Dr. Ishak, S.Pd., M.Pd

Employable Professional Teacher

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Dimar Jaya Press

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Layout : Tim Percetakan Dimarjaya
Desain sampul : Tim Percetakan Dimarjaya

Bismillahi Rahmanirrahim

Assallamu Alaikum Warahmatullahi Wabarakatuh

Writing a book is one of literate activities that have clear orientation, they are: to document concept, idea, and thought in order to be learnt by others. Writing a book is important to be cultural heritage in academic of university. Writing does not only involve our hand and fingers to write but also involve our brain to think for the sake of writing the impression discourse. The literate activators elaborate that book is window key of world that can refresh our thought.

The program "Gemar Menulis Buku" in academic 2020 of Institut Agama Islam Negeri Bone referred to complete the comprehensive literature for students and lecturer of Institut Agama Islam Negeri bone, society, and to answer the challenge of education by using Islamic approach, national approach and the local wisdom to achieve excellent and humane life as a part of vision of Institut Agama Islam Negeri Bone. The program "Gemar Menulis Buku" is expected to continued in every year though the estimate of DIPA IAIN Bone.

Therefore, the gratitude beyond measure is caused by the program 'Gemar Menulis Buku' (Gemuk) launched for the first time in 2020 academic year. It is estimated about 50 up to 60 books. This program was planned to name Gerakan Lima Ratus Buku by the acronym "Gelarku" but upon the definite consideration: it is difficult

to present 500 books before the readers till 2020 or the end of the period 2018-2022. Finally, the name of program was change to be Gemar Menulis Buku by the acronym "Gemuk".

As rector of IAIN Bone, I would like to thank all those who were involved and supported the implementation of this program. It is hope that this program "Gemuk" will further increase the lecturers' and education staffs' interest in writing in the environment of IAIN Bone. The ideas is elaborated n the book of **Employable Professional Teacher**. It is hope not only being easy to understand but also being easy to implement by the readers. May Allah bless our joint ventures so this book will become reference, have benefit, and become worth of worship in Allah Swt.

Amin, Ya Rabbal Alamin.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Watampone, 1st November 2020

Rector of IAIN Bone

Prof. Dr. A. Nuzul, S.H., M.Hum.

INTRODUCTION

This book will discuss the construct of employable professional teacher identities in two ways: firstly, as a conceptual framework developed from the perspective of research in employability and teacher identities, and its usability for researching the topic of teacher professional development. Secondly, through investigations of practices, specifically, how teachers negotiate and communicate their work as part of their developing professional identity.

The strategy is a teaching implementation. Teaching implementation aims to improve skill, improve knowledge, reaching goals and values/self motivation. It is to promote critical, reflective thinking and evaluation skills that will help students to take positive action to protect, enhance and advocate for their learning. Students use communicative personal and social capability to work collaboratively with others in learning activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, team work, leadership and an appreciation of diverse perspectives. The students' perception is a sense when the students are taught by the lecturer. The students hope that the lecturer will bring and involve them into a quality of better education. The students think that the professional lecturer must be communicative, talks easily when delivering material in the class and drive the students to reach their target language.

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CHAPTER I

Effective Professional Teaching

English language learners are defined as students whose first language is not English and who are in the process of learning English. English has become an integral part of Indonesia. Teachers are expected to train students not only in numbers and letters but also in soft skills that would increase their employability when they enter the employment market. English reaches children through various ways other than the teacher. Their acquaintance with English needs to be kept as a base, and the teacher has to build on it.

We all know that an interested teacher alone can make the classes interesting. So it is necessary to instill enthusiasm and develop the right attitude among the teacher trainees in teaching English. In line with Brown (1980) stated that teaching is showing or helping someone to learn how to do something, giving intructions, guiding in the study of something, providing with knowledge, causing to know or understand. The same as Gilakjani & Sabouri (2017) proposed that the teachers adopt their teaching strategies for coping with their teaching challenges, shape language learners' learning environment, their motivation and their language ability.

Effective professional teaching is on-going, includes training, practice and feedback, and provides adequate time and follow-up

support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically. Demiroz & Yesilyart (2015) explored that effective foreign language teaching as "clear and enthusiastic that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language.

Indonesian's educational school and institute system rely on efficient teachers to provide the most effective, successful language teaching instruction to improve students' education. A teacher must choose an appropriate technique in teaching to make the teaching and learning process in the classroom effectively. Students require different characteristics and teaching techniques from the classroom teacher to sufficiently meet individual learning style needs during teaching and learning process. English language teachers must be able to link mastery of skills with the student's comprehension process. Teaching requires educators to deliver effective teaching instruction with specific characteristics that are critical in providing and implementing an effective language teaching program.

The teacher must find ways to facilitate the learning for the students consequently in order to help the students teacher have to

listen to them and guide them through their difficulties. Having a supportive teacher who helps and gives constructive criticism when it is needed, is an absolute must according to the students. As long as the students are aware that the teacher see and believe in them, than that it will help them to be more confident, and hopefully make them believe in themselves. Panhon & Wongwanich (2013) stated that enhancing teachers' teaching standards will provide a positive development of students' achievement.

When pressure on the teacher includes their accountability for test results, we notice that many teachers adopt 'defensive teaching'. Attention to managing pupils increases and attention to learning goals decreases. Young people's behavior dominates teachers' thinking, and fear of the children being 'out of the teachers' control', can result. In classrooms it is often the teacher who:

- decides the content of lessons,
- designs and decides the activities through which the young people will learn,
- controls the pace at which activities are undertaken,
- controls and regulates the flow of communications in the classroom (who gets to speak, for how long, and about what).

The emphasis on assessment and testing, and young people's performance in tests, promotes a belief that performance is what learning in the classroom is all about. But the relation between learning and performance is not simple, and better performance is not

achieved by merely emphasizing performance. A better understanding of the dynamics of learning and performance can be achieved by considering how learners orient themselves to learning. Such beliefs have a very powerful influence on how they go about their learning. On different occasions other beliefs prevent them from improving their learning, especially in challenging situations because they link lack of success to lack of ability. We call this a performance orientation.

The teaching profession has been burdened with fundamentally ambivalent social characteristics because of an incessant relation between 'experiential knowledge accumulated by teachers during the experience of teaching and changing social demands'. The former, based on experience of educational practice and institute organization is knowledge that has been generated historically and culturally in the workplaces call school and institute and which is passed on among teachers group. English teaching is a process that the teacher interacts with students. Asking and answering are the primary ways to communicate with each other, so questioning plays a central role in English class. It urges students to think actively and develops their creative thinking. It will contribute to the English teachers. However, putting the skill into practice should not be the final aim of the English teacher. The teachers' side is conflicting, complicatedly tangled, and mutually influential. We attempted to bring light to students; logic for the teaching profession and the changing process of their logics by the

system process. Muijs & Reynolds (2008) stated that classroom management is strongly related to students' attitude in the classroom.

Teachers, educators and administrators would benefit greatly from knowing the characteristics of an effective early childhood teacher, as they strive to improve the quality of the field. New teachers and those at a crossroads in their career would also benefit if they could confirm that the interpersonal and intrapersonal beliefs they possess are those demanded by the field. While aspiring teachers can increase their knowledge and develop their skills, their personal characteristics, which involve the socio-emotional and spiritual realms in addition to the cognitive is likely to be more fixed. Hotaman (2010) stated that an effective teacher carefully monitor the subjects' level of understanding and apprehension of new information. Ceranic (2012) proposed several principles of effective teachings, they are relationship between teaching and learning, development of learning climate, effective classroom management, and improving the students skills.

The attraction of learning styles is understandable. It reminds teachers that young people learn in different ways, and that activities for learning should be varied. However, many issues arise by focusing on learning styles: learners are viewed as non-changing; matching the teaching with learners' styles is impossible; a thin description of learning results; the focus often remains on teaching rather than learning. This series for beginning and experienced lecturers deals

with all aspects of teaching individual arts and humanities subjects in higher education. Experienced teachers offer authoritative suggestions to enable beginning and experienced lecturers to become critically reflective about discipline-specific practices. Each book includes an overview of the main currents of thought in a subject; major theoretical trends; appropriate teaching and learning modes and current best practice; new methods of course delivery and assessment; electronic teaching methods and sources.

There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategy, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies. Professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. In other words, professionalism is measured by the best and the highest standards. Baggini (2005) claims that for today's teachers, professionalism is interpreted in terms of what extent the teacher outcome the difficulties and what extent they are able to use their skills and experiences related to their profession.

The concept of professionalism in teaching is commonly discussed on sociological, educational and ideological bases in the

literature. The professional teacher has an important role in students' performances and their success. The roles of teachers may affect students' attitudes and motivations toward language learning. Improving the field of foreign language teaching and learning without improving the qualities of teachers seems impossible.

In the light of the different approaches to teacher professionalism in scholarly debates, it is evident that the meanings attributed to teacher professionalism and the status of teaching has a dynamic characteristics. This dynamism stems from the political and social changes and results in the shifting meaning and status of the teaching profession in historical context. Contemporary interpretations of teacher professionalism have a shift in meaning from the earlier notions in the sense that teachers confront with multiple pressures, intensified work demands and more occupational control in recent times. Harmer (2007) elaborated English is learnt and taught in many different contexts, and in many different class arrangement. Such differences will have a considerable effect on how and what it is we teach.

Teacher professionalism is an important determinant in the pursuit of educational excellence. This examines how the four factors: academic qualifications, professional training, teaching experience and professional development, affect teacher professionalism. Interestingly, academic qualifications and teaching experience of the subjects were not interrelated with teacher professionalism, while the

variable professional development was an important contributory factor to teacher professionalism. Additionally, subjects with higher professional training had a significantly higher degree of teacher professionalism. Harmer (2007) described one of the reasons that is difficult to give general descriptions of good teachers is that different teachers are often successful in different ways. The same as Richards & Bohlke (2011) stated that a language lesson consists of a sequence of activities that lead toward your lesson goals or objectives.

All learning is active in a certain sense, but some kinds of learning are more active than others. Here active learning is defined in one sense to mean that the learner uses opportunities to decide about aspects of the learning process. A second definition of active learning connects it to mental activity in another sense: it refers to the extent to which the learner is challenged to use his or her mental abilities while learning. Thus active learning on the one hand has to do with decisions about learning and on the other hand making active use of thinking. An important implication of this definition is that it takes our attention towards the learner's experience and what they do with that experience, including their own decisions about it. So we cannot take active learning to mean some simple version of the phrase 'learning by doing', which is fortunate because there are so many examples of humans continuing to 'do' without any learning taking place! Indeed, classroom life can sometimes feel like 'Do, Do, Do' – and when

you've finished that, do some more! We need to examine how the doing leads to learning.

Active learning the focus is on decision-making and thinking, but we also want to include the idea that the learner is actively manipulating materials of some sort, ranging from the kind of things that science teachers talk about as 'hands on', to the actual construction of objects as with design technology, to the creation of a musical performance, and so on. Nevertheless, the initial point still stands: we need to highlight the meaning-making which must be associated with the activity in order for us to be convinced that learning is taking place.

The certificated teacher is the essential element in the delivery of instruction to students, regardless of the mode of instruction. A teacher has professional knowledge and skills gained through formal preparation and experience. Teachers provide personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning. The processes of teaching include understanding and adhering to legal and legislated frameworks and policies; identifying and responding to student learning needs; providing effective and responsive instruction; assessing and communicating student learning; developing and maintaining a safe, respectful environment conducive to student learning; establishing and maintaining professional relationships; and engaging in reflective professional practice.

Taggart & Wilson (2005) asserted learning depends on a complex set of personal characteristics that includes values, attittudes, aspirations, level of cognition, preferred learning style, self-confidence, and health. While Long in Allwright & Bailey (1991) proposed the relatioanship between the teacher and the students should be negotiated in interactions, comprehensible input, and language acquisition.

The educational interests of students are best served by teachers who practice under conditions that enable them to exercise professional judgment. Teachers have a right to participate in all decisions that affect them or their work and have a corresponding responsibility to provide informed leadership in matters related to their professional practice.Professional development for teachers should be analogous to professional development for other professionals. Harmer (1992) stated the most important and difficult role the teacher has to play is that of organizer. The success of many activities depends on a good organization and on the students knowing exactly what they are to do. A lot of time can be wasted if the teacher omits to give students vital information or issues conflicting and confusing instructions.

Becoming an effective science teacher is a continuous process that stretches from pre service experiences in undergraduate years to the end of a professional career. Science has a rapidly changing knowledge base and expanding relevance to societal issues, and

teachers will need ongoing opportunities to build their understanding and ability. Girard in Ur ((1996) emphasized that it is an important part of teacher's job to motivate learners. In more recent 'learner centered' approaches to language teaching, however, the teacher's function is seen mainly as a provider of materials and conditions for learning, while the learners takes responsibility for his or her own motivation and performance. The same as Wilson & Lizzion (1997) stated that the quality of lecturers is an important aspect in providing effective instruction to students. Furthermore, the learning process also correlated with students' perceptions of the subject that has been studied. Effective learning is not only dependent on the skills and competencies of lecturers, but also depends on the overall strategy.

Teachers also must have opportunities to develop understanding of how students with diverse interests, abilities, and experiences make sense of scientific ideas and what a teacher does to support and guide all students. And teachers require the opportunity to study and engage in research on science teaching and learning, and to share with colleagues what they have learned. Allwright & Bailey (1991) asserted classroom-centered research is just it says it-is research centered on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching, materials, etc). While Park & Lee (2006) asserted that effective English teachers can be categorized into three main categories. They

are: English proficiency, pedagogical knowledge, and socio-affective skills.

It is necessary for teachers to understand how the dynamics of classroom communication influence students' perceptions and participation in classroom activities, and then it may enable them to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition. Classroom is regarded as a unique communication context. The patterns of classroom communication ultimately determine students' participation in classroom activities by using the language, and the opportunities and efficiency of the target language acquisition. One of the key language teaching methods is to use questioning as a learning tool to promote classroom interaction. Classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching.

Once the process of curriculum planning and course preparation is complete, what remains is of course to put all the plans into action and actually teach the program. As teaching proceeds and afterwards, faculty will be trying to find out how all the decisions they made work out in practice. Specifically, the Literature department (and no doubt university authorities) will be interested in such matters as whether the courses make up a coherent whole, expressing curriculum aims appropriately, whether the teaching-learning objectives are apt and achievable and what kind of progress the students make. And the staff

responsible for teaching each of the program's courses will want to know whether all the elements of the course are well designed in relation to its objectives, whether the syllabus is fruitful, the course stimulating and interesting to the students, whether the teaching methods and study activities are effective and whether the methods of student assessment are appropriate and fair.

In other words, the design and conduct of our courses need to be evaluated in some way and, in light of the results of such evaluation, adjusted or revised. And so the course design process comes full cycle. Evaluative inquiry is our subject in this short final chapter of the book. The chapter ends with some thoughts about the directions literature teaching might take in coming years, in the context of trends in the wider academy and internationally. Print (1993) asserted that the way of conceptualizing curriculum is to view it in terms of the perception people have a curricula. Different people perceive a school's curriculum in different ways and sometimes in multiple ways depending upon the context in which the concept is used.

Depending on the educational context, it is possible to say that definitions of teacher professionalism focus on teachers' professional qualifications such as "being good at his/her job," "fulfilling the highest standards," and "achieving excellence." On the most basic level, 'professional teacher refers to the status of a person who is paid to teach'; on a higher level, it can refer to teachers who represent the

best in the profession and set the highest standards. Professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. In other words, professionalism is measured by the best and the highest standards. Alatis (2007) asserted good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to language teaching and learning, and cherish their students. While Orlando (2013) classified into nine characteristics of great teacher:

a. expert communication skills,

b. superior listening skills,

c. deep knowledge and passion for their subject matter,

d. the ability to build caring relationships with students,

e. friendliness and approachability,

f. excellent preparation and organization skills,

g. strong work ethic,

h. community-building skills,

i. high expectations for all.

Investigating the characteristics of professionalism English language teachers as perceived by teachers and students is beneficial to teachers and students as well as researchers. For teachers, they can check the appropriateness of theirs and their colleagues' beliefs regarding foreign language teaching and learning based on current research. In addition, teachers can understand what their students expect from them and develop their pedagogical techniques through

reflection on teaching, which will in turn enhance the complex process of teaching and learning. For students, they can understand their teachers' beliefs and change their erroneous beliefs about foreign language teaching and learning. Tang & Lim (2002) stated that education has a significant role in the development of a country.

The progress of a country is also symbolized by the level of education provided. For most countries, the main factor to be considered is the quality and effectiveness of teaching and learning. The learning process becomes more significant with the increase in the quality of teaching and learning through continuous improvement. Meanwhile According to Gordon & Partingon (expressed in Rowley, 1996), the quality of education refers to the success of an institution providing educational environment where students achieve learning goals as well as an effective academic measurement.

The writer classified teacher into five roles:

1. Controller, which means that the teacher takes control in the classroom and lead the students how the students should behave,

2. Supporter, which means that a teacher is being supportive and help the student in difficult and different situations that may occur when students are doing tasks,

3. Participant, which means when the teacher participates in exercises, such as group discussion or role play, to make

sure of what is expected from them and to help them to be confident,

4. Resource, a teacher should be as a source of information when questions appear in the classroom. This can be questions about a particular task or if they want to find out facts about something,

5. Tutor works essentially as a mentor for the students. The main purpose with a tutor is to be supportive and make the student to understand the material.

A good teacher notices when even one student among many does not understand, and makes an effort to communicate individually when necessary. Communication also involves explaining exactly what the assignments and expectations are. When students fully understand what is expected of them, it's much easier for them to deliver. Interestingly, not only are communication skills incredibly important in the classroom, but they are among the most important skills in any setting.

