods of EPS training as means of special communication.

In our research, we shall concentrate on the linguistic essence of English for Specific Purposes, namely English for Language Pedagogy (ELP). Being an outcome of English for Social Sciences, ELP pursues academic purposes (Gumovskaya, 2017). It means that academic skills should be taught to students for the purpose of professional development — skills that are essential for them in understanding, using or presenting authentic information in their profession. The tool for training the skills and abilities, necessary for professional communication is a set of lexical units, grammar, styles, prosody and features of discourse. The professional ESP intercourse and the role of English teacher in it are of current topical interest to science and society.

3. Research Method

In order to make out what these language means are we subjected to analysis the world famous tutorials *The TKT (Teachers Knowledge Test) Course* (Spratt M., Pulverness A. & Williams M., 2012), *Teaching by Principles* (Pearson, Longman, 2007) and *Languages for Specific Purposes* (Hutchinson T. & Waters A., 2010). We shall also try to comprehend the key message contained in the empiric material that has become a manual for budding teachers.

The object of research is English for Language Pedagogy (ESP), a specific language system in use within its institutional context. Like other variants of professional intercourse, English for Language Pedagogy has its own system of interrelated language and stylistic means.

The subject of research is the language means used by the teacher in the course of joint activity and exchange of professional information. Subjected to analysis are the language means and discourse structure of communication specially recommended to the English teacher by the authors of the manuals in order to form

steady competences in English language acquisition.

The research aims at tracing the selective choice of language means used in different academic environments by the English teacher, identified as *secondary language personality*, which is a generalized image of the English teacher.

4. Discussion

The ESP teacher's load differs from that of the General English teacher. The ESP teacher's role is one of many components. He/she is rather ESP practitioner than ESP teacher in order to reflect this scope. It is likely that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation.

The fact that the majority of ESP teachers have not been trained as such is the second way in which ESP teaching differs from General English teaching. They need, therefore, to orientate themselves to a new environment for which they have generally been ill prepared.

The analysis of the empiric materials under study has shown that we face a complicated model of English teacher's professional intercourse: the parties of communication are the teacher and two addressees of different statuses — the student and the peer. The exchange of professional information may take place in classroom with the teacher and students as parties of joint activity; and the teacher and peers to provide the theoretical basis for the practical classroom pedagogy by defining terms, concepts, and issues of the field.

The main claim of the research might be formulated as follows: the secondary language personality is characterized on the grounds of the analysis of the texts made by him/her from the standpoint of the use in these texts for the reflection of the vision of surrounding reality (their world picture) and for achieving certain purposes.

The communicative aim of English teaching is exchange of professional information and interaction of people in the course of joint activity, the parties of interaction being the teacher, the students and the peers. The specific patterns of professional interaction at regular English-language communication in classroom or face-to-face professional activities are grounded on a different (for teachers) picture of the world than that of their own linguacultural community.

English for Language Pedagogy is a specific language system in use within its institutional context. The institutional power and authority of the teacher, as well as the relatively subordinated institutional position of the student are created, reflected and maintained by asymmetrical discourse of the lesson: it is the teacher who interactionally controls most of the discourse. The teacher asks questions, controls topics and their development. The teacher also provides the amount of information and determines the amount of social talk in openings (greetings) and closings (saying goodbye) of the lesson.

ELP dwells on two forms of verbal communication: written and oral. Oral communication is represented by lessons, lectures or reports, discussions, but most of all by conversations between teacher and student in classrooms, and here it has some features of colloquial speech.

As the discourse of the lesson is highly asymmetrical, the language used is consciously prescriptive: it sounds imperative as the teacher is supposed to give instructions and introduce academic material, hence, special grammatical forms and structures: the use of the Imperative Mood and modality (37.6%) (*Work with a partner! You can start the story with this picture*).

As there is a direct contact with the students, it allows the teacher to combine effects of written and spoken

varieties of language. The teacher often begins and finishes his communication with special formulas of address to the students (*Good morning, class!*); they may use such features of colloquial style as asking the students (*What did you do last weekend, Fay?*). The teacher can use direct address (*Debbie, how are you? Karen, listen, what Debbie wants to do*); the pronoun of the second person (*You, please! You are welcome!*).

The oral variant of English for Language Pedagogy is especially close to spoken language in its emotional aspect. It is aimed at logical and emotional persuasion of the target audience. The emotional colouring is lofty: it may be instructive (*Brenda, a bit louder, please!*), or ironic but it cannot have the “lowered” connotations (slangy or rude) found in colloquial speech.

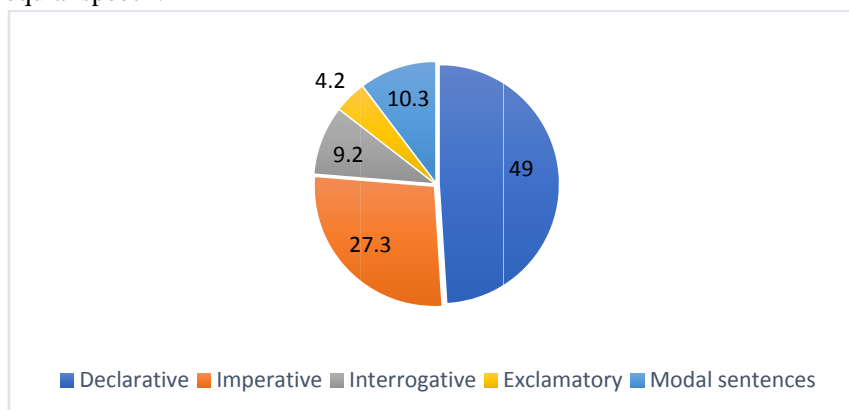


Figure 1 Communicative Types of Sentences (Teacher-to-Students Discourse)

The analysis of our empiric material has shown that the syntax of ELP in classroom is not complicated — the bulk of utterances are simple extended two member sentences (affirmative 32%, negative 10%) (*I'm going to play the CD*) or composite sentences with a limited number of clauses (7%) (*Try to guess what will be in the story*). Interrogative sentences are often used (9.2%).

The morphology is characterised by the frequent use of non-finite forms of the verb, especially of the Infinitive in instructions and commands (73%) and Gerund to describe a general and habitual action in process (*giving reasons, self-correcting*) (27%). The former being part of a compound verbal modal predicate is mostly used to reflect a single action (*You can start*) or in verbal one-member sentences (*Look at each other!*).

The nouns used are mostly common, concrete and proper.

Now I want all of you to take your lists of the movies that we discussed (the ones on the board) and make a grid like this (Principles, p. 6).

Do you think it is a good idea to pay countries not to cut down their forests (Principles, p. 6)?

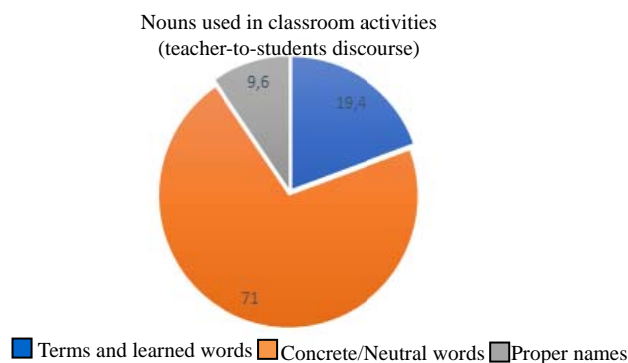


Figure 2 Nouns Used in Classroom Activities (Teacher-to-Students Discourse)

To sum it up, the discourse in classroom based on direct contacts is asymmetrical but communicative; the language used is prescriptive but friendly, colloquial but lofty, simplified but standard.