This book would give the nature of teaching and the qualities a good teacher ought to posses, there has been little emphasis on the specific characteristics and strategies that teacher educators should have. Teaching evaluation is a necessary process in any educational setting. Do you remember how it felt when the teacher called you by a wrong name, or no name at all almost as if you did not exist? Don't forget that feeling, and dedicate yourself to learning your students'

names. This is an easier assignment for teachers with one class of students than it is for a teacher with five classes a day, but the sooner teachers learn the names of all their students the smoother the class will run. Seating charts can help, as well as name signs on desks. You may hear student grunts at your suggestion for student name signs (anonymity can be a student strategy), but you can explain that the signs will disappear when everyone knows each other's name. And here is a special reminder: If a student is from another culture and has an unfamiliar-sounding name, work to learn the correct pronunciation. It will be much appreciated by the student and will help you grow as well.

Many learners of English have problems in studying reading comprehension. It might be cause by their lack of reading comprehension the teacher's technique of presenting reading is still unsuited cooperative learning. With cooperative learning, students work together in groups whose usual size is two to four members. However cooperative learning is more than just putting students in groups and giving them something to do.

English is one of languages that liked by the students. Students themselves have different level of language proficiency before class work begins. Student's background of English knowledge is very poor, so they cannot catch up with others in class. They begin to develop negative attitudes towards studying English. Eventhough they resognize the importance of the English language in globalization,

they prefer to spend most of their time on their major subject or subjects they can do better. One of the students' difficulties in learning English is to get ideas from the reading text.

CHAPTER II

Professional Teaching and Language Teaching

A. Professional Teaching?

      Sullivan & William (2005) stated **a professional is a member of a profession or any person who earns their living from a specified professional activity.** The etymology and historical meaning of the term professional is from the middle English, from profess, adjective, having professed one's vows, Anglo-Franch, from Late Latin Professus, from Latin, past participle of profiteri to profess, confess, from pro-before + fateri to acknowledge: in other senses, from Latin professus, past particple. Thus, as people became more and more specialized in their trade, they began to 'profess' their skills to others, and vow, to perform their trade to highest known standard. With a reputation to uphold, trusted workers of a society who have a specific trade are considered professionals. Ironically, the usage of the word 'profess' declined from the 1800s to the 1950s, just as the term of 'professional' was gaining popularity from 1900-2010. Notably, in American English the rise in popularity of the term of 'professional' started at the beginning of the 20th century whereas in British English it started in the 1930s and grew fastest in the 1960 and i970s. The concept of professionalism was discovered by Abraham Flexner.

It is vital to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008). The teachers tend to adopt strategies and techniques that are likely to work in practice. For this reason the invocation of disciplinary knowledge is likely to be informed by teaching material and purpose, students' background experience, current learning needs and dispositions. A core responsibility in a teacher's professional work is to make new subject content understandable and learnable to students. It is generally expected that teachers should have the necessary communication repertoire to help students understand new information.

English language teaching leads every student in the classroom to become proficient and successful learners. Effective teachers do not use only one specific method or technique but implement many strategies and skills to accommodate the needs and learning styles for each student in the classroom. In line with it, Mayuni (2007) stated that the key of effective language teaching is qualified of effective teachers that can teach effectively and of course the role model for students in using English. Hedgcock (2002) adds that professional language teachers should be grammatically, sociolinguistically, discursively, and strategically proficient' in the target language.

The concept of professionalism is defined from the point of different perspectives and then how these definitions are associated to teaching profession is analyzed. The concept of professionalism in teaching is commonly discussed on sociological, educational and ideological bases in the literature. The key ideas of professionalism approaches underlying these bases are reflected in brief. Lastly, in the light of multiple perspectives and arguments, a workable definition for today's teacher professionalism notion and an interpretation embracing these perspectives are tried to be presented.

Professionalism and professional development programs for English teachers are undoubtedly desirable and important in all English language teaching contexts throughout the world, particularly given the fact that English is now the preferred language of communication in the fields of science, communication, technology, trade and education (Walker, 2001).

It is used in different senses and somewhat difficult to define. For example, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy, 2007). The professional teachers draw on a number of disciplinary fields. These include branches of applied linguistics, formal linguistics, functional linguistics, sociolinguistics, (psychological and social) theories of knowing and learning, as well as literary studies concerned with genre, rhetoric and stylistics. The

same as Woolfolk (1998) elaborated that teachers who have comprehensive knowledge of their subject matters let their students actively participate in the lessons. These teachers are aware of the problems the students encounter while learning and are ready for any questions put by the students and the answers these teachers provide are not evasive or ambiguous.

This era of globalization has resulted in the further spread of English as an international language. Recent economic and employment trends and developments have also changed the way English is used. Such trends, as a result, have led to the changing roles of English teachers, their professionalism, as well as types of professional development programs and learning opportunities that English teachers might need. Today's English teachers cannot escape the implications of globalization. Language teachers, for example, must now be able to reconceptualize how they conceive of the link between language and culture. In addition, there is an urgent need for teachers of English to be able to write persuasively, critically interpret and analyze information, and carry out complex negotiations and collaborations in English' (Warschauer, 2000).

It is perhaps not easy to list what professional English language teachers must possess or how they should develop as professionals. For example, there are still debates on whether or not native speakers make better language teachers than non-native speakers. The native speakers do have the proficiency in the target

language, such proficiency alone is not sufficient qualification for teaching positions – they should have teaching competency. At the same time, however, English teachers who are non-native speakers are required to possess a high level of written and oral proficiency in the language as well as competency in teaching should they want to be considered as professional English teachers. The need to attain and develop certain standards and benchmarking criteria for all professions has increased in today's competitive work conditions. Doyle (1990) proposed that there are at least two broad views on the idea of a profession:

1. A profession is an occupation whose members are expected to possess high levels of specialist knowledge, expertise, commitment and trustworthiness,

2. A profession is an occupation that, with public support, has the autonomy of defining and controlling the substance of its own work.

Standards create a professional environment of "best practice" procedures enabling organizations to confidently create systems, policies and procedures; they also assure high operational quality (Krishnaveni, 2007). This phenomenon makes a current issue of improving the occupation standards and qualifications of teachers' to comply with the contemporary developments like other occupation groups in other organizations. At this point, the concept of

professionalism comes into prominence which is considered to be one of the key elements of effectiveness in work life.

Teacher professionalism (Sachs, 2003), the meaning of the term changes as a response to external pressures, public discourses and scientific developments. However, it seems possible to make a workable professionalism definition in the field of education based on these different approaches. So, it would be useful to begin with some definitions. Teaching does not only involve presenting yournew lessons or activities to the class, but it is also a craft learned over time. The professional teaching is a teaching philosophy that can distinctly change given the situation responsibly. A professional teacher works to solve the teaching problems responsibly. He or she should help the students.

A professional can also get up to speed quickly and graciously. Having the background and confidence to develop a practical course. A professional teacher is a dignified and reliable person paid to teach a subject. To be professional means not only to know your subject well so that people will pay you for communicating your expertise but also to have the ability to conduct yourself in a manner that other people find courteous and reasonable. Tichenor (2005) claims professionalism is generally synonymous with "success" or refers to expected behaviors of individuals in specific occupations. The same as Leung & Creese (2008) stated that teachers are expected to be able to organize their teaching to maximize

purposeful student language use through peer interaction. It would be accurate to say that this principle of 'meaningful language use' underpins much of the current conceptualization of additional language teachers' professional knowledge and expertise.

The profession is an occupation whose members are expected to possess high levels of specialist knowledge, expertise, commitment and trustworthiness, then the professionalism is the overall quality of a practitioner which displays all the components of a recognized profession. The professional English language teaching involves developing an understanding of some of the differences between teaching foreign languages and other subjects. Borg (2006) identified the following differences:

1. Language is more dynamic than other subjects and has more relationship to real life,

2. Teaching a language includes a wide range of issues beyond language itself such as culture, communication skills and learning skills,

3. Language teaching methodology is more diverse and aims to create contexts for communication to maximize student involvement,

4. In language teaching, there is more scope for communicative relationships between teachers and learners which can also encompass themes of personal importance,

5. Teachers and learners operate principally in a language other than their mother tongue and compare themselves with native speakers,

6. For language teachers, characteristics such as creativity, flexibility and enthusiasm are essential,

7. Errors committed by language learners are more acceptable than in other subjects.

The quality of teachers and teaching are the most dominating factors that affect learning at large scale. Additionally, teacher performance denotes teachers' ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to student's under-standing and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate pedagogies, learning styles of learners and perceive their own strengths and weaknesses in teaching in order to perform their teaching responsibilities effectively. Every teacher wants to be good, but what exactly are the qualities that make a good teacher? What are the skills, talents, and characteristics, and can they be taught or learned?. Teaching can be quite satisfying for people who do it well.

Demirkasimoglu (2010) in line with "teacher professionalism" concluded that a professional work field with its sociological,

ideological and educational dimensions aims at achieving the highest standards in teaching profession which is based upon the professional formation, knowledge, skill and values. The dominant discourses in the field of education indicate that teacher professionalism is associated with improving the quality and standards of teachers' works and their public image. Multiple approaches are common in the sense that teacher professionalism means meeting certain standards in education and related to the proficiency.

Nontin (2016) claimed that the characteristics of good English teachers with respect to technical knowledge are master of English language, understand teaching methodology, can teach clearly, know about students „ability and understand the close connection between language and culture. Good English teachers" pedagogical skills who have teaching skills, use interesting media and variety techniques, creative and innovative in designing materials, understanding students" needs, motivating the students and teachers should be patient in facing and handling students.

Good English teachers, interpersonal skills who are enjoyable people, humorous, cooperative and good in managing emotion, be enthusiasm in teaching and patient in guiding and handling students who have lack of ability. Good English teachers" personal qualities who are good figure, kind and religious person, discipline, patient, have nice habit, attitude and behaviorism, always maintain their quality and enthusiasm in teaching. From the openended questionnaire

and in-depth interview result indicated that females" perception of good English teachers" characteristics are more on cognitive but male on affective aspect.

Nonetheless, some limitations of the present study are noted:

1. First, this study focuses on one of the aspects in pedagogical competence, that is teaching implementation. The other aspects of pedagogical competence dealing with teaching preparation and evaluation on students learning are still needed to be investigated further to contribute more to the body of knowledge related to English foreign language teachers professional development.

2. Second, the length of teaching experience is not included in the criteria to select professional English foreign language teachers. Thus, future researchers can investigate further how professional English foreign language teachers from different category of the length of their teaching experience develop their professional development.the ways how those professional development activities contribute to the professional English foreign language teachers' competence development in teaching implementation cover problem solving, taking and giving feedback, broadening knowledge, getting insight from the experts, doing reflection, and researching.

Ball & Forzani (2009) argued for making practice the core of teachers' professional preparation. They set the argument for teaching practice against the contemporary backdrop of a teacher education curriculum that is often centered not on the tasks and activities of teaching but on beliefs and knowledge, on orientations and commitments, and a policy environment preoccupied with recruitment and retention. The authors caution that the bias against detailed professional training that often pervades common views of teaching as idiosyncratic and independently creative impedes the improvement of teachers' preparation for the work of teaching. They offer examples of what might be involved in teaching practice and conclude with a discussion of challenges of and resources for the enterprise.

Besides the aforementioned analysis there are other key takeaways from this study that teachers need to be aware of:

- Students want grammar instruction, but it needs to be incorporated with clear explanations, the utilization of a variety of teaching methods, and with engaging enthusiasm.
- Student like to be asked questions in the classroom. It helps them engage more effectively with the topic/subject being taught. However, this needs to be done in a patient, nonjudgmental, and encouraging manner.
- Students appear to want the same professionalism in EFL courses as they receive in math, science etc. This doesn't

mean that they don't want a fun atmosphere, it simply means the subject needs be approached with structure (i.e. well-organized lessons, a syllabus, additional material, and properly time managed).

- While there are some differences between genders, and levels of understanding most of the key attributes are shared in importance with most students, from a variety of backgrounds.

B. What is Language Teaching?

English has become an integral part of Indonesia. Teachers are expected to train students not only in numbers and letters but also in soft skills that would increase their employability when they enter the employment market. English reaches children through various ways other than the teacher. Their acquaintance with English needs to be kept as a base and the teacher has to build on it. We all know that an interested teacher alone can make the classes interesting. So it is necessary to instill enthusiasm and develop the right attitude among the teacher trainees in teaching English. Stern (1987) defined as the activities which are integrated to bring out language learning.

The impact of conception of teaching, and on the process and outcome of learning. National systems and dominant models of assessment challenge teaching by encouraging mechanistic and fragmented approaches, which in turn disadvantage groups of

students. Classroom practice can still assess in a way that promotes qualities such as collaborative and thoughtful approaches to learning, by staying close to learners' experiences and remaining supportive to learners. National "curricula" framed to assist assessment rather than promote important development, lead schools and teachers to adopt strategic responses. Teaching methods focus on "coverage", and the quality of learner experience declines.

In this context, teachers are faced with key tensions:

- Issues of responsibility for student performance (is authority vested in external policies or knowledge of student needs, and do teachers have agency in promoting student success?),
- Issues of focusing on learning (is knowledge transmitted or constructed, and is instruction a matter of delivery or of creating an environment for seeking knowledge?)
- Issues of professional culture (is teaching a job or a profession, and is it a solitary or collegial act?).

Teachers' conceptions of teaching vary, with two main orientations – learning facilitation and knowledge transmission. The associated approaches to teaching are in turn linked with qualitatively different approaches to learning: when the approach to teaching is focused on the teacher and knowledge transmission, students are more likely to adopt superficial approaches to learning. Conversely, when the approach to teaching is oriented towards students and to changing their conceptions, learners adopt significantly richer approaches to

learning. Teachers' conceptions and approaches influence those of learners. With learning facilitation, students of all approaches focus on their own process. By contrast, in teacher-center approaches students focus on transmission and reproduction, whatever the approach to learning they bring.

To arrange activities which promote the process of learning is a complex challenge in any situation, and especially so in a classroom. The deceptively simple hyphen in the phrase "teaching-learning" embodies the core task of the teaching profession:

- Learning by being shown,
- Learning by being told,
- Learning by constructing meaning,
- Learning by joining a knowledge-generating community

Teaching English became a professional and academic field a half century ago. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. Loughran (2006) stated that teachers have a great responsibility for possessing and improving the knowledge and skills of the profession and deciding about how to do what. Therefore, the field of teacher training should be afield in which important knowledge and learning-teaching practices can be applied directly, questions are continuously asked and analyses and experiments are carried out.

A good language teaching understands conditions and needs of learners in the best possible ways. Nadar and His Friends (2009) framed with the following objectives to equip the trainees with the necessary skills:

1. to Listen, Speak, Read and Write effectively,
2. to increase their vocabulary,
3. to strengthen the knowledge of English Grammar and application skills,
4. to adopt effective Teaching-Learning strategies,
5. to organize language activities and games in the classroom.
6. to make children communicate in English,
7. to teach various areas like Prose, Poem, Composition, Supplementary Readers,
8. to develop their capacity to use different evaluation techniques and prepare question papers,
9. to conduct workshops, undertake Action Research and simple projects,
10. to use Newspapers in teaching English,
11. to design and prepare Teaching Learning Materials, Self Learning Materials and to use multimedia technology for the teaching English.

Richards and Rodgers (2001) stated the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual

development that result from foreign language study. Effective science teaching is more than knowing science content and some teaching strategies. The discussion has focused on teacher professional expertise in terms of what individual teachers should know and be able to apply what they know to practice. However, teachers in our time tend to work in formal institutions such as schools, colleges and other organizations designed for students with specific educational needs. I will now turn to an important aspect of professional life in a work context – the management of institutional power and professional authority, particularly in situations where their distribution is unequal. An understanding of how power and authority operate in context can enhance a teacher's ability to develop effective work practices.

Pedagogical content knowledge includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons'. The work involved in analyzing a piece of content information and developing an appropriate classroom teaching-learning activity to meet student needs converts disciplinary knowledge and knowledge of students into teaching repertoire.

The process of teaching is intricate with a few methodological prescriptions. Furthermore, teachers come to the act of teaching and learning with their own dynamic framework of knowledge and

understanding of their own personal, social, cultural and linguistic make-up and that of their students. Skilled teachers of science have special understandings and abilities that integrate their knowledge of science content, curriculum, learning, teaching, and students. Such knowledge allows teachers to tailor learning situations to the needs of individuals and groups. Renandya and his friends (2004) elaborated that there are seven aspects of teaching:

1. Exploitation of target language resources,
2. Provision of appropriate language models,
3. Provision of corrective feedback,
4. Use of the TL to manage the class,
5. Provision of accurate explanations,
6. Provision of rich language input,
7. Ability to improvise

Effective teaching requires that teachers know what students of certain ages are likely to know, understand, and be able to do; what they will learn quickly; and what will be a struggle. Teachers of science need to anticipate typical misunderstandings and to judge the appropriateness of concepts for the developmental level of their students. In addition, teachers of science must develop understanding of how students with different backgrounds, experiences, motivations, learning styles, abilities, and interests learn science. Teachers use all of that knowledge to make effective decisions about learning objectives, teaching strategies, assessment tasks, and curriculum

materials. Tomlinson (1998) claimed the aims of materials, how the tasks, language and content in the materials are selected and sequenced and the nature and focus of content in the materials.

Professional development for teachers of science requires integrating knowledge of science, learning, pedagogy, and students; it also requires applying that knowledge to science teaching. Nunan (1995) defined as follows:

- the study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them,
- study of the preparation of lesson plan, materials, and textbooks for teaching language skills,
- the evaluation and comparison of language teaching methods (e.g. the audiolingual method.