The asymmetry of a lesson — the control of the teacher over the discourse — is opposed to teacher-to-teacher discourse of sharing professional skills. The analysis of the empiric material shows that the most noticeable feature of English in this case is hypotaxis that is the logical sequence of utterances with clear indication of their interrelations and interdependence that is why there is such a developed and varied system of connectives in it.

The late 1970s and early 1980s saw the beginning of what we now recognize as a communicative approach as we better and better understood the functions that must be incorporated into a classroom (Principles, p. 45).

Conceptual material, although challenging in content, seems easy to read due to its grammatical and discourse structure. The analysis of the empiric material has revealed certain features of textual structure to present arguments transparently and coherently, distributing its information content in ways which make it seem accessible and digestible. Here are some of them:

Discourse structure (paragraphing)

- There is a balance between abstract and concrete points. General discussion alternates with accounts of experiments.

Presentation techniques are the ways used by the teacher to focus learners' attention on the meaning, use and sometimes form of new language when introducing them for the first time. Look at the presentation stages (the areas that are shaded) in these descriptions of the two lessons... (TKT, p. 90).

- The problems are explained as they arose over time. The reader is told how the thinking developed.

Learners need to use language to interact. In the class, this can be with classmates or the teacher. This gives them the opportunity to experiment with language and find out how successful their communication is (TKT, p. 59).

- Most paragraphs begin with a general thematic point, and later sentences elaborate. The theme of the next paragraph then drives from the previous one's elaboration.

...The solution is often to use both types of activity.

The formal assessment activities discussed above are used to assess learners on a single occasion, like a photograph (TKT, p. 147).

- A new element at the end of one sentence is often picked up as a given element at the beginning of the next, e.g.,

Connected text is referred to as discourse. Discourse is connected by grammar and vocabulary and/or our knowledge of the world (TKT, p. 31).

- The sentences usually have a cross-reference back to a preceding sentence or clause. This makes it clear that a given topic is still being discussed, and reduces the scope for vagueness.

The teacher models (gives a clear example of the target language) at two points in this teaching sequence. It is important, when we model language orally, that we say only what we want learners to repeat, as the teacher does here (TKT, p. 185).

Another characteristic feature of teacher-to-teacher discourse style is special sentence-patterns. They are of three types: *postulatory*, *argumentative* and *formulative*. A hypothesis, a scientific conjecture or a forecast must be

based on facts already known, on facts systematized and defined. Therefore, every piece of academic writing will begin with postulatory statements, which are taken as self-evident and needing no proof.

An interactive teacher is by definition one who is fully aware of the group dynamics of a class (Principles, p. 214)

A reference to these facts is only preliminary to the exposition of the writer's ideas and is therefore summed up in precisely formulated statements accompanied, if considered necessary, by references to sources.

As Dornyei and Murphey (2003) explained, the success of classroom learning is very much dependent on how students relate to each other, what the classroom environment is, how efficiently students cooperate and communicate with each other...(Principles, p. 214).

The writer's own ideas are also shaped in formulae, which are enunciation of an argument, the result of an investigation, etc. that is the sentence, which sums up the argument, is generally a kind of clincher sentence:

It is important to remember that effective interaction within the dynamics of a classroom is a gradual incremental process (Principles, p. 214).

Sentence structure

- Sentences range from 7 to 32 words. This is typical of academic writing.
- Clauses have short subjects, with most of the information left until after the verb. Such sentences are much easier to understand than alternative.

Guided writing loosens the teacher's control but still offers a series of stimulators (Principles, p. 400).

- Points of contrast are rhetorically balanced, using such devices of proportional agreement as the more ...the less.

The sooner you internalize the connections between practice and theory, the more likely you are to engage in "enlightened" teaching (Principles, p. 63).

- The passive constructions are a helpful way of ensuring a smooth flow of ideas, and are important in allowing objects to receive prominence within clause structure.

A good deal of attention was placed on "model" compositions that students would emulate... (Principles, p. 91).