The teaching is designed to guide teachers' decisions about each of the complex activities involved in teaching science. Teaching for understanding is leading students (to engage in a variety of thought-provoking activities such as explaining, finding evidence in examples, generalizing, connecting, applying, making analogies, and representing the topic in new ways. Brumfit and Johnson (1983) stated English teaching is provide the students with the basic ability to use the language, to receive, and (to lesser degree) to convey information associated with their specialist studies. While Demiroz (2015) listed

some of the most important features of an effective and successful English foreign language teacher as follows:

a) Having interest in his/her job,

b) Having a sense of responsibility towards his/her job,

c) Being enthusiastic and lively,

d) Being self-confident ,

e) Being punctual,

f) Encouraging students to use the target language at all times,

g) Providing explicit grammar correction,

h) Providing detailed explanation during reading and listening tasks,

i) Emphasizing frequent oral quizzes,

j) Emphasizing all skills, especially speaking,

k) Having knowledge of subject matter,

l) Having the ability to communicate ideas effectively,

m) Having the ability to answer the students' questions,

n) Having respect for students,

o) Being kind and friendly,

p) Encouraging participation,

q) Creating motivation in students,

r) Helping to increase the students' self-confidence during learning,

s) Taking students' feedback about the class into consideration,

t) Using the class time wisely,

u) Maintaining class order.

Leung (2000) proposed that there are three main categories teacher's typologies entering the profession:

➢ **Improving knowledge,** the acquisition of knowledge and the ability to translate it into teaching practices,

➢ **Professional skills training,** a training provided by the educational institution, enabling the acquisition of basic professional skills, as well as responding to policy guidelines,

➢ **Professional career development,** which is rooted in the concept of lifelong learning and is based on the pathways that teachers take to consolidate their professional expertise.

A teacher becomes a good teacher when he is sincere to his profession and fulfils his duties with great enthusiasm and shoulders all his duties and responsibilities with full commitment:

- Position Purpose: The classroom teacher is responsible for creating a positive and disciplined learning environment in the classroom and in co-curricular activities.

- Areas of Responsibility: The Classroom Teacher is responsible for maintaining a positive and effective learning environment.

Employable Professional Teacher

CHAPTER III

The Characteristics of Professional English Teacher

Students require different characteristics and teaching techniques from the classroom teacher to sufficiently meet individual learning style needs during teaching and learning process. English language teachers must be able to link mastery of skills with the student's comprehension process. Teaching requires educators to deliver effective teaching instruction with specific characteristics that are critical in providing and implementing an effective language teaching program. Posner (1995) stated teachers, who enable interaction among the main elements of educational system such as student, educational program, teacher and environment and take on the task of educating young individuals that the society needs. The same as Ramsden (1991), characteristics of effective teaching and learning process is good in teaching, freedom in learning, clear goals, appropriate teaching workloads and quality of lecturers.

As teachers we tend to think that teaching is all about teachers and our role, in fact the most important aspects of the educational process are the students and what they learn. This leads us to consider what we mean by 'learning'. As you read the educational literature and, more specifically, educational psychology, you find many differences in theories and definitions. Learning is about a change: the

change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn. Other learning can take place without planning, for example by experience. Generally with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time.

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external.

Role of the Teacher: Generally, the role of teacher can be categorized into:

- Traditional Role - Teacher Centered
- Modern Role - Facilitator (Student Centered)

There has been a change from the Traditional role to the Modern role in the present context. The learning increases when the teacher builds on the previous experience of the student. However, individual's learning differs and each individual learns at his or her

own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher.

Effective teachers of science possess broad knowledge of all disciplines and a deep understanding of the scientific disciplines they teach. This implies being familiar enough with a science discipline to take part in research activities within that discipline. Teachers must possess the skills necessary to guide inquiries based on students' questions. An important test of the appropriate level of understanding for all teachers of science at all levels is the teacher's ability to determine what students understand about science and to use this data to formulate activities that aid the development of sound scientific ideas by their students. Walker (2008) proposed that characteristics described a particular teacher's special personal qualities that the respondents felt had enabled the teachers to achieve success. The same as Barber in Demirkasimoglu (2010) explained four main characteristics of professional behavior as follows:

a) A high degree of generalized and systematic knowledge,
b) Orientation primarily to community interest rather than to individual self interest,
c) A high degree of self-control of behavior through codes of ethics in the process of work socialization,

d) A system of rewards seen primarily as symbols of work achievement.

Killen (2005) asserted a teacher needs to know what students want to learn and how they will facilitate learning; and the product (the written program) provides guidance and simplifies teachers' day to day decision making. One of the main purposes of a self-access centre is to provide learning consultation to help learners develop learner autonomy. Counseling is different from teaching in that a counselor must respond to the learners' needs individually and, rather than teach them, must help learners learn how to learn; therefore, the counselor has to understand language and learning strategies to help the learners learn how to learn and also be sufficiently flexible to deal with individual differences and needs of learners. Thus, training is needed for effective counseling. However, training in general tends to focus on providing theory and putting the theory into practice without taking into consideration other factors which may affect the trainees' performance, such as their experience and beliefs. In the context of this study into pre-service teachers changing their roles to become language counselors, some pre-existing beliefs were regarded as detrimental to their learning

Professionalism is expected of teachers and most behave in professional ways. Here's a partial list of what constitutes professional behavior in teachers:

a) Come to class prepared to teach,

b) Return student work with grades and appropriate comments in a timely fashion,

c) Maintain firm but fair discipline in the classroom, halls, and lunchrooms,

d) Be friendly with students while maintaining an appropriate distance,

e) Meet professional obligations including participating in faculty meetings, on school committees, and in school-community events,

f) Be available for parent conferences,

g) Be available for student conferences,

h) Continue professional training by attending in-service workshops and seminars.

Clifford in Hotaman (2010) stated that an effective teaching, a teacher should posses basic qualities such as "expertise on the subject matter, motivating for learning, awareness of student differences, planning the teaching process, knowing and using teaching-learning strategies, designing learning environment, effective communication and effective evaluation. The same as Nunan (1989) suggested that the notion of reflective teachers, observing and experimenting in their own classroom, is consonant with current directions in language teaching away from the importation of ideas from outside the classroom.

Top 9 characteristics and qualities of a good teacher (Meer: 2018). Although every great teacher has their own special, unique style, Meer has found that there are nine specific universal qualities that are necessary for anyone who wants to teach effectively, whether they want to teach in an elementary school or a university. If any teacher possesses the following characteristics and qualities, he/she can become a very good teacher with large fan base.What Makes a Great Teacher:

- expert communication skills
- superior listening skills
- deep knowledge and passion for their subject matter
- the ability to build caring relationships with students
- friendliness and approachability
- excellent preparation and organization skills
- strong work ethic
- community-building skills
- high expectations for all

Teachers of science will be the representatives of the science community in their classrooms, and they form much of their image of science through the science courses that they take in college. If that image is to reflect the nature of science as presented in these standards, prospective and practicing teachers must take science courses in which they learn science through inquiry, having the same opportunities as their students will have to develop understanding.

College science faculty therefore must design courses that are heavily based on investigations, where current and future teachers have direct contact with phenomena, gather and interpret data using appropriate technology, and are involved in groups working on real, open-ended problems. Those science courses must allow teachers to develop a deep understanding of accepted scientific ideas and the manner in which they were formulated. They must also address problems, issues, events, and topics that are important to science, the community, and teachers. Weaver (2007) stated that students would be informed of their strengths and weaknesses with the feedback as a tool to assess their performance and improvement of their work in the future.

The characteristics of English teachers (Walker, 2008).

1: Prepared

The most effective teachers come to class each day ready to teach. They:

a) It is easy to learn in their classes because they are ready for the day.

b) They don't waste instructional time. They start class on time.

c) Time flies in their classes because students are engaged in learning.

2: Positive

The most effective teachers have optimistic attitudes about teaching and about students. They:

   a) See the glass as half full (look on the positive side of every situation)
   b) Make themselves available to students
   c) Communicate with students about their progress
   d) Give praise and recognition
   e) Have strategies to help students act positively toward one another

3: Hold High Expectations

The most effective teachers set no limits on students and believe everyone can be successful. They:

   a) Hold the highest standards
   b) Consistently challenge their students to do their best
   c) Build students' confidence and teach them to believe in themselves

4: Creative

The most effective teachers are resourceful and inventive in how they teach their classes. The teachers should:

   a) Kiss a pig if the class reaches its academic goals
   b) Wear a clown suit
   c) Agree to participate in the school talent show
   d) Use technology effectively in the classroom

5: Fair

The most effective teachers handle students and grading fairly. They:

a) Allow all students equal opportunities and privileges
b) Provide clear requirements for the class
c) Recognize that "fair" doesn't necessarily mean treating everyone the same but means giving every student an opportunity to succeed
d) Understand that not all students learn in the same way and at the same rate

6: Display a Personal Touch

The most effective teachers are approachable. They:

a) Connect with students personally
b) Share personal experiences with their classes
c) Take personal interest in students and find out as much as possible about them
d) Visit the students' world (sit with them in the cafeteria; attend sporting events, plays, and other events outside normal school hours)

7: Cultivate a Sense of Belonging

The most effective teachers have a way of making students feel welcome and comfortable in their classrooms.

a. Students repeatedly mentioned that they felt as though they belonged in classrooms taught by effective teachers.

> b. The students knew they had a good teacher who loved teaching and preferred it to other occupations.

8: Compassionate

> The most effective teachers are concerned about students' personal problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.

9: Have a Sense of Humor

> The most effective teachers do not take everything seriously

and

make learning fun. They:

> a) Use humor to break the ice in difficult situations
> b) Bring humor into the everyday classroom
> c) Laugh *with* the class (but not at the expense of any particular student)

10: Respect Students

> The most effective teachers do not deliberately embarrass students. Teachers who give the highest respect, get the highest respect. They:

> a) Respect students' privacy when returning test papers
> b) Speak to students in private concerning grades or conduct
> c) Show sensitivity to feelings and consistently avoid situations that unnecessarily embarrass students

11: Forgiving

The most effective teachers do not hold grudges. They:

a) Forgive students for inappropriate behavior

b) Habitually start each day with a clean slate

c) Understand that a forgiving attitude is essential to reaching difficult students

d) Understand that disruptive or antisocial behavior can quickly turn a teacher against a student, but that refusing to give up on difficult students can produce success

12: Admit Mistakes

The most effective teachers are quick to admit being wrong. They:

a) Apologize to mistakenly accused students

b) Make adjustments when students point out errors in grading or test material that has not been assigned

A teacher should have some competencies as follows:

a) Pedagogy competence,

b) Personal competence,

c) Professional competence,

d) Social competence.

Designing lessons involve how to cater the needed curriculum into discussions, activities and assignments. In addition, an effective teacher should also be able to evaluate whether or not their students mastered the lesson. An effective teacher should always establish

rapport with their students. Establishing interpersonal relationships with students is crucial to forming a trusting bond with each student. Effective teachers should be available outside of class to answer questions and provide additional help to students. In addition, an effective teacher should show tolerance to differing points of view during class. As a teacher Brown (1995) it is important to investigate which topics, language uses, skills, and so on are considered most impotant for the target group to learn. One of the most essential skills for an effective teacher to master is how to design and implement lessons in the classroom.

Engaging in professional teaching will increase not only the teacher's confidence, but also the instruction that is taking place in the classroom. The acquisition of knowledge will give the teacher new perspectives which will meet the needs of all individual learners in the classroom as well as develop new ways of thinking. Teaching is professional work and lecturer needs to create a challenging, nurturing environment for their students. The characteristic of professionalism of English language lecturer is positive to improve the students' competences. Good professional lecturer characteristics refer to pedagogical character.

Top ten good professional lecturer characteristic are:

1. Good quality teaching: to make learning more goal-oriented,

2. Good preparation for teaching: to think about the next lesson,

3. Positive lecturer and students relation: to produce gains in achievement,

4. Skilled leader: to set the vision for what student success looks like in your classroom,

5. Passionate in teaching: to get students interested and even excited about what they are learning,

6. Well interactive: promote an atmosphere of attention,

7. Knowledgeble management: to transfer, organize, create, capture or distribute knowledge,

8. Cultural knowledge: to adapt the students in the environment,

9. Well instruction: to engage students in the learning process actively,

10. Being model for students: to show students how to become successful learners.

A teacher's effectiveness depends on his demonstration of the affective pedagogical qualities. These are inborn in some of us, but they are within the grasp of most teachers. Most of us want to be encouraging, enthusiastic, and available, but we just have to be reminded once in a while. The classroom management techniques of peace and fairness are often overlooked, but they can be crucial to effective teaching.

A few concepts of teaching and learning, especially at the higher levels of education. Many countries make it mandatory for teachers to undergo formal course on education principles where the concepts of teaching and learning are taught. However, this exposure to teachers is non-existent for professional teachers who enter into teaching profession without any exposure to formal training in education. This sometimes may act as a constraint in the process of effective teaching and learning process.

Teacher's Managerial Function in the Classroom: The teacher plays multiple roles in the school. The role of teacher is assessed in terms of his/her attendance in the class, completion of the course and interpersonal relation in the school. The critical managerial functions of a teacher in elementary education are similar to those in other sectors. These functions are: Administration: Administration refers to the direction, control, management and organization of human and material resources for educational growth and development. Personnel Management: Planning and managing human resources is called personnel management.

It includes recruitment, transfer and redeployment; promotional opportunities and performance appraisal systems, grievance redressed mechanisms and professional development issues:

- Planning: Planning is a systematic exercise of determining a future course of action in accordance with identified

objectives, needs, priorities and existing/likely capacities, within a given time frame, reflecting cost-effective choices,

- Financial Management: Financial management refers to mobilization, deployment and efficient use of financial resources as per stated objectives and strategies Supervision, Monitoring and Support: Monitoring and facilitation of teaching learning process, and other school development activities, for enhancing their quality through suitable tools, methods and mechanisms. The focus is on school, because this is the unit where primary learning takes place, and any effort to improve the quality should ultimately be reflected here.

- Information management and communication: Management of information as an institutional resource is "Information Management".

- Teaching Ethics: Schools face an important challenge, doing their part in preparing children and youth to be responsible, productive adults. Educators differ on how they should teach character development, however, and one who should be responsible for teaching it. Many believe ethical development is the responsibility of counselors or parents. Although counselors and parents are undoubtedly the primary guides for children's ethical development, teachers are in a key position to directly influence students. Let's look

at past work and current practice with the idea of strengthening our own role in the ethical development of our students.

A teacher having good characteristics can create excellent qualities in his students. A teacher by his knowledge, experience, best style of teaching and creating good discipline in the classroom can create an ideal teaching and learning situation. Teaching and learning situation: Teaching and learning situation occurs when students and teachers with common interests come together for the purpose of developing an authentic product or a service that is an application of their common interest. Teachers are a rich resource for students when they examine their own interests in ways that reach far beyond their content expertise and general classroom experience. However, when asked what special talents and interests they have, many teachers fail to recognize their own interests as a valuable resource, or they recognize only those interests that relate to their current teaching assignment.

This is a very important question but unfortunately, nationwide official data on English teachers' language proficiency is largely unavailable. It is not always easy to make meaningful interpretations of this data. There are two problems here. First, the proficiency test comprises multiple choice items, which primarily assess teachers' receptive knowledge of the language; thus, the test results do not provide reliable information about teachers' ability to use the

language for communicative and pedagogical purposes. Second, test results are expressed in terms of scores, and not in terms of proficiency bands. As we all know, test scores do not provide useful information about what one can or cannot do with the language and are therefore of a limited value to policy makers and language educators.

Employable Professional Teacher

CHAPTER IV

THE ELEMENTS OF PROFESSIONALISM

Many teachers indicate their career beginning as a very significant point, from which they started to develop themselves professionally, and referred narrowly to their pre-service training. In all phases, they highlight knowledge gained from experience and during their in-service stages over technical knowledge acquired during their academic studies. Teachers' professional development has the power to improve teaching quality and student learning, and depends highly in teachers' self-motivation. Professional development is increasing teachers' understanding of the processes of teaching and learning, and facilitating their understanding of the students whom they teach. Professional development must begin with formal training, and continue throughout the course of teachers' professional service.

A. The Excellence of Teaching

Excellent teaching is the basis for improving teaching and student learning, school effectiveness, teacher evaluation, teacher education programs, and educational reforms implementation. Excellence in teaching and learning is often determined by students' outcomes such as the pass rate on examination, the percentage of graduates', and the number of graduates pursing graduate study, or the

amount of research funding a school can obtain. Although valuable and accessible metrics, these outcomes are imprecise and do not directly relate to the teaching-learning experience. As a result, these outcomes do not provide the real-time input and feedback needed to update and revise teaching strategies to meet students' learning needs and to achieve excellence in teaching and learning.

Teachers' professional development is a constant development of knowledge and professional skills throughout one's career in education (Bolam, 2002). It is an ongoing process (Bolam, 2002), through which the professional identity of the teacher is been formed, and implicit knowledge becomes explicit; a process of personal and professional empowerment within the realm of one's expertise. Inherent in teachers' work is the need to expand their knowledge, gain greater insight into the teaching and learning processes, develop new teaching methods, and hone their skills, in an effort to improve the functioning and achievements of their students. As an excellent teacher should fulfill both pedagogical expert and excellent communicator.

Pedagogical expert

1. Sets appropriate learning goals and objectives and communicates them clearly;

2. Demonstrates a positive attitude toward and trust in students and continually works to overcome obstacles that might subvert learning;

3. Evaluates and grades student work fairly and promptly;

4. Encourages students to think and empowers them to find their own creativity;

5. Promotes a wide range of ideas and the open expression of diverse opinions while maintaining an atmosphere of integrity, civility and respect;

6. Guides students successfully through exploration of the creative, critical thinking, and problem solving processes and helps students grapple with ideas and information they need to develop their own understanding:

7. Promotes student self discovery;

8. Pursues teaching and learning as scholarly activities;

9. Exhibits a strong sense of commitment to the academic community in addition to personal success in the classroom;

10. Provides, on a regular basis, constructive and objective feedback to students;

11. Finds unique and creative ways to connect students to each other.

Excellent communicator

1. Demonstrate effective communication and help students learn to use effective communication;

2. Bridge language and cultural barriers of students;

3. Clarify subjects in provocative insight;

4. Demonstrate good organizational abilities and planning skills;

5. Helps students learn to use effective communication skills;

6. Listens attentively and is available and approachable;

7. Utilizes teaching tools appropriately and effectively;

8. Simplifies and clarifies complex subjects that result in provocative insights;

9. Bridges language and cultural barriers.

B. Humanism

Teaching and learning has been and is being influenced by number of methodologies. Each methodology works in their own way and tries to bring the best from it. However, it has been practically observed that the relation between a teacher and a student matters more than the methods, techniques and approaches. Good teachers or rather say great teachers and good learners can do miracle through their balanced give and take approach. In fact, great teachers whatever methodology they follow creates humane environment in the classroom and that is very vital to effective education. The result is that the learners, under the conducive and humane environment, self-actualize their learning process.