As teacher-to-teacher discourse is restricted to formal situations and, consequently, to formal style, it employs a special vocabulary, which consists of two main groups: words associated with professional communication — terms specific to English for teaching and learned words. Terms are coined so as to be self-explanatory to the greatest possible degree (*Communicative Language Teaching (CLT), extra-class work, group dynamics*). Learned words can be identified by their dry, matter-of-fact flavour, for example, comprise, experimental, heterogeneous, etc. Refined or literary words are mostly polysyllabic drawn from the dead or Romance languages and, though fully adapted to the English phonetic system, some of them continue to sound foreign. Their very sound seems to create complex associations: *facilitator, spontaneity, internalize*. A particularly important aspect of English for teaching is the subject-neutral vocabulary that cuts across different specialized domains. In particular, a great deal of class work involves giving instructions to act in a certain way, or reporting on the consequences of having so acted. Several lexical categories can be identified within the language of instruction and narrative:

Verbs of exposition: *describe, examine, and explain.*

Verbs of warning and advising: *check, notice, remember.*

Verbs of manipulation: *begin, fill, prepare switch on.*

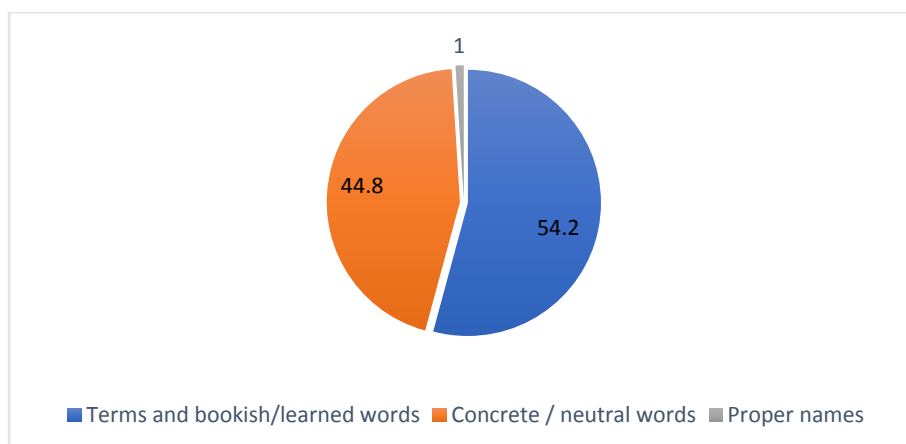


Figure 3 Nouns Used in Professional Interaction (Teacher-to-Peers Discourse)

The syntax of teacher-to-teacher discourse is characterized by the use of complete (non-elliptical) sentences, the use of extended complex and compound sentences without omission of conjunctions, the use of bookish syntactic constructions with non-finite forms of the verb, the use of extended attributive phrases, often with a number of nouns as attributes to the head-noun, e.g., *various behaviouristic methodological variants; various nondirective “let-it-just-happen” approaches; a communicative interactive whole language view* (Principles, p. 339).

The analysis of the empiric materials has shown that though the communicative aim of the professional intercourse between the teacher and students as well as between the teacher and peers is the same (exchange of professional information and interaction in the course of joint activity) it is actualized by different utterance units characterized by the specific communicative intentions underlying them. The communicative sentence types are classified in accord with the responses they elicit. That is why the correlation between the quantities of the sentence types used in the two types of intercourse is different.