Humanism can be defined in numerous ways. According to Edwords (1989) humanism is a school of thought that believes human beings are different from other species and possess capacities not found in animals. Humanists, therefore, give primacy to the study of human needs and interests. Similarly, learning - theories states that humanism is a paradigm, philosophy, pedagogical approach that believes learning is viewed as a personal act to fulfill one's potential.

The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favored instead of traditional didacticism (i.e. learn parrot-fashion everything the teacher says). As well as the child's academic needs the humanistic teacher is concerned with the child's affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about oneself facilitates learning. Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centered, and is typified by the child taking responsibility for their education and owning their learning. The behaviorists might advocate positive reinforcement such as praise, and punishment in the form of negative criticism. Both praise and blame are rejected by the humanists.

Children can become addicted to praise, and put much effort into receiving praise from their teachers. Such children will often

work for the praise, and not work if their efforts go unnoticed. This is so unlike an interested adult surfing through the internet, which derives satisfaction from learning something new, even though nobody is around to witness this acquisition of knowledge. If education is preparing the child for adult life, it would seem the humanist approach is the correct one.

Some basic principles of the humanistic approach that were used to develop the objectives are:

1. Students will learn best what they want and need to know. That is, when they have developed the skills of analyzing what is important to them and why as well as the skills of directing their behavior towards those wants and needs, they will learn more easily and quickly. Most educators and learning theorists would agree with this statement, although they might disagree on exactly what contributes to student motivation.

2. Knowing how to learn is more important than acquiring a lot of knowledge. In our present society where knowledge is changing rapidly, this view is shared by many educators, especially those from a cognitive perspective.

3. Self-evaluation is the only meaningful evaluation of a student's work. The emphasis here is on internal development and self-regulation. While most educators would likely agree that this is important, they would also

advocate a need to develop a student's ability to meet external expectations. This meeting of external expectations runs counter to most humanistic theories.

4. Feelings are as important as facts. Much work from the humanistic view seems to validate this point and is one area where humanist-oriented educators are making significant contributions to our knowledge base.

C. Respect

Knowing how to garner and give respect is an important life skill; a skill that can and should be taught in the classroom. This lesson offers practical tips on how one practically goes about teaching respect in the classroom. Before understanding how to teach respect, it is important to know exactly what respect means. Respect is an attitude that is expressed either verbally or nonverbally in response to another person; additionally, respect also means treating impersonal objects with care. A respectful person gets along well with others and uses good manners as well as proper etiquette when conversing. They take good care of their personal belongings and are deemed responsible.

The first and most important way to teach respect is by showing it. Teaching respect is not one of those 'do as I say and not as I do' principles. There is an old saying that in order to receive respect, you must give respect. Well, in the same way, in order to teach respect,

you must also be able to demonstrate it. This is not a call for teachers to become passive in terms of rules and discipline, quite the contrary. Firmly reminding the students to show respect, inside the classroom as well as outside of the classroom, is an important part of teaching the concept of respect. Do not be afraid to lay down the law. If a teacher becomes too tolerant of certain negative attitudes and behaviors then the student naturally becomes disrespectful and will not learn respect. As a teacher, they are a natural influencer, motivator and leader among children and youth. As a mentor and role model to your students, they play a critical role in shaping young people's attitudes and behaviors about respectful relationships. respect can be thought of as the norms of behavior we expect of ourselves and others, based on our dignity or appraisal of our worth. However, the subjectivity surrounding the interpretation of respectful actions (within a culture or a professional role) requires an investigation into the experiences that inform people's understanding of it.

There are several things that a teacher can do to lose their students' respect. Doing any of these things can lead you on a path towards disaster. It is best to avoid the following practices:

- Never treat students differently based on personal interests.
- Do not create rules that can be perceived as unfair.
- Never misuse your authority.
- Do not ignore a student.
- Never avoid smiling and being friendly with your students.

- Do not yell or scream.
- Do not have a negative attitude on a consistent basis.
- Do not be afraid to apologize or admit when you make a mistake.
- Never become friends with students when they are in your class.
- Never give control over to your students.
- Do not be hypocritical.
- Do not say anything that you would not want to be recorded and played back.
- Do not humiliate or berate students in an attempt to get them to behave.
- Never use sarcasm.
- Do not use profanity.
- Do not violate a student's personal space.
- Do not gossip, discuss, or complain about other teachers in front of your students.
- Never issue vindictive or counterproductive threats.
- Do not hold things against a student that is beyond their control.

D. Accountability

Accountability concerns proper behavior, and it deals with the responsibilities of individuals and organizations for their actions

towards other people and agencies. Bovens (2005) draws attention to the terms of the relationship between an 'actor' (individual or organization) and their 'stakeholders'. Stakeholders are those with a particular interest in the work of the actor (including the actor's conduct, perceptions, attitudes and the outcomes of the actor's activities). It can be defined as the methods by which the actor may render an account (i.e. justify their actions and decisions) to the stakeholders and by which the stakeholders may hold the actor to account (i.e. impose sanctions or grant permissions).

Accountability is an ethical concept – it concerns proper behavior, and it deals with the responsibilities of individuals and organizations for their actions towards other people and agencies. The concept is used in practical settings, notably in describing arrangements for governance and management in public services and private organizations. As a consequence, various actor involved in discussions on accountability often have different perceptions of this concept. The literature on accountability reflects these many different perspectives. Discussion tends to focus on one or other element of accountability, and this has influenced the course of the debate on accountability.

The term is extensively used in discussions of educational reform among educational policymakers, but apparently remains somewhat unclear and incoherent. Well-prepared and diverse lessons, which cater to the range of student abilities and interests, Setting of

realistic and challenging academic standards of students' performance, A challenging and realistic program of student's homework, Prompt and comprehensive attention to student's work submitted for marking and supervision, Demonstrating knowledge, competence and confidence in the relevant subject discipline, Demonstrating commitment to teaching development through interest and attendance at appropriate in service courses, commitment to a program of professional study and /or reading, and ongoing links with relevant Professional Associations, Yard supervision, examination supervision and excursions. Supporting Subject Masters in the administration of each subject discipline including:

- Curriculum planning and development,
- Writing programs and maintaining registers, as required,
- Keeping abreast of statutory requirements in curriculum expressed by the Board of Studies and other professional bodies,
- Building rapport with individual students,
- Encouraging the growth of self-esteem in each student,
- Identifying academic and personal issues which are impacting of the growth and development of each student,
- Attending and participating in the co-curricular life of the College/School through the sporting and cultural calendar.

E. Altruism

Altruism is an important aspect in a teacher. Altruism is an attitude to pay attention on other's well-being without concerning the self. Teachers need to pay more attention on their students' well-being rather than their personal well-being. It considers motivations for benefiting others, altruism is a way that includes benefiting another as a means to benefit oneself, as long as the self-benefits are internally rather than externally administered.

The study of altruism has its root in the works of early social psychologists. Research conducted over the last few years has shown that the positive emotions and attitudes like optimism, helping attitude, love and hope have tremendous impact on well-being but the study of positive attitude and emotions have a very short past. Because most of the time the study of negative aspects like schizophrenia, truancy, alcoholism etc have been getting more importance. Altruism is the principle or practice of unselfish concern for or devotion to the welfare of others. It is a social behavior carried out to achieve positive outcomes for another rather than for the self (Rushton, 1980).

Altruistic behavior can be motivated by personal egotism or it can be prompted by "pure" empathetic desire to benefit another person, irrespective of personal gain (Batson, 1991; Batson, Ahmed & Lishner, 2009). The term egotism refers to the selfish motive to pursue some sort of personal gain or benefits through targeted behavior such as altruistic behavior. But all the times, under some circumstances,

egotism motives account for the altruism. On the other hand empathy is an emotional response that refers to feelings of compassion, sympathy, tenderness and the like or to perceive plight of another person without any selfish motives. For the empathy people help those in need simply because it feels good to do so. The investigator now turns to the four major theories that attempt to explain pro-social motivation.

Helping other brings good feelings to the giver and receiver of the deeds because receiver will pleased that someone cares, and looks out for him and giver will become satisfied and inside his heart for helping someone from his own will. It can literally be better to give than to receive. By helping one individual can enjoy a self esteem boost for making others lives better, and make the world a better place. It is due to the empathetic joy person provides help in order to engage in an activity that has a successful outcome making the helper feel good. This theory suggests that when a person is experiences negative affect he helps someone because he wants to make himself feel better. This explanation of pro-social behavior is known as the negative state relief model. When negative affect is aroused person provides help in order to reduce own negative affect and make the helper feel better.

F. Integrity

The word integrity interacts and sheds light each on the other. In fact, I go further and suggest that each of the two meanings of the word is essential for comprehending the deeper significance in the other. For, integrity has a broader connotation than denoting merely particular qualities such as honesty or sincerity, and this connotation derives from its suggestion of the idea that such qualities in a person derive from the wholeness or completeness of the person. To the extent that integrity means honesty, for example, it seems to mean it as a general state of the person, rather than as referring simply to a person who does not tell lies. On the other hand, if we think of wholeness and completeness in a detached and purely descriptive way, as relating to a material object (say), then integrity may have little or no moral connotation, but as soon as we use it in relation to a person, it assumes a moral quality.

In summary, if integrity is taken to mean honesty or sincerity, or some other such qualities in a person, we feel compelled immediately to consider that quality in relation to a larger whole, and to feel that those specific qualities derive from a larger and more all-embracing quality---the wholeness and completeness of the person.

Teaching in higher education includes lived experiences related to ethics and values. Though not widely written about, the theme of ethical practices is increasingly considered as critical in academia. Teachers, who are key gatekeepers of knowledge, are reminded about

the inherent responsibility of carrying out their profession with integrity. In this paper, the distinct nature of teaching as an ethical profession is considered and some practical suggestions for enhancing ethical practices among teachers in institutions of higher education are outlined.

Moral or value judgments derive from a caring heart; they are demonstrated through caring about others, showing empathy, and respecting others' rights in a given situation. In carrying out their special duties, teachers need to care about the well-being of others. For example, everyone is concerned about the education of the next generation. However, teachers are primarily given this trust by society to take care of this responsibility though others may still have a tangential concern for the same. Developing an eye for subtlety and detail allows for the formation of a set of clear moral values. Teachers make moral judgments continuously. Issues related to pedagogy such as fairness in treating students with diverse needs, and assessment are important considerations in making decisions. In fact, "moral judgments are becoming the cornerstone of high quality teaching and effective disposition". This is just as true in higher education as in any other levels of teaching. There is a need to go beyond expertise in the subject matter and even pedagogical matters, and focus on what matters in life values and integrity.

Teaching is considered a profession that is endowed with a great deal of trust and high moral standards of behavior. In fact, there

is an expectation of higher standards of ethical behavior among teachers. Such a calling of "higher" moral standards, as agreed by Campbell (2003), may point to a high level of moral standards in comparison with other professions as well as different standards. The very nature of their profession, where teachers are expected to "walk the talk," necessitates that they conduct themselves morally in their professional sphere, and also in their personal sphere of influence. It is not an exaggeration to point out that as professionals, teachers are "engaged in one of the most ethically demanding jobs".

While the implication of this statement may be more for teachers in schools, teachers in higher education are no exception to this trust. A careful study of the literature would reveal that discussions on professional ethics of teaching have not been so profuse as compared to those in other professions, such as law and medicine. While there is much more to be known about ethics of teaching in general, even less is written about ethical practices related to teaching in higher education. One of the reasons for this dearth of information could be that only in recent years teaching in higher education is being professionalized with the inclusion of training and the establishment of professional standards. Even as teaching is considered a moral profession, we need to consider what makes it moral. Other professions would also claim the same status.

A good teaching implementation is expected to improve skill, improve knowledge, reaching target. The strategies aim to promote

critical and reflective thinking and evaluation skills that will help students to take positive action to protect, enhance and advocate for their learning. Students use personal and social capability to work collaboratively with others in learning activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, team work, leadership and an appreciation of diverse perspectives. It is synthesized into four implications for classroom strategies:

a) assessing styles and strategies in the language learning classroom,

b) attuning language learning instruction and method,

c) lead the students to the greater understanding,

d) having adequate knowledge about their individual students'.

Many students, however, need to be motivated to reduce their perceived confusion or boredom in class, and mediate potential frustration. Rather than concentrate on the school work, they easily become distracted or withdraw from the risk; they tend to daydream, doodle, stare out the window, or become disruptive. Because of their inability to stay focused and try to clarify their lessons or assignments, their schoolwork becomes increasingly more difficult. Eventually, they skip over difficult problems or just give up as if they were attempting to get their medicine out of the way quickly.

Learner's needs: On the occasions a teacher is asked to teach a session without much background or with a fuzzy remit, teacher will find that there is very little alignment between what you plan to teach and the learners' needs. Again, discussing this and making a sensible plan to meet needs is the best strategy. During and towards the end of the teaching session a teacher needs to keep in sight how far the learners have traveled towards the learning goals, where they may have gone off track and what further learning or practice may be required. Teachers need to keep an eye on the tasks they want learners to achieve as well as the process of learning, as both elements are required to ensure that learning needs are met.

The teacher should give attention the students' by having special method to transfer knowledge. The students hope that the teacher will bring and involve them into a quality of better education. This is an important finding as it provides an empirical data that are reflected in the current state of arts in teacher's teaching in the classroom. The students think that the professional teacher must be communicative, talks easily when delivering material in the class and drive the students to reach their target language.

Our societies are engaged in a complicated, and unplanned, process of transformation that is affecting the way we work, relate, live and learn. Such change has a discernible effect on the school as an institution charged with educating new citizens. Students today have many more sources of information than even ten years ago, thanks to

the new technologies of information and communication. As a result, it is necessary to reconsider the functions traditionally assigned to the school, and to the professionals working in it.

A characteristic of the society in which we live is that knowledge is one of the main values of its members. The importance of present-day societies is directly related with the educational level of their citizens, and of their capacity for innovation and enterprise. However, in this age, knowledge has an expiry date, and we must ensure by formal and informal means that citizens and professionals constantly update their competence. Today's society demands of its professionals a permanent activity of training and learning.

Changes in the way of learning, affecting working teachers, are stressing the idea that the responsibility for training falls increasingly on the professionals themselves. Making our schools into areas only for teaching but in which the teachers learn, is the radical shift needed. The guiding principle of training must be to understand that our students have the right to learn. Training has to be directed towards ensuring quality learning in our students, and committed to innovation and up-to date. It must overcome the traditional isolation of the teaching profession, and at the same time consolidate a professional grid via the use of networks of teachers and schools to facilitate flexible and informal learning. In short, training that contributes to re professionalizing teaching against those who want to simplify the complexity of the act of teaching.

Employable Professional Teacher

CHAPTER V

ETHICS, CULTURES AND SOCIETIES

A. Ethics

Ethics is the most concerning issues now a day. The society is becoming corrupted and youth generations are doing unethical activities randomly. Family plays an important role to make the children ethical, but teacher has a great role too regarding this issue. A teacher can raise the morality of a student by encouraging the ethical practices. This paper tried to focus on what is ethics and what is the relation of ethics with the teaching profession and finally tried to recommend a code of ethics for teachers.

John (2004) classified a teacher should know about ethics and the ethics in teaching:

1. Code of ethics and ethical norms
2. Understanding teacher-student relationship
3. Tension in teacher-student relationship
4. Pedagogical issues

Sultana (2014) classified in his research principles of ethical college and university teaching:

1. **Content Competence** - A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and

appropriate to the position of the course within the student's program of study,

2. **Pedagogical Competence -** A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives,

3. **Dealing with Sensitive Topics -** Topics those students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way,

4. **Student Development -** The overriding responsibility of the teacher is to contribute toth e intellect development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development,

5. **Dual Relationships with Students -** To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher,

6. **Confidentiality -** Student grades, attendance records, and private communications are treated as confidential materials and are released only with student consent, for

legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others,

7. **Respect for Colleagues** - A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development,

8. **Valid Assessment of Students -** Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives,

9. **Respect for Institution** - In the interest of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.

The code of ethics for teachers is designed to protect the rights of the students, all the students. It is important that teachers understand that when they get a teaching position they are agreeing to follow the code of ethics. Teachers are expected to be fair to all their students and not to take advantage of their position in any way. For example, teacher can't accept expensive gifts from students because it might appear to bias. Teacher can't push their personal beliefs on

students because they are a "captive audience". Teacher need to have a professional relationship with all students and not let it get too casual and familiar. Apparently, there is quite a bit of abuse that is happening in the school.

Leaning on philosophical approaches to normative ethics, empirically oriented educational research has yielded three major conceptions of teachers' ethical ways of thinking. 3 These three attempts to describe plausible, though not fully adequate, ways of thinking about ethical issues, and thus to uncover the hidden structure of moral dilemmas. Common to these approaches is the assumption that teachers, as moral agents who hold a position of power in relation to their students, are expected to critically reflect upon their practices and analyze their moral and political implications.

Teacher need to protect his/her students' safety and not believe that this is someone else's job. The main thing is not to abuse the power that the position, over the students, might give the teacher. A wide variety of ethnic groups compose the human world. Each nation has created a rich, unique ethnic culture throughout the course of its own development, thereby contributing to a diverse global culture of all nations. If the world can be compared to a colourful brocade, then each ethnic culture is one element of colorful silk embroidery, a part of the overall pattern that still maintains its own unique characteristics. As time has passed, cultural differences have become increasing.

The process of globalization is rapidly changing different regions, different ethnicities and different countries, and is strongly affecting traditional cultures. Many countries currently face a dilemma concerning whether to open further to foreign cultures, or to close themselves off in order to live and solve problems in a more traditional manner. In this context of globalization, many countries are worried that their cultures could decline or die, and they have thus adopted a conservative attitude, trying to resist and eliminate the strongest influences through localization movements. In this situation, the preservation and transmission of traditional ethnic cultures is becoming an important proposition facing all ethnicities and countries.

Moral values are not beliefs about, or standards of, competence in a particular field of human activity; rather they relate to actions or personal qualities that may be considered good or bad in a more general sense. In this section we focus mainly on moral values. ethical dimensions are important in our education system and are in several legislative documents, both with regard to the student and teacher and as well as important for professional performance. The ethical issues are associated with social, spiritual, moral and civic values. And it is the teacher who can give a right direction to the student to raise their morality.

It is not uncommon to see examples of unethical behavior of educators brought to public through the media. A sobering realization is brought home that these educators have been educated in

colleges/universities or they themselves are faculty in higher education. The question that can be asked is, "Do these educators have an understanding of the principles of ethics in their profession?". Like other initiatives that work better with a "top-down" scheme, promotion of ethics ideally begins with the administration of the college or university. Several suggestions for the top-level planners:

1. Develop an institutional code of ethics that articulates core ethical principles,
2. Foster a campus climate that values diversity and ensures a supportive environment,
3. Provide leadership to nurture a learning environment,
4. Become informed about the social, political, and economic issues that have ethical implications for the profession.

As suggested above, the study of ethics in teaching has focused mainly on the moral values that may guide educational practices and that underlie teachers' dilemmas. Less attention has been given to studying how to translate ethical values to codes of behavior that define teacher's role. Such an ethical code would specify standards of knowledge, skills and behavior, and how to make reasoned judgments in the framework of teaching as a profession. This neglect is surprising given that moral considerations are so pervasive in teaching. The teacher's role, after all, includes nurturing many aspects of children's welfare (such as independence, respect, decency, and

trust), transmitting culture, preparing for civic life, and providing meanings to life, all of which involve ethical issues and dilemmas.

B. Cultures

A cultural mismatch occurs when the culture of the learning environment is different from that of the home culture of the child, and learning is adversely affected. Academic achievement for the out-group (minority students) is compromised by the relationship between the home and school culture. A culture can be described as the shared way of living of a group of people. It is used to encompass commonly experienced aspects of the group's lives, such as shared knowledge, backgrounds, values, beliefs, forms of expression and behaviours that may impact classroom interactions. (Bishop, 2002).

The definition of the simple word "culture" is quite complicated. In general, "culture" can be viewed as the collection of all the factors that give a society a unique essence. Cultural anthropologists believe that culture is a complex that is formed of the spiritual, material, intellectual and emotional characteristics that embody the dynamics of a social group. Every culture will be a unique feature of a particular human community and their way of thinking and organizing life. Culture includes not only art and literature, but also lifestyle, basic human rights, value systems, traditions, and beliefs. Cultural development always accompanies developments in human history; human beings create and are molded by culture.

Language is a part of culture, and plays a very important role in the development of the culture. Some sociologists consider it as the keystone of culture. They believe, without language, culture would not be available. At the same time, language is influenced and shaped by culture, it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by English teaching circle. This thesis depicts the relationship between culture and language. As a result, the gap of cultural differences is one of the most important barriers in English teaching and study. Among the students, lacking of cultural background knowledge can, to a great extent, hold up the improvement of English teaching and become a noticeable problem. At present, the objective of English teaching has broken free from the traditional listening, speaking, reading and writing, and the demand for cultural background knowledge in language learning has been gradually concerned. Presentation of history of the country which has the target language, cultural background knowledge and customs is the proposed solution to the problem.

Cultural practices that we engage in as we move across everyday, school and professional contexts both shape and constitute our learning. However, this can become a complicated concept in schools, where school and classroom cultures exist within broader cultural contexts. To make sense of the classroom culture, five domains were considered: the use of space, the use of time, patterns of

teacher–child interaction, materials and activities used, and the nature of parent-teacher interactions. Findings include the program's approximately even balance between the use of a cultural transmission model and a "developmental" model-and the conflicts around maintaining that balance; the differences existing between the teachers despite surface similarities; and the less-than-positive views the teachers had of program parents.

Practice and policy implications revolve around the establishment and maintenance of separate programs for compensatory early education. With regard to the problem of aggression and violence, I would also like to point out some aspects which are closely connected to shattering human dignity, or humiliation of individuals or some groups of students by means of behavior or actions of teachers, or, possibly, their classmates or other individuals who are, in some way, involved in the school's functioning. It is often true that if the teacher does not respect the student's dignity, then he/she cannot expect his/her own dignity to be respected. Many of us remember teachers who formed our lives in a positive way but also such teachers, or principals, who degraded children's dignity, favored boys over girls, or vice versa, or were only interested in children of influential parents.

Every teacher should show an equal level of dignity to every person as an individual starting with their first common lesson. Teachers' respect towards the dignity of their students should also be

manifested through how they fulfill their professional obligations; one of which is to clarify to the students, at the very beginning, the details of their study, the criteria of evaluation, the dates of their sessions, etc. Each lecture or seminar should start on time, and provide students with help or advice if necessary. Teachers at all levels of education should ensure the cognitive, intellectual and moral progress of their students and show them appropriate respect and appreciation. Keeping the set rules and requirements for fulfilling students' obligations and making sure that they do not change in the course of the term or school year merely through the teacher's willful decisions is also a way of showing respect for the human dignity of students on the part of the teacher.

A moral way of life helps the development of human life, it protects and supports it. At present, contemplations on these global ethical issues have been revived, thanks to, in part, discussions on ethics and morality regarding various professional aspects of human life. Many deal with moral issues occurring in individual professions and look for ways to solve them. With regard to these activities, there is an effort to integrate moral reasoning in people's professional lives in order to achieve happiness and contentment, or to minimize negative consequences. The new characteristics of the globalized world and its accelerated process of modernization have caused society to face situations considered unthinkable until then.

The above definition of culture resonates with principles of socio-cultural theories combined with elements of constructivist theory which provide a useful model of how students should be taught in the classroom.

C. Societies

Language and culture are inseparable as it is language that distinguishes various societies into the categories of multi—ethnic, multi cultural or multi—lingual. Language is the single most important factor that distinguishes human beings from other creatures of the earth. One of the theories concerning the existence of man and his experiences is the theory of cultural relativism. This theory shows that the norms and values of each culture have their own validity and cannot be used as a standard for evaluating other cultures. What is weighty in one society may be considered trivial in another and that each trait has full validity within its own cultural environment. Man's perception of his environment is built upon the linguistic habits of the community in which he lives'. The implication of this theory is that an individual's thoughts, feelings and actions are determined or influenced by the structure of his native language because man's cultural ways of life is expressed in his language, (Uriel, 2007).

Our societies are engaged in a complicated, and unplanned, process of transformation that is affecting the way we work, relate, live and learn. Such change has a discernible effect on the school as an

institution charged with educating new citizens. Students today have many more sources of information than even ten years ago, thanks to the new technologies of information and communication. As a result, it is necessary to reconsider the functions traditionally assigned to the school, and to the professionals working in it: the teachers.

A characteristic of the society in which we live is that knowledge is one of the main values of its members. The importance of present-day societies is directly related with the educational level of their citizens, and of their capacity for innovation and enterprise. However, in this age, knowledge has an expiry date, and we must ensure by formal and informal means that citizens and professionals constantly update their competence. Today's society demands of its professionals a permanent activity of training and learning:

- How do these changes affect teachers?
- How should we reward the work of the teacher in these new circumstances?
- How should new teachers be trained? How can we adapt teachers' knowledge and attitudes to respond to and take advantage of the new opportunities offered by the information society?
- What new educational and school scenarios are possible/desirable?

These questions form a catalogue of concerns leading numerous academics, professionals, researchers, parents, and teachers, etc. to

ponder the school's ability to give a prompt response to the looming challenges. A response directly related with the capacity to offer the best education to which all students have the right. We have to look at the teachers, working side by side with our students:

- How are they trained?
- What knowledge do they really need?
- What changes must be made in their training so that they will again be the leaders in satisfying society's demands?
- How do teachers learn?
- What new strategies and commitments are needed?
- How does a teaching profession fit into a society of knowledge where anyone can gain access to information?

Changes in the way of learning, affecting working teachers, are stressing the idea that the responsibility for training falls increasingly on the professionals themselves. Making our schools into areas only for teaching but in which the teachers learn, is the radical shift needed. The guiding principle of training must be to understand that our students have the right to learn. Training has to be directed towards ensuring quality learning in our students, and committed to innovation and up-to-date. It must overcome the traditional isolation of the teaching profession, and at the same time consolidate a professional grid via the use of networks of teachers and schools to facilitate flexible and informal learning.

In the face of changing social realities, some English teachers are modeling transformation: (a) revamping course lists, (b) honing dialogic pedagogies for intercultural communication, and (c) redefining ″English″ as multicultural and global. As global curricula begin to appear alongside multicultural curriculum, all English teachers face the task of reassessing the purposes and priorities of their subject. Yet it is unclear whether sufficient deliberation around these issues is taking place, even while literacy expectations multiply. As with most teachers of language arts, English teachers face growing pressures to meet the needs of increasingly diverse learners, both in terms of ethnicity and language but also in terms of economic and social circumstances. With this change comes the need to balance an expanding set of subject priorities, as media analysis and communication technologies receive equal emphasis with practical language skills, reading and writing, literary analysis, and oral communication.

The teaching profession is a key mediating agency for society as it endeavors to cope with social change and upheaval. But the teaching profession must be trained and equipped so that it will have the capacity to cope with the many changes and challenges which lie ahead. If it is to retain the confidence of society, the teaching profession must adapt a great deal so that it can act in a constructive manner within a fast-changing society. For this to be possible, certain changes must be made. We will discuss these in some detail next.

Thus, if schools are to educate virtually all students for "knowledge work" and for complex roles as citizens in a technological world, teachers will need to know how to design curriculum and adapt their teaching so that it responds to student understandings, experiences, and needs, as well as to family and community contexts. This task cannot be pre-packaged or "teacher proofed".

First, students are entitled to due process, i.e., a procedure ensuring that teachers' decisions are not made arbitrarily, unsystematically, or on the basis of irrelevant considerations. This "non-maleficent" principle aims at protecting students from disparagement by instituting just procedures and assuring learning and safe environments for students. It seeks to ensure appropriate distribution of goods (e.g., grades, learning places, and teachers' attention) as well as distribution of beds and punishments (see in this volume chapter on justice in teaching). For instance, a teacher who fails to read assignments carefully when grading, or who assigns grades for reasons unrelated to learning, violates the rule of due process.

A second ethical principle aims at ensuring teachers' autonomy (or intellectual freedom) and at encouraging autonomy in students. This is done by safeguarding independence of thought and action, and by providing access to different viewpoints without deliberate suppression or distortion. The last principle in this ethical code is aimed at ensuring equal treatment of students. When we speak about

human dignity in the globalizing teaching of ethics, it is necessary to state that in the process of ethics education, disparate (including potential) moral agents meet, in which various levels of ability to respect others can be observed.

Cochran-Smith and Lytle (1999), following the idea of Fenstermacher, have classified research into learning to teach on the basis of the relationships between the knowledge produced and its application in the practice of teaching. Thus, they distinguish between:

- Knowledge for the practice: In this first notion, the relationship between knowledge and practice is that in which knowledge serves to organize practice, so that greater knowledge (subject matter, educational theory, instructional strategies) leads more or less directly to increased effectiveness in practice,

- Knowledge for teaching is formal knowledge, derived from university research, and is what theoreticians refer to when they say that teaching has generated a body of knowledge different to common knowledge. Practice, from this standpoint, is about the application of formal knowledge to practical situations,

- Knowledge in the practice: The emphasis in research on learning to teach has been the search for knowledge in action. It has been estimated that what teachers know is implicit in practice, in the reflection on practice, in the

investigation of practice, and in the narrative of that practice. This assumes that teaching is an erratic and spontaneous activity, contextualized and built as a response to the particularities of everyday life in the school and classroom. Knowledge is located in the actions, decisions, and judgments of the teachers. It is acquired by experience and deliberation, and teachers learn when they have the opportunity to reflect on what they do,

- Knowledge of the practice. This last trend is included in the qualitative research line, but close to what is termed teacher as researcher. The root idea is that in teaching it is nonsense to speak of one knowledge that is formal and another that is practical, rather that knowledge is built collectively within local communities, formed by teachers working in school development projects, training, or co-operative research.

This is connected to the fact that some students at preschool age, but most at school age, come to a completely new school environment and dispose of varied levels of expressing appreciation and respect towards others. In the teaching profession, a very demanding and responsible job connected to a constant inflow of new students arises for, first of all, teachers (but, naturally, also for other pedagogical workers) to lead them in their reasoning and decision making, and to such behavior and actions that are manifested in the

form of respect towards all human beings, and mainly parents, teachers, other pedagogical workers, classmates and all other people they come in contact with.

Teachers of ethics could be a significant stimulus (in the interaction with, especially, parents, but also other adults, primarily relatives, i.e. members of the nuclear and extended family) when forming students on their journey to achieving higher quality, or added value, of human dignity of a moral agent in the future (however, depending on the behavior and actions of every individual). A crucial role of teachers, as well as the teaching profession as such, is to, together with parents and families, help students on their path from potential to full moral agents, which also means that they help children and youths in developing awareness of students.

The fact that respect and appreciation on the part of teachers (and also other adults) towards students at a higher school age (starting with puberty) depends, to a certain extent, on their behavior and actions. In this way, the level of human dignity becomes partly dependant on their behavior and actions. With regard to the above facts in school and out of school environment, I assume that the principle and value of human dignity should be among the most significant in the mutual relationship of the teacher towards students and vice versa. Education at school should be directed at a full development of human personality and a strengthening of respect for

human rights. It should help mutual understanding, tolerance and friendship.

This aspect especially emphasizes awareness of the obligation to accept this value and show respect, above all, on the part of teachers towards students. On the other hand, it embodies the obligation, or commitment, within the teaching profession, so that teachers lead and educate children and youths to mutual respect and appreciation towards the human dignity of other children as well as adults. The globalizing features in education are discipline and violence in and out of school which are becoming a problem of the present era. It has been a long time since good teachers rejected corporal punishment as a means which, in education, does not lead to anything good, but only humiliates human dignity and either nurtures self-conscious people or leads to further aggression and violence. In schools, we can most frequently come across verbal aggression, which, in many cases, may negatively influence not only the mentality of the teacher but also students.

A characteristic of lifelong learning that I consider extremely interesting is the understanding that everyone can learn, and that learning does not have to be limited to formal institutions and traditional training. In other words, the learning considered of value is not only formal learning, but that non-formal and informal learning take on the importance that they have always had, although unrecognized. The objective knowledge is not only stored in libraries

and watched over by authorities belonging to formal institutions situated in schools and universities. It can also be found in places where people are creative and develop imaginative responses to questions, and solutions to problems, that can be proposed as hypotheses to be debased in public discussion. The development and generalization of teacher networks, the possibility of distance learning with others, the creation of open, distributed scenarios currently possible thanks to the new technologies of information and communication, are facilitating the visibility of this form of learning that we have termed informal.

This is shifting the sedate foundations of the formal institutions of accreditation. Educational institutions increasingly find it difficult to claim a monopoly in the generation and dissemination of knowledge. When knowledge takes the form of information, it circulates through networks that evade the control of educational institutions. Moreover, educational institutions become part of the market, in the business of selling knowledge as a commodity and therefore reconstructing themselves as enter prizes dedicated to marketing this commodity and to competing in the knowledge.

CHAPTER VI

Professional Learning

A. What is Professional Learning?

Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date. We believe that by undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best. It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

Assessment Reform Group (2002) claimed into four dimensions for professional learning:

- Inquiry: Using and responding to different sources of evidence; carrying out joint research and evaluation with colleagues,

- Building social capital Learning: Working, supporting and talking with one another for individual practices grouped with each dimension,

- Critical and responsive learning: Reflection, self evaluation, experimentation and responding to feedback,
- Valuing learning: Valuing their own and their students' learning.

From the information above, it is clear that professional learning can take many forms. Here are some examples of professional learning opportunities:

- Self-evaluation and critical reflection processes,
- Experiential, action or enquiry-based learning,
- Professional dialogue with colleagues, other professionals, parents, and learners,
- Focused professional reading and research,
- Leading or engaging in practitioner enquiry/action research,
- Critical analysis of reading, learning and impact on professional practice,
- Learning about aspects of the curriculum or pedagogical practice,
- Peer support e.g. coaching or mentoring,
- Classroom visits/peer observation,
- Online learning/blogs,
- Work shadowing,
- Co-operative or team teaching,

- Participation in collaborative activity e.g. teacher learning community, learning round,
- Leading or participating in a working or task group,
- Planning learning which is inter-disciplinary or cross-sector,
- Participation in activities relating to assessment and moderation,
- Masters study and qualifications,
- Accredited courses or activity related to achieving national professional standards for teachers,
- Professional/Academic conference

In order to ensure that profession-ready teachers and principals advance from novices to accomplished professionals, strong professional learning and growth systems must be in place to provide comprehensive support and tailored learning opportunities for each stage of the career. As with other professions that provide support and strong mentoring, this professional learning and growth system should foster a supportive school environment and should be built on the skills, knowledge, and dispositions that characterize a teacher's and principal's practice at each stage of his or her career. The responsibility of having a strong professional learning and growth system is made more critical given that current social, economic, and political realities require educators to accomplish greater academic goals with shrinking resources, analyze and use complex data,

incorporate rapidly changing technology into instruction and learning, and prepare young people with higher-order thinking skills appropriate to a global society.