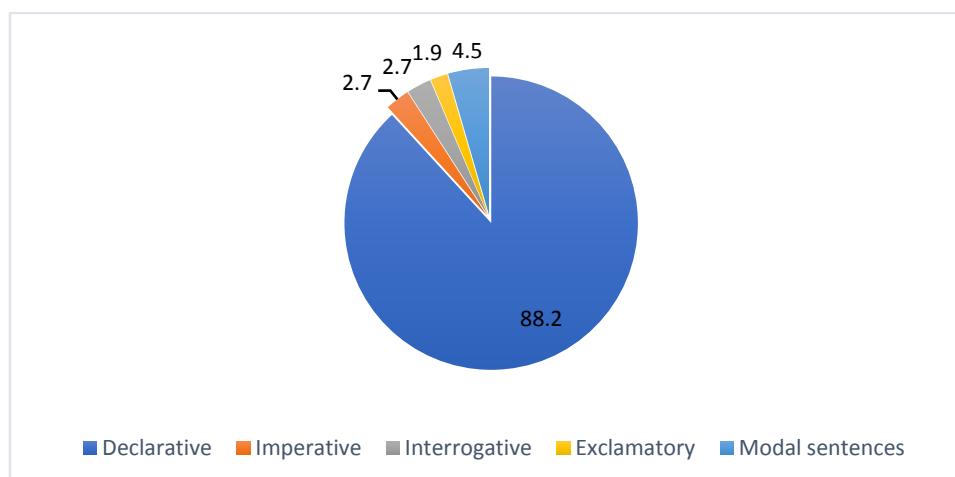


Figure 4 Communicative Types of Sentences (Teacher-to-Peers Discourse)

The same relates to the nouns used:

The *declarative* sentence expresses a statement which stands in correlation with the student's responding signals of attention or appraisal including agreement and disagreement. In teacher-to-teacher communication, these sentences prevail (88.2%), the nouns used are mostly terms and bookish words (54.2%). While in teacher-to-students intercourse declarative sentences constitute only 49%, the nouns used are mostly concrete and neutral (71%).

The *imperative* sentences induce the student not so much to actions but to speech and are characterized by a high degree of emotive intensity. In the teacher-to-students discourse, they make up 27.3%, proper nouns (addresses) — 9.6%; in teacher-to-peers discourse — 2.7%, proper nouns (addresses) — 1%.

The *interrogative* sentence expresses a request for information wanted by the teacher from the student: 9.2%; in teacher-to-peers discourse — 2.7%,

The *exclamatory* sentences convey the teacher's emotions, i.e., consciously or unconsciously produced shouts of strong feelings just to encourage or discourage students (4.2%), they are considered to be non-communicative utterances. In teacher-to-peers discourse, these make up 1.9%.

5. Conclusions

The term *the secondary language personality* represents a specification of the general concept of the language personality in relation to the sphere of cross-cultural communication and to linguadidactics. It is based on the assumption that at the core of foreign-language communication lays another picture of the world. The term *the secondary language personality* can be applicable to English teacher specialized in languages for specific purposes.

The success of foreign language acquisition and the culture standing behind it as well as the manifestation of the features of the secondary language personality in students may be provided by the disclosure of another world picture in the course of foreign languages training.

The tutorials under analysis (*The TKT Course, Teaching by Principles and Languages for Specific Purposes*) have been aimed by their authors at giving hints, not answers, for creative teachers to elaborate them.

The way of delivering materials correlates with the main communicative purpose of teaching discourse, that is to deliver certain information to a reader clearly and precisely, using the words, expressions and grammatical constructions without emotional colouring. Such way of delivering can be called formal-logical.

Having subjected to analysis the language means used in professional teaching communication, we came to the conclusion that the bases of teaching discourse lie in the norms of written academic English with certain specific characteristics. The conspicuous features of professional teaching communication can be summarized as follows:

All the language units within the lexico-semantic field of teaching are semantically interdependent. The core of the semantic field incorporates specialist lexis, i.e., terms proper. The periphery consists of several strata of general lexis — neutral words and learned words. The words are thoroughly chosen to convey the idea as precisely as possible. Such functional words as prepositions and conjunctions as well as words providing logical connection between the separate elements of the utterance (conjunctive pronouns and adverbs) are of prime importance.

Only commonly known patterns of grammatical norms in written speech are put to use. Passive, impersonal and indefinite-personal constructions are widely used. Complex and compound sentences with predominance of nouns, adjectives and non-finite forms of the verb are frequently dealt with. Logic emphasis is often reached by

means of actual division of the sentence and logical accentuation.

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