In addition, the changing demographics of student means that educators must also be increasingly equipped with the skills and knowledge to work with diverse learners, including students with disabilities, English language learners, and students who are culturally and linguistically diverse.

Pislar (2009) elaborated A positive learning environment for children and to help them learn as much English as possible. Using traditional narratives to teach young English foreign language integrates five main elements:

1. Learning through stories,
2. Arousing children's interest to learn English,
3. Using play as a teaching method,
4. Introducing rhymes and songs,
5. Carefully prepared worksheets.

While the specifics differ for teachers and principals, the Coalition for Teaching Quality recommends that states and districts provide comprehensive and complementary professional learning and growth systems for teachers and principals that include:

1. Induction programs with comprehensive mentoring,
2. Ongoing professional learning focused on capacity building and collaboration,

3. Evaluation that provides feedback for professional growth,

4. Supported pathways for career progressions including board certification and leadership opportunities,

5. Appropriate measures to provide information about how professional learning is impacting student outcomes, school climate, and family engagement; and,

6. Strengthening cultural and linguistic competence and responsiveness.

B. Inductive Element for Learners

Inductive Learning is a powerful strategy for helping students deepen their understanding of content and develop their inference and evidence-gathering skills. Birzniece (2010) Inductive learning system learns classification from training examples and uses induced rules for classifying new instances. Inductive instruction is a much more student-centered approach and makes use of a strategy known as 'noticing'.

Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. These methods have many features in common, besides the fact that they all qualify as inductive. The methods almost always involve students discussing questions and solving problems in class (active learning), with much

of the work in and out of class being done by students working in groups (collaborative or cooperative learning). In practice, neither teaching nor learning is ever purely inductive or deductive.

Like the scientific method, learning invariably involves movement in both directions, with the student using new observations to infer rules and theories (induction) and then testing the theories by using them to deduce consequences and applications that can be verified experimentally (deduction). Good teaching helps students learn to do both. When we speak of inductive methods, we therefore do not mean total avoidance of lecturing and complete reliance on self discovery, but simply teaching in which induction precedes deduction. Except in the most extreme forms of discovery learning (which we do not advocate for undergraduate instruction), the instructor still has important roles to play in facilitating learning—guiding, encouraging, clarifying, mediating, and sometimes even lecturing.

Few professions are characterized by greater solitariness and isolation. In contrast to other professions or jobs, teaching is an activity conducted alone. The classroom is the teacher's sanctuary. This sanctuary is central to the culture of teaching preserved and protected by isolation, and which parents, principals, and other teachers hesitate to violate. This most common scenario remains one in which teachers labor on their own to decide what instruction works, what standard of student work is good enough, and what additional knowledge, skill, or insights would best serve them and their students.

It stands to reason that teaching challenging content to learners who bring very different experiences and conceptions would depend on the capacity of practitioners to create powerful and diverse learning experiences that connect to what students know and how they most effectively learn. However, teachers generally face the task of teaching alone. The only witnesses of the teacher's professional activity are the students.

Everyone knows that a teacher's behavior—how a teacher responds to students who are acting up or "checking out"— can help students learn how to manage their conduct responsibly. But the purpose of school involves so much more than just learning how to behave. In fact, most educators agree with educator Robert Maynard Hutchins, who wrote, "The object of education is to prepare the young to educate themselves throughout their lives." This objective makes teacher behavior—how it consciously and conscientiously adapts curriculum and instruction to the level and interests of students— critical to helping students find their footing on the path of lifelong learning. The more progress students make in any given classroom— regardless of their starting point—the more securely they grow in their identity and confidence as learners. The starting point for teachers is to figure out the starting point for each student. This, in a nutshell, is where curricular and instructional adaptations.

When teachers speak at a more advanced level, they are giving the students constant opportunities to notice the differences between

the teacher's speech and theirs. This way each student can become aware of the differences at his own pace. The teachers should develop the students awareness as follows:

- Teachers can provide students with opportunities for noticing simply by putting posters up in the classroom in the target language. As before, when the students are ready to notice the difference, they will,

- Language ladders are also to promote students' noticing skills. Once they understand what each rung on the ladder mean, they can understand how they all fit together and how they differ.

Noticing is the process of students becoming aware of something in particular; as mentioned above in the inductive approach, noticing can be used to teach a grammar concept when students are given the examples, and they come to understand the rule by noticing what those examples have in common. In a more general classroom situation, noticing can be used in many ways:

- A focus on building the skills and knowledge of individual educators as well as the collective capacity of the educator workforce,

- Systematic processes for providing feedback designed to guide teachers' growth,

- Rigorous and diverse mentor selection, with a preference toward teachers with demonstrated excellence in teaching

and facilitating the professional learning of colleagues, and mentors matched by grade level and subject area,

- High-quality training and ongoing support for mentors,
- Common planning time or regularly scheduled collaboration for mentor and mentee; and,
- Resources such as research-based teaching standards and teacher portfolio processes to guide educator learning.

In education, offering educators the opportunity to share knowledge and best practices, or carry out research or other activities that have a positive impact on their institutions, is a key factor for any country. It is undeniable that better education results in a better quality of life, not only because it strengthens economic development but also because it leads to open-mindedness, citizen values, critical thinking and many other skills vital for present and future generations. Changes in teaching practices may result in quality improvement in the educational field. At this point the creation of academic communities (see also learning communities or communities of practice) gains currency.

This qualification is suited for improving learners:

- Managers who have the responsibility for increasing productivity in their departments,
- Students in education who wish to develop and understanding of the concept of productivity and its application in the workplace,

- Developing their communication skills and enhancing their employability by acting as productivity ambassadors,
- Understand the importance of analyzing performance data to identify areas for improvement,
- Be able to select and use a variety of productivity improvement tools and techniques,
- Be able to measure and evaluate human work,
- To ensure the outcomes are met, the learner will be assessed to ensure that they can,
- Describe the basic philosophy and approach of continuous productivity improvement,
- Identify the conditions for successful productivity improvement initiatives.

Cochran-Smith and Lytle (1999) classified research into learning to teach on the basis of the relationships between the knowledge produced and its application in the practice of teaching. Thus, they distinguish between:

- Knowledge for the practice: In this first notion, the relationship between knowledge and practice is that in which knowledge serves to organize practice, so that greater knowledge (subject matter, educational theory, instructional strategies) leads more or less directly to increased effectiveness in practice,

- Knowledge for teaching is formal knowledge, derived from university research, and is what theoreticians refer to when they say that teaching has generated a body of knowledge different to common knowledge. Practice, from this standpoint, is about the application of formal knowledge to practical situations,

- Knowledge in the practice: The emphasis in research on learning to teach has been the search for knowledge in action. It has been estimated that what teachers know is implicit in practice, in the reflection on practice, in the investigation of practice, and in the narrative of that practice. This assumes that teaching is an erratic and spontaneous activity, contextualized and built as a response to the particularities of everyday life in the school and classroom. Knowledge is located in the actions, decisions, and judgments of the teachers. It is acquired by experience and deliberation, and teachers learn when they have the opportunity to reflect on what they do,

- Knowledge of the practice. This last trend is included in the qualitative research line, but close to what is termed teacher as researcher. The root idea is that in teaching it is nonsense to speak of one knowledge that is formal and another that is practical, rather that knowledge is built collectively within local communities, formed by teachers

> working in school development projects, training, or co-operative research.

C. Deductive Learning

Based on a preliminary analysis of reasoning ability is necessary to develop a learning that can improve the understanding of essential concepts. As a general framework in solve a problem in mathematics is the ability to identify the given facts (data) and formulate what is asked in the problem (final target). In determining the final target is based on data provided, it is necessary to elaborate the ability to apply the essential concepts that are relevant with the given data to obtain intermediate target before finding the answer to the final target. Not a few problems in mathematics can be more easily solved by adding a condition (intermediate target) that is based on a concept relevant essential to arrive at the final target in question.

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. In order to understand the teaching of grammar, the most useful and effective methods are the inductive and deductive approaches. Both approaches can be basically differentiated through the lesson procedures, learner roles, teacher roles and usage of meta-language in the teaching process. Inductive teaching is based on

the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole. For this reason, the teaching process begins with a text, audio or visual in a context. Secondly, learners work on the materials to find the rules themselves.

Nunan (1999) identifies inductive approach as a process where learners discover the grammar rules themselves by examining the examples. In a inductive approach it is also possible to use a context for grammar rules. In the final stage, they give their own examples. In contrast to this, a deductive approach is based on the top-down theory where the presentation and explanation of grammar rules take precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures in first. Next, they see the examples provided by the teacher and finally, they begin to produce their own examples.

A deductive approach is based on the top-down theory which the presentation and explanation of grammar rules take the over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they begin to produce their own examples. In contrast to this an inductive teaching is based on the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole. For this reason teaching process begins with a text, audio or visual in a context. Secondly

learners work on the material to find the rules themselves . In the final stage, they give their own examples, (Andrews, 2007).

Consequently, students are passive recipients in the deductive method because it is the teacher who elicits the rules and gives information to the students. However, students are more responsible in the inductive approach in order to explore rules for themselves. It is to say that learning is more experiential in the inductive approach, but it is more traditional and descriptive via the deductive approach. Thornbury (1999) suggested that involving students actively in the lesson can prepare students to be more comfortable and provide them a motivated environment.

One another significant difference is the role of the teacher. In a deductive teaching teacher is the authority in the classroom. The main role of teacher is to present the new grammar item to the learners. Second role is to prepare exercises for the students. Teacher is the organizer and controller of the classroom. Conversely in an inductive teaching teacher behaves as a guide and helper while students study the grammar rules themselves.

Applying deductive or inductive approach while teaching grammar depends on student variety in the classroom. All learners are different and they learn in different ways. For instance their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy. Adult learners are tend to deal with the rules when they use target

language since their mentality is able to think abstract items. He has pointed out that deductive teaching is more appropriate for adult learners and meet their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them. On the other hand young learners are successful in exploring 5 grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them .

Deductive reasoning requires one to start with a few general ideas, called premises, and apply them to a specific situation. Recognized rules, laws, theories, and other widely accepted truths are used to prove that a conclusion is right. The concept of deductive reasoning is often expressed visually using a funnel that narrows a general idea into a specific conclusion. In practice, the most basic form of deductive reasoning is the syllogism, where two premises that share some idea support a conclusion.

Just as deductive arguments are meant to prove a conclusion, inductive arguments are meant to predict a conclusion. They do not create a definite answer for their premises, but they try to show that the conclusion is the most probable one given the premises. In the above example, there are several possible factors that could contribute to a cat's reaction toward the arguer. Perhaps she wears a deodorant that cats dislike, or maybe she is hostile toward cats and neglected to mention it. But, considering neither of these factors are acknowledged

in the premises, these are not considered the most probable conclusions. The most probable conclusion, given the premises that have been supplied, is that cats hate the arguer. An inductive argument is either considered weak or strong based on whether its conclusion is a probable explanation for the premises.

Once again, the reasoning on the left is weak while the right is strong. On the left, the two statements made are likely true on their own, but the first premise does not predict the second to be true. Since there is no obvious correlation between the two, the argument is weak. On the right, the premise identifies a pattern, and the conclusion provides a logical continuation of this pattern without exaggeration. Thus, the argument is strong.

CHAPTER VII

Inter-Professional Professionalism

A. Inter-professional Learning in Practice

Inter-professional practice learning complements inter-professional classroom learning. Teachers may encourage their students to find inter-professional learning opportunities for themselves during unprofessional placements, but collaborating with practice teachers to plan opportunities in advance is likely to be more effective. Practice teachers may collaborate amongst themselves to find and develop inter-professional learning opportunities for co-located students from different professions. One of their number may be assigned the IPE lead role to instigate, develop and co-ordinate such opportunities and to work with the students as an inter-professional group, in consultation with their profession-specific practice teachers

Teachers encourage students' active engagement in IPE as adult learners. For some students this may run counter to their prior experience at school or university. They may need help in letting go of deferential and hierarchical styles of learning where the teacher is the unchallenged authority, before being ready to enter into a more egalitarian and more democratic socially constructed engagement. Preparation is therefore essential so that students understand the inter-

professional learning process and their teachers' expectations. Confidence in self-directed learning builds up over time. Some students facilitate groups of their peers, prepared and supported by their teachers. Others take part in reciprocal peer assessment. Yet others contribute to IPE promotion, planning, development and evaluation.

A question prior to 'What is good teaching?' is 'What is teaching?' What, indeed. As teachers we may find this bald question strangely difficult to answer. It's just what we do, in lectures, classes, seminars, workshops, tutorials, by telephone, in teaching texts, websites, online. We study literary texts and movements, theoretical and critical works, performances and so forth, and analyze and discuss them with our students; we try to help our students become better at expressing their ideas and feelings verbally, in writing, creatively; we mark and assess their work, whatever we might reply, we are unlikely these days to say, simply, 'Well, we tell them what we know'. And this is in large part owing to an extraordinarily popular and pervasive force in higher education known as the 'Student Learning' movement.

Indeed, so successfully has attention been shifted from teachers/teaching to learners/learning in recent times. It is almost shocking to see the question 'What is teaching?' asked at all. In so far as the movement has helped us think of teaching as a means to an end rather than an end in itself the effect has been salutary, for teaching is, of course, a means to an end – a complex of activities, strategies,

mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners. Chambers and Gregory (2006) claim in education, learning is understood:

- to have particular objects (people are setting out to learn something),
- to imply certain levels or standards of achievement; and generally,
- to be worthwhile/non-trivial: involving the acquisition of knowledge, understanding and skills that are seen as desirable and important or useful (even though people may disagree about what precisely is desirable, etc.).

The study and teaching of English is also shaped by our students' purposes and the conditions in which they live and work, and by academics' shifting ideas about the nature of the discipline and its relationship to other, adjacent, fields. The inter-professional professionalism concept is ripe for development. It plans to develop a tool kit including teaching materials, assessments based on observable behaviors that are targeted at the level of entry into the health professions, and links to other resources.

B. Inter-professional Education

Experienced professionals in many countries return to university to attend multi disciplinary or multi professional courses which lead to post-graduate awards, preparing them for advanced

specialist practice or additional roles in research, teaching, policy or management. Explicit designation of a post-qualifying course as inter-professional is the exception.

Well planned, pre-qualifying, work-based and post-qualifying inter-professional education is complementary and mutually reinforcing. Students acquire a taste for inter-professional learning during their pre-qualifying courses which is carried forward into their continuing inter-professional learning and development. This may be planned and/or serendipitous learning opportunities during their subsequent employment, returning on one or more occasion to university for post-qualifying studies. The distinction between work-based and post-qualifying university based inter-professional education becomes blurred where, on the one hand, employing agencies exploit advances in open, distance and e-learning to extend and strengthen in-house provision, and on the other hand, universities enable post-qualifying students to access learning materials in their own time and to undertake assignments in the workplace.

We welcome research and collaboration to further refine the inter-professional professionalism concept and integrate it with national and international health policy initiatives and competency frameworks. Promote effective interactions in the provision of care. Professionalism is not an end in itself, but supports the ultimate goals of patient/client/family-centered care, quality, and patient safety. While broader discussions of professionalism frequently endorse these

outcomes, they seldom emphasize cooperation among members of multiple health professions as a mechanism to achieve them.

Think of the properties of the human body that contribute to the peculiarities of our conceptual system. We have eyes and ears, arms and legs that work in certain very definite ways and not in others. We have a visual system, with topographic maps and orientation-sensitive cells, that provides structure for our ability to conceptualize spatial relations. Lakoff and Johnson (1999) claims our abilities to move in the ways we do and to track the motion of other things give motion a major role in our conceptual system. The fact that we have muscles and use them to apply force in certain ways leads to the structure of our system of causal concepts. What is important is not just that we have bodies and that thought is somehow embodied. What is important is that the peculiar nature of our bodies shapes our very possibilities for conceptualization and categorization.

A variety of learning methods have been adopted and adapted from professional education for inter-professional education. Whichever methods are selected they should be active, interactive, reflective and patient centered. Such methods can be used to create opportunities to compare and contrast roles and responsibilities, power and authority, ethics and codes of practice, knowledge and skills in order to build effective relationships and to develop and reinforce skills for collaborative practice.

All tutors, practice teachers and trainers engaged in inter-professional education need preparation to understand its ethos, principles and methods and to be aware of its implications for their habitual styles of teaching. Those who are already well versed in the application of principles of adult learning in professional education may need less help than those accustomed to more didactic methods, but will nevertheless still have much to learn. They need to resolve differences of perception, purpose and process in inter-professional education.

Students quickly become aware of the relationships between teachers from different professions and will sense any lack of belief in, and commitment to inter-professional education. Workshops can enable teachers to enter into an inter-professional experience as they learn not only about education and practice for other professions, but also from positive and negative inter-professional encounters in the group. Sometimes, team teaching, or working with a 'buddy' or a 'mentor' can help whilst confidence grows in facilitating outside their 'comfort zone'. Facilitating inter-professional learning requires expertise which builds on, but extends beyond that required for unprofessional learning.

Educators are justified, then, in thinking widely and creatively about their teaching methods. Indeed they must, because for cases of 'good teaching' in higher education we would want to add two more conditions. First, that through their teaching educators should be

aiming to engage and/or extend their students' interest in and enthusiasm for the subject. We could hardly regard someone as a good teacher if in the process the students were bored rigid or otherwise alienated. And second, in order to promote meaningful learning we would say teaching should be conducted in such a way that students are encouraged to think critically and independently about what they study: to 'think for themselves'.1 In these connections, we would acknowledge the energizing value (and, from the teacher's point of view, the scholarly value) of teachers forging a close relationship between their discipline-based research and their teaching. Enthusiasm for the discipline and the display of serious critical engagement with it can of course be highly infectious in the classroom.

Those students who have not thought much beyond the employment benefits of higher education may have few conscious thoughts about this educational aim. But, when vicarious identification and transport do indeed occur, it is transparently clear to both students and teachers that such moments constitute the best moments of students' education. They may seldom ask for this experience because they may have no idea that it is available to them, but once they experience it they never ask for a refund on the grounds that it doesn't promise to increase their income. They ask instead for second helpings. Just like athletes playing their games, musicians playing their instruments or philosophers playing with their arguments, students do not feel that the learning that intensifies and enlarges their

sense of life and sense of self needs further justification. These experiences can suddenly open a window on life through which a reader learns to see the world in new ways or, in many cases, learns to see new worlds altogether.

In the context of increasing complexity of care, narrower definitions of professionalism may actually undermine quality and safety by distracting clinicians from the need to collaborate effectively across professions. Inter-professional professionalism, in contrast, promotes effective collaboration and communication – fundamental requirements for the delivery of safe, high-quality patient/ client/family-centered care in contemporary practice settings. Interpersonal professionalism encompasses elements of professionalism that refer to prerequisites for effective and adequate contact with patients and other healthcare professionals.

One or two elements that fit within this theme refer exclusively to the doctor-patient relationship, such as altruism and educate patients. For example, Klein et al. (2003) describe altruism as follows: ''(The resident) adheres to the best interest of the patient, puts the interest of the patient above self-interest and the interest of other parties''. Professionalism has typically been defined as a set of non cognitive characteristics (such as empathy) or as a set of humanistic values and behaviors through which clinicians express a commitment to excellence and compassion (Stern, 2006).

To teachers, the desire to help students discover this sense of literary enlargement is not based on its entertainment value for them or its ego gratification for us. Few teachers are such purists that they think any entertaining class is sordid or cheap, nor are they so selfless that ego never plays a role in the desire to be a good teacher. However, most teachers do not want merely to entertain or merely receive on their course evaluation forms such dubious compliments as 'You made tragedy seem very enjoyable'. Most teachers can easily tolerate failure to make the death of Hamlet enjoyable, but what they cannot tolerate is for their students to miss out on the contribution that literary study makes to their liberal education, to the growth of mind, enlargement of self and the complication of feelings and judgment that constitute intellectual growth and personal maturation.

As much as teachers tend to value literary experience for its own sake, they do not value it is for themselves or for their students – if 'its own sake' means supposing that it exists, or could exist, apart from the everyday lives in which human beings laugh, suffer, fear, love and die. Its importance is underscored by the widespread adoption of language and policies by associations, and regulatory agencies across the health professions that require clinicians to be trained and assessed on professionalism (Greiner & Knebel,2003). Yet, a critical conceptual gap remains in defining how professionalism contributes to improved patient outcomes, especially in the context of inter-professional care environments. Professionalism, as defined

within disciplinary ''silos,'' can be misused to justify unchallenged autonomy and can inhibit cooperation across professional boundaries.

Inter-professional professionalism, in contrast, is a transcendent phenomenon that works across the professions to support coordination in communication and care for the benefit of patients, clients, and families. Inter-professional professionalism overlaps conceptually with broader definitions of professionalism, and it builds upon previous research on team functioning, inter-professional education (Clark, 2006; McNair, 2005), inter-professional care, and relational coordination (Gittell, Weinberg, Bennett, & Miller, 2008).

Though these concepts appear in various definitions of professionalism created within professions, inter-professional professionalism provides a different emphasis that underscores communication, collaboration, and negotiation across professional boundaries. This emphasis highlights professionalism as a resource for promoting skills, values, and organizational structures that facilitate inter-professional care. Inter-professional professionalism is distinct in focusing on competencies, values, and norms that multiple professions have identified as critical approach.

Dimensions of interpersonal teachers and learners:

- Inquiry: Using and responding to different sources of evidence; carrying out joint research and evaluation with colleagues,

- Building social capital: Learning, working, supporting and talking with one another,
- Critical and responsive learning: Reflection, self evaluation, experimentation and responding to feedback,
- Valuing learning: Valuing their own and their students' learning.

Professionalism is not an end in itself, but supports the ultimate goals of patient/client/family-centered care, quality, and patient safety. While broader discussions of professionalism frequently endorse these outcomes, they seldom emphasize cooperation among members of multiple health professions as a mechanism to achieve them. In the context of increasing complexity of care, narrower definitions of professionalism may actually undermine quality and safety by distracting clinicians from the need to collaborate effectively across professions. Inter-professional professionalism, in contrast, promotes effective collaboration and communication – fundamental requirements for the delivery of safe, high-quality patient/ client/family-centered care in contemporary practice settings.

Going beyond profiling effective teachers, some researchers have attempted to systematically categorize different teaching behaviors and analyze the links between these categories and student achievement. Although students are the major stakeholders, some authors have expressed gesture about the appropriateness of using student ratings as a source of evidence about teachers' classroom

practice. Such authors stress students' general lack of knowledge about the full context of teaching and raise concerns that students' ratings of individuals may be unduly affected by students' views of teachers' personalities or by students' own grades. However, the validity and reliability of using students' course evaluations to understand teacher effectiveness has been established in a number of studies in various countries, there are items measuring the instructor's enthusiasm (Instructor was enthusiastic about teaching the course), organization (Course materials were well prepared and carefully explained), group interaction (Students were encouraged to participate in class discussions), or individual rapports (Instructor had a genuine).

For now, the focus is on the nature of this kind of teaching and, specifically, on teaching three of the processes previously identified as fundamental to our students' interests as students of Literature. That is, on students' learning:

- how to read literary texts closely (understanding processes of textual analysis and interpretation,
- how to evaluate what they read (in the modern academy, associated with understanding the role of literary theory and the practice of criticism,
- how to communicate their knowledge, understandings, ideas and judgments in writing.

Inter-professional education facilitators need to be able to discern and address with sensitivity, diversity and differences between

the student groups in educational background, professional cultures, power, status and hierarchy, language and practice perspectives; and also across professional and organizational barriers to effect group development and change equitably and effectively. They must maintain their professional neutrality, listen actively, understand and respond to the dynamics of the group, diplomatically and flexibly as they motivate, encourage and support the process of inter-professional learning. Teachers selected to lead modules or to tutor inter-professional education will need a different level of preparation from those with more limited assignments, for example, as teachers from the contributory academic disciplines. Practice teachers should most certainly be included, taking into account implications for the care and safety of patients wherever students are brought in.

Development of communication skills and collaboration and teamwork cannot be taught through observation or working together. The communication skills labs provide the opportunity to collaborate with students from a variety of health professions and participate in experiential learning, which has been shown to promote role understanding, and the importance of working together as a team.

Employable Professional Teacher

CHAPTER XIII

What Teachers Need to Know

Defining effective teaching is of course problematic. Ideally, we might define effective teaching as that which leads to high achievement by students in valued outcomes, other things being equal. We acknowledge that available assessments and particularly those that have been used for high-stakes accountability or in existing research studies may not fully capture the range of the outcomes that we might specify as desirable aims for education We also acknowledge that 'other things being equal' may be open to different interpretations about what factors should or can be taken into account. A number of factors will influence students' achievements, for example, pre-existing student characteristics (both of individual students and collectively), characteristics of the school and of the teacher (some of which may be alterable, others not), and of the context. In practice, the attribution of an 'effect' to an individual teacher or school is generally determined by what cannot be explained by factors that are judged to be outside the control of that individual.

This kind of 'residual attribution' – interpreting value-added simplistically as the effect of the teacher is, of course, problematic. Despite these limitations, wherever possible, it makes sense to judge the effectiveness of teaching from its impact on assessed learning. If

the assessments and value-added models available to us are not good enough, we need to improve them. In the meantime we must exercise some caution in interpreting any claims about teaching effectiveness. A further concern is that in practice, any kinds of observational measures provide at best poor approximations to how much students actually learn. Whether they are based on classroom observation, student surveys, book scrutiny or other sources, their predictive power is usually not high.

A. Effective Teachers

Effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simple accepting that some students cannot be engaged and are destined to do poorly. There are many different types of teachers. For instance, among many others, there are those who walk into the classroom, and some students do not even notice them; also there are some who seem to be authentic dictators, and students are even afraid to ask anything in the classroom.

There are those who read from a book, or talk constantly, during the whole session, while students keep just copying; or even

those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and/or theme were not clear, even for the teacher. The idea of effective teacher for each individual is variable. Students´ perception, opinions and/or experiences about an effective teacher are different. An effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching.

There are a number of sources of evidence about the skills, knowledge, behaviors, qualities and competences required to be an excellent teacher. A key feature of the current review is that we try to limit our attention to well-defined, skills or knowledge that have been found to be related, with at least some justification for a causal relationship, to measureable, enhanced student outcomes. Evidence from educational effectiveness research about teacher:

- Evidence from intervention studies about what can be changed,
- Effect on outcomes   Evidence and theory from cognitive science about learning: how our brains,
- Acquire, make sense of and use information.

There are two key requirements for the inclusion of a teaching approach as 'great teaching' in this review:

- There must be a clear, well-specified and implementable intervention, associated with promoting the approach. It has to be something we can change. For example, the knowledge that 'great teachers have high expectations' is of no use to us unless we have a strategy for encouraging teachers to raise their expectations,
- There must be some evidence linking the approach with enhanced student outcomes, there is not necessarily any assumption that such outcomes should be limited to academic attainment: whatever is valued in education should count.

One of the features of research on effective practices is that there are a number of reviews available with quite different claims about what characteristics of teacher practice are associated with improved outcomes. For example, a review by Husbands and Pearce (2012) contains 'Nine claims from research', of which the first is that 'Effective pedagogies give serious consideration to pupil voice

The six components of great teaching use a number of frameworks that describe the core elements of effective teaching. The problem is that these attributes are so broadly defined that they can be open to wide and different interpretation whether high quality teaching has been observed in the classroom. It is important to understand these limitations when making assessments about teaching

quality. Below we list the six common components should consider when assessing teaching quality:

1. (Pedagogical) content knowledge (Strong evidence of impact on student outcomes) The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions,

2. Quality of instruction (Strong evidence of impact on student outcomes) Includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high quality instruction,

3. Classroom climate (Moderate evidence of impact on student outcomes) Covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognizing students' self-worth. It also involves attributing

student success to effort rather than ability and valuing resilience to failure,

4. Classroom management (Moderate evidence of impact on student outcomes) A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behavior with clear rules that are consistently enforced, are all relevant to maximizing the learning that can take place. These environmental factors are necessary for good learning rather than its direct components,

5. Teacher beliefs (Some evidence of impact on student outcomes) Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important,

6. Professional behaviors (Some evidence of impact on student outcomes). Behaviors exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

We view teaching as a knowledge-rich profession with teachers as 'learning specialists.' As professionals in their field, teachers can be expected to process and evaluate new knowledge relevant for their

core professional practice and to regularly update their knowledge base to improve their practice and to meet new teaching demands. By investigating the knowledge underlying effective teaching and learning, we are studying how to improve teacher quality. Teacher quality itself is an important factor in determining gains in student achievement. In fact, the main motive for investigating teacher knowledge is to improve student outcomes. On the other hand, to improve teacher quality, it is crucial to understand what teacher professionalism involves. Thus, this study focuses on teacher knowledge as a key factor in teacher professionalism. In other words, the two main themes underlying the study of teacher knowledge are improving student outcomes and teacher professionalism. Learning is enhanced by the teachers´ knowledge, enthusiasm and responsibility towards creating a warm class climate enhancing "the students desire to learn and to accept the challenges of thinking and enquiring into all that is offered by the teacher". Stronge et al (2004) stated that teaching is vocational, and most effective teachers are passionate about their chosen profession. However, he also added that an effective teacher is always in a constant learning process due to changes in terms of the students' characteristics, the curriculum, the community, and finance among many others.

Effective teachers do not teach in front of the class doing a good demonstration on the extensive and deep content knowledge, they teach to promote and enhance learning. Besides, they knows how

to manage, not only their knowledge, but also the classroom and the students in terms of discipline, work, interaction between teacher-students-students, how to give instructions, and how to assess and evaluate activities, the students and their own work. Therefore, to be effective teachers also imply to have a series of qualities, in terms of professional and personal skills. Investigating the knowledge of teachers as 'learning specialists' involves understanding how this knowledge functions in the teaching-learning process; more specifically, how teachers apply their knowledge in making decisions, for example, about lesson design or making on-the-spot judgments in the classroom. A set of research studies conceptualizes the teaching profession as a 'clinical practice profession' and compares it to the medical profession. Some argue that decision-making is actually a basic teaching skill – decisions are made regularly by teachers while processing cognitively complex information about the student in order to decide alternatives for increasing their understanding.

According to Gibbs (2002) "Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching" He stated that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. The effective teacher has a psychological influence on the students, having a strong influence on their achievement. The effective teacher is the one who has clear objectives and own goals of teaching. A teacher can provide the

students with the answer of a question, which can be effective only if the main objective is simply to compare and analyze different results. However, if the objective is to make the student think about the option of providing different possible answers, the teacher, in this case, may be regarded as ineffective. Teachers and teaching need to be creative to allow the students learn naturally. He also added that educational institutions should spend more time on "doing" and less time on "talking about learning and teaching".

A review of the different models describing teachers' decision-making shows that factors influencing teachers' decisions include antecedent conditions such as students, the nature of the instructional task, the classroom, and the school environment, which combine with teachers' characteristics and cognitive processes to impact the pedagogical decision made. Decision-making is a cyclic process as pedagogical decisions in turn impact antecedent conditions. Empirical research investigating how teacher knowledge is used in decision-making seems to be suggesting that in order to make informed pedagogical decisions, teachers must be able to analyze and evaluate specific learning episodes, in combination with contextual and situational factors, and to be able to connect all this information to their specialist knowledge of the teaching-learning process in order to guide subsequent teaching actions. Thus, making good pedagogical decisions hinges on the quality of the pedagogical knowledge held by the teacher. In addition, Gurney (2007) suggested that instead of

reflecting on theory and practice, we should reflect on what we do in the classroom.

There are numerous sources of information and data about teachers' behavior and classroom practices that can be drawn upon to provide evidence to inform our understanding of teacher effectiveness. These sources involve a range of data collection methods (e.g. classroom observation, interviews, inspection frameworks and judgments by trained professionals, examination and test data about student achievement, policy documentation, and questionnaire surveys). There are also different informants offering perspectives from key stakeholders in the system, including inspectors, school principals, heads

B. Good Communication Teaching

Communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lacks of communication mean that the students will not understand key concepts at all, or they will do incorrectly. Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications (Prozesky, 2000).

The teachers should show:

- Good subject knowledge is an essential prerequisite for good teaching,
- Well-structured lessons share a number of key characteristics,
- The skilful use of well-chosen questions to engage and challenge learners and to consolidate understanding is an important feature of good teaching,
- Effective assessment for learning… is a vital ingredient in good teaching.

Effective teachers are passionate about teaching and the subject. If the teachers do not love their job, the students perceive it, influencing in their low motivation. Besides, if they do not love the subject, therefore, how can the students are going to love it? Effective teachers have an energy that almost makes them glow and they tackle each lesson with a sense of challenge, rather than routine. Gurney (2007) pointed out that when the teachers show enthusiasm, and there is interaction in the classroom, the work of learning process is turned into a pleasure. In addition, teachers who are enthusiastic about their subjects and learning, motivate students, and therefore increase achievement (Stronge et al., 2004). Effective caring teachers also know the students individually and give them individual attention and develop productive relationships with their students. They treat their student with respect and expect the same in return, enhancing the

students learning progress. It is not enough to know the students in their formal setting (in the classroom: their learning strategies or learning style), but also, to know them in their informal setting (outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn).

Danielson (2007) elaborated the framework for Teaching The use of this framework as a classroom observation instrument is discussed in more detail below:

1. Planning and preparation

  a. Demonstrating Knowledge of Content and Pedagogy

  b. Demonstrating Knowledge of Students

  c. Setting Instructional Outcomes

  d. Demonstrating Knowledge of Resources

  e. Designing Coherent Instruction

  f. Designing Student Assessments

2. Classroom environment

  a. Creating an Environment of Respect and Rapport

  b. Establishing a Culture for Learning

  c. Managing Classroom Procedures

  d. Managing Student Behavior

  e. Organizing Physical Space

3. Instruction

  a. Communicating with Students

  b. Using Questioning and Discussion Techniques

     c. Engaging Students in Learning

     d. Using Assessment in Instruction

     e. Demonstrating Flexibility and Responsiveness

4. Professional responsibilities

     a. Reflecting on Teaching

     b. Maintaining Accurate Records

     c. Communicating with Families

     d. Participating in the Professional Community

     e. Growing and Developing Professionally

     f. Showing Professionalism

To be an effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. Besides, they need to feel responsible for the students learning process, regardless the students' aptitude to learn. The teachers, as well as having effective personal and professional skills, serve as example of lifelong learners, and are investors of their own education. Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness.

They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conductive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity. To finalize, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are effective teachers.

The basic teaching knowledge and classroom experience providing essential information about a range of subjects necessary for teachers to do their jobs effectively. I realized that the book has changed my perspective about teaching methods and it will surely make teachers aware that both constructive and instructive approaches have important places in teaching and learning, but may not be equally effective for achieving particular goals. One single method of teaching cannot suit all types of learning; different methods are required to achieve different types of learning objectives. Therefore, methods of teaching should be selected according to their fitness for specific purposes and learners.

C. Being an Ever Willing Teacher

Do not look so far. It is not without. The 'Kingdom of God' is at hand, within. And if we apply the Confucian perspective, a teacher

must be a willing teacher – willing to serve and do one's best. The secret recipe to great teaching goodness lies within us, our teacher selves. The good fit is essentially vital. That willingness, that heart and soul to teach, in a person makes a good or successful teacher. It builds the confidence, the enthusiasm and the excitement of a teacher. It also creates much passion to teach, coach and guide one's students well. The teacher should thus have 'a loving heart', doing what the heart is set on. The great teacher is often interested in his or her students, and this helps to build the teacher's rapport with students. The students really need to have something they enjoy too. The teacher ought to get to know them; so, the questions teachers need to ask, "What do you know about your students?", "Do you really know them?" and "Do you know their interests and passions?" Knowing the students can not only establish rapport but also help to relate the content well to the student.

One of the first things you must do is show you care about the students as individuals. (Get to know their) names in a warm, friendly manner and with a smile. Each person counts, create a comfortable atmosphere; set up name games so they get to know each other too. In focusing on these questions, we recognize that it may seem more obvious to start thinking about teachers' professional learning and development by focusing on the necessary conditions for such learning to occur. For example, we might argue that teachers need to feel trusted and valued, that their experiences and perspectives are

acknowledged, that the culture of the schools in which they work should promote critical questioning and innovative approaches, with space and encouragement for discussion and sharing of ideas. We will return to these issues, but first we focus on what that learning should be. Again, it might seem obvious that this is already well known: we surely know what great teaching looks like; we just need to create the culture in which teachers feel empowered and free to do it. In fact, there is some evidence that an understanding of what constitutes effective pedagogy, the method and practice of teaching may not be so widely shared, and even where it is widely shared it may not actually be right.

A good teacher should indeed be selfless. This basically means that such a teacher should look after the weak students more than the good students. It takes a teacher more effort and energy to teach the weaker students. If a teacher has no love and patience for weak students, he is not a good teacher and to the authors, he is not fit to be a teacher. A good teacher should be giving all the time and energy to the student; he should not expect any return or favor from the student. That is why one is a teacher because he only teaches and without expectation or return as if rendering a service. There should not be a differentiation between a good student and a weak student. All students, in most ways, are like his or her children; he cares about all students. If a teacher has a big heart to care, show concern and even

worry about all his or her students, he can be considered to be a good teacher, (Low, 2010).

If we believe that the future belongs to our young people, then we have a serious responsibility to insure that we provide them by teaching and giving them the foundations necessary to build a world where they and future generations can flourish. We, as teachers, have a unique opportunity and an obligation in our homes, our community, our businesses and our schools to influence the kind of world that they want to have. And for this reason, even if we study to old age we shall not finish learning. All in all, teaching through various strategies and ways enables the teacher to improve his or her teaching ways while learning through various strategies causes both the teacher and the student to learn in smarter and better ways. And good teachers should realize that variety is really the spice of life and learning, and students indeed enjoy a mixture and combinations of learning styles.

Despite the common view of good teaching as something that is mostly learned through experience, our argument rests on a conception of teaching as unnatural work. The notion that teaching is unnatural is difficult to grasp because of the ubiquity of teaching activity. Teaching, defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. Professional classroom teaching, on the other hand, is specialized work that is distinct from informal, commonplace showing, telling, or helping. The problem of delineating the specialized, professional

version of otherwise commonplace activities is not unique to teaching. Learning how to build and maintain productive professional relationships with the people in one's care is no simple matter, yet many assume that this is a natural rather than learned capacity.

Someone can be described as "good with people" or a "people person," but being "good with people" in purely social interactions is not the same as cultivating relationships in a professional role. The apparently natural aspects of the professional work—evident in the frequent observation that teachers are born, not made creates additional challenges for professional education. The professional work entailed by the practice of teaching is different from the everyday teaching of the sort described above. Although learning can occur without teaching, such serendipitous learning is chancy. The practice of teaching comprises the intentionally designed activity of reducing that chanciness, that is, of increasing the probability that students will attain specific intended goals (for detailed perspectives on the goals and intricacy of the work.

Teaching practice is the work represented by the bidirectional arrows of drawing on professional knowledge and skill to make these interactions most productive of students' learning. Despite the familiarity of teaching, many key aspects of this deliberate practice are unnatural; making the transition to becoming a professional requires learning to do things that are not common in daily life and that most competent adults cannot do well. Consider the role of

questions, for example. In everyday life, people ask one another questions to which they do not know the answers. Teachers, on the other hand, must ask questions all the time to which they do know the answers. Comparing common ways of being in adult life with ways of being entailed by teaching reveals the fundamental differences in orientation that teaching requires. Competent adult behavior involves doing many things that are functional for everyday life: helping others avoid embarrassment, assisting them with problems, inferring.

To make practice the core of the curriculum of teacher education requires a shift from a focus on what teachers know and believe to a greater focus on what teachers do. This does not mean that knowledge and beliefs do not matter but, rather, that the knowledge that counts for practice is that entailed by the work. A practice-based theory of knowledge for teaching is derived from the tasks and demands of practice and includes know-how as well as declarative knowledge. But a practice-focused curriculum for learning teaching would include significant attention not just to the knowledge demands of teaching but to the actual tasks and activities involved in the work. It would not settle for developing teachers' beliefs and commitments; instead, it would emphasize repeated opportunities for novices to practice carrying out the interactive work of teaching and not just to talk about that work.

A practice-focused curriculum would also have to include foundational knowledge, but designed and developed differently from

its usual treatment in teachers' preparation. Although we focus in this article on the problem of teaching the actual enactment of practice itself. Building a practice-focused curriculum in teacher education requires specifying the content what teachers need to learn to do and unpacking it for learning. It requires developing instructional approaches to help teachers learn to do these things for particular purposes in context. Particularly challenging is how to design ways to teach practice that do not reduce it to propositional knowledge and beliefs.

For example, in teaching novices how to conduct a short warm up language activity at the beginning of the day, it is easy to shift into a discussion of the uses of warm-ups, an analysis of possible language activities, or a reflection on how well a particular activity worked. Learning to set up the task and to orchestrate a brief discussion of the children's work on it is different from designing or talking about the activity. To be sure, both analysis and action are part of teachers' work. But, the focus in teacher education can slip easily into an exclusively cognitive domain, emphasizing beliefs and ideas over the actual skills and judgment required in enactment.

The knowledge produced and its application in the practice of teaching is distinguished into:

- Knowledge for the practice. The relationship between knowledge and practice is that in which knowledge serves to organize practice, so that greater knowledge (subject

matter, educational theory, instructional strategies) leads more or less directly to increased effectiveness in practice.

- Knowledge for teaching is formal knowledge, derived from university research, and is what theoreticians refer to when they say that teaching has generated a body of knowledge different to common knowledge. Practice, from this standpoint, is about the application of formal knowledge to practical situations.

- Knowledge in the practice. The emphasis in research on learning to teach has been the search for knowledge in action. It has been estimated that what teachers know is implicit in practice, in the reflection on practice, in the investigation of practice, and in the narrative of that practice. This assumes that teaching is an erratic and spontaneous activity, contextualized and built as a response to the particularities of everyday life in the school and classroom. Knowledge is located in the actions, decisions, and judgments of the teachers. It is acquired by experience and deliberation, and teachers learn when they have the opportunity to reflect on what they do.

- Knowledge of the practice. This last trend is included in the qualitative research line, but close to what is termed teacher as researcher. The root idea is that in teaching it is nonsense to speak of one knowledge that is formal and

another that is practical, rather that knowledge is built collectively within local communities, formed by teachers working in school development projects, training, or co-operative research.

CHAPTER IX

Active and Effective Learning

A. Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing repackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves. Teachers encourage students to participate actively in the classroom. However, many of the learners are still reluctant to speak up and interact. Learners have the opportunity to follow up and be exposed to new words and structures by verbal interaction during the teaching processes. With the advent of communicative language teaching in the, students' oral participation in English classes was emphasized as a significant issue.

Conceptually, active learning is not an easy target. Its theoretical roots are in constructivist learning theories. Constructivism has become a leading learning paradigm, and it views learning as a construction process of new knowledge in relation to previous knowledge. Constructivism criticizes the idea that learners receive knowledge from external sources and highlights understanding instead of memorizing. Aiming to understand, rather than memorize, is also

characteristic of a 'deep approach' to learning. Depending on the constructivist theory, learning can be considered as individual cognitive processes (cognitive constructivism), social co-construction of knowledge (social constructivism), or as a hybrid of these two. Nevertheless, it is difficult to define aspects of effective constructivist teaching because constructivism is a theory of learning and not a theory of teaching. Constructivism can be and has been used as a guide for forming instructional strategies that aim to enhance deep understanding. For example, active learning as an instructional approach aims to enable constructivist learning by emphasizing students' self-construction of knowledge, and students' responsibility for their own learning. However, instruction that aims to be constructivist does not always succeed in its intentions.

Active learning is not an inert type of learning in which successful students are caught on while unsuccessful ones are eliminated, memorizing and passive listening is in the forefront, and knowledge is limited to only educational environment. On the contrary, active learning is a dynamic type of learning where students intensely interact with each other, with education materials, and with teachers. Within this type of learning, each student is exclusively paid attention. Active learning approach also enables knowledge formation and holds students at the centre of learning activities as research, observation and problem solving and thus holding students at the centre of education process. Brown (2007) defines active learning as a

form of learning in which the learners use opportunities to decide about aspects of the learning process. He also defines it as a mental activity that refers to the extent to which the learner is required to use his or her mental capabilities in the process of learning. Still another definition was found on the Lexicon of Online and Distance Learning which reads, student who are active learners, process, discover, and apply learned information to new areas and try to solve new problems by previous information.

The transformation of schools depends on the transformation of teachers. All learning activities are active in some sense, but active learning refers to the level of engagement of the student in the instructional process. An active learning environment requires students and teacher to commit themselves to a dynamic partnership in which both share a vision of responsibility for instruction. In such an environment, students learn content, develop conceptual knowledge, and acquire language through a discovery-oriented approach to learning in which the learner is not only engaged in the activity but also with the goal of the activity. Essential to this approach is the view of the learner as responsible for discovering, constructing and creating something new and the view of the teacher as a resource and facilitator.

The teacher-dominated or teacher-fronted classroom where the teacher talks and leads activities has been replaced by the student-centered learning environment, which has contributed to the success

of individual learners in second language classrooms. In the student-centered classroom, students no longer desire to be passive knowledge takers, but active participants with specific concerns about their language learning needs. In this respect, it is urgent to focus on students' issues and concerns about their foreign language learning. Therefore, unsurprisingly, practical English test preparation classes are administered during general English classes along with intensive test prep programs.

Leaders often focused on improving teachers' content knowledge as well as teaching practice. A collaborative and supportive culture encouraged teachers to identify knowledge gaps and learn together. Sometimes this meant adopting a new perspective as they came to realize they could make a difference, and that no child should be expected to fail. Teachers were also seen as learners.

In an active learning environment the students gain a sense of empowerment because the content presented and ideas discussed are relevant to their experiences and histories. For example, the teacher presents a list of thematic units to the students who then decides what aspects of the themes they wish to investigate and which activities will allow them to pursue that theme. Active learning approach involves giving students full support in their activities and empowers the teachers to make decisions and takes a leadership role. Thus the student's culture and community play a significant role in learning. Active learning aims at an optimal blend of knowledge and skills.

Active learning provides a license to the student for driving successfully through the maze of unknowns on their own. That's why, active learning is not passive learning.

Active learning deals with engaging students in an activity or task that will make the learner think and analyze the information being taught. It may occur at every stage or level of a lesson, from getting the students engaged in the topic, through actively and consciously taking part in discovering language and rules, to free, active production. In addition, Bell and Kahrhoff (2006) believe that "active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process." Active learning techniques affect students' creative thinking level and this demonstrates that creative thinking can be changed via education. The conception of learning as an inherent process mediated by cognitive processes rather than environmental factors led to changes in the perception of learning which in return changed the perception of teaching. As a result, studies in the field of education have focused on cognitive processes and their roles on learners. Traditional approach to teaching views the instructors as omnipotent actors of the classroom responsible for transferring the pre-planned content to the students. In this respect, the learners are expected to be passive objects of the learning process.

Active learning is a learning that is designed to achieve independent learning by maximizing all potential learners, active learning involves "students' efforts to actively construct their knowledge, working with other students on projects during class, making a presentation, asking questions or contributing to discussions, participating in a community-based project as part of a course, working with other students outside of class on assignments, discussing ideas from a course with others outside of class, tutoring peers. Active learning requires students to intellectually engage with the content using critical thinking or higher level of thinking such as analysis or synthesis. In active learning interactions, the teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. Basically, the active nature possessed by students is one consequence of the fact that humans are created as the image and likeness of God. Reinforcing this opinion, human beings are creations in which there is a nature that causes humans to actively search for something to meet their inner needs.

On the other hand, contemporary approach to learning points out the importance of deep learning and rejects the idea of memorizing the information presented by the instructor. For the constructivists, the learner is not the passive recipient of the transferred knowledge but he is the active participant of the learning process. So, constructivist instructors' main concern is providing the

learners with leaning environments in which they can engage in meaningful interactions and be an active participant of the process conducted by the instructor. According to constructivists, learner has an active role in teaching-learning process. Constructivist classroom environment, therefore, is not a place to transfer the information, is a place where students' active participation is ensured, inquiry and research are conducted and problems are solved. So, classrooms should be designed in such a way that the learners interpret and construct meaning based on their own experiences and carry out research to find solutions to the problems they encounter in the learning process Thus, students will be allowed to live rich learning experiences.

Throughout the history of second language acquisition, many methods and approaches have come to vogue. An increasing attention was directed toward the interactive nature of language and the role of interaction in EFL classes. This article reports on active learning strategies which are helpful in creating an interactive learning situation. After the review of related literature, active learning strategies were recognized and then the influence of these strategies on learners' interactions was investigated. This article helps teachers to create a more interactive teacher-learner environment.

Training the students to use interactional strategies as tools for initiating their interaction, their responses to the teacher's questions were longer and more meaningful. Further, the average number of

interaction turns was about two turns per three minutes. It was found that the students could comprehend the lesson better. They could ask their teacher when they could not understand something. Moreover, more students could respond to the teacher's questions.

Constructivists concerned with the issue of learning and interested in the nature of knowledge and factors influencing cognition process. Constructivist theory explains how students learn but does not state the teaching procedures to be applied in constructivist classrooms. Active learning model developed on the principles constructivist theory sets techniques and procedures to apply constructivist theory in the classroom. Active learning is a student centered approach to learning and it assigns the responsibility of learning to the student. In order to ensure active learning in classrooms students should be self regulated and have an active role in decision making process while engaged in cognitively challenging academic tasks.

Active learning enhances the quality of student learning as students learn by creating meaning rather than memorizing information transmitted by the teacher. Active learning as a means to achieve qualitative, that is ''deep,'' learning has become an accepted form of learning and teaching in higher education. In order to promote active learning in classrooms using student-centered instructional strategies is a must. At that point the question that should be asked is "Which instructional strategies should be used to facilitate active

learning?" Enabling the instructors to use active learning strategies in classes, cooperative learning techniques are widely used to actively involve students with course concepts and issues.

B. Effective Learning

Language learning is more effective when the target language is used interactively, particularly in regard to understanding the language in general, and improving their reading or listening skills in particular. Interaction within the classroom leads to many advantages for language learning such as comprehension checks, language practice and so on. Second language learners worked in groups, they were more motivated, took more initiative, and were less anxious concerning their learning. On the other hand, there may be a relationship between student oral participation and teachers' questioning techniques and types of classroom activities. Wei (2008) found that students oral participation is increased if application and presentation activities are used; appropriate vocabulary is offered when students need it to continue; questions related to students' prior experiences are asked; and an informal and friendly classroom atmosphere is present.

Although the term "effective" has been widely used, it only makes sense when context and goals are specified.

- Effective for when?
- Effective for what?

The contemporary context has these important features:

- the knowledge base in society is increasing rapidly, and now doubles every days. Teaching knowledge is an anachronism,
- a wider range of the population process and generate knowledge. Information is not the possession of a few "experts",
- employment prospects relate more to the ability to enhance and transfer learning. The accumulation of qualifications is not enough,
- the landscape of learning is much wider and richer, involving multiple contexts, modes and sources.

Learning is no longer the province of special institutions: it is a way of being. In such a context the goals of learning need to focus less on knowledge acquisition by individuals, and more on knowledge-generation with others. Effective learners have gained understanding of the individual and social processes necessary to become effective learners. This is not just acquisition of particular strategies, but the monitoring and reviewing of learning to see whether strategies are effective. This has been described as "learning how to learn" and "meta-learning". Effective learning includes this extra crucial ingredient "which actively involves the student in meta-cognitive processes of planning, monitoring and reflecting.

Effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the

achievement and success of the students and own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simple accepting that some students cannot be engaged and are destined to do poorly. There are many different types of teachers. For instance, among many others, there are those who walk into the classroom, and some students do not even notice them; also there are some who seem to be authentic dictators, and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep just copying; or even those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and/or theme were not clear, even for the teacher.

- Content Knowledge For many, including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject. Students expect a teacher to have good content knowledge to be considered effective, which inspire the students' confidence in the teacher. Effective communication of content knowledge is a hallmark of good teachers. However, having good content knowledge is just one of many vital factors and qualities, which an effective teacher needs to have in order to enhance learning and achievement,

- Good Planning Having good content knowledge is not so effective without a well planned lesson. A lesson plan makes the content and the session interesting and involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to students needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the students´ stimulation to encourage their interest and participation. Effective teachers should give meaning to the subject by facilitating relevant material to the students wherever possible, and by finding means to stimulate interest on it. Besides, they must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. Good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups or in pairs. Good planning organizes the material which allows doing more and better during a session,

- Good classroom management and organization, and a good lesson plan also minimizes the likelihood of misbehavior. Almost all classroom behavior is learned and that students must clearly understand what is expected of them. The responsibility lies with the teachers to explain how and why they want them to work in that way, and to give positive feedback when students respond positively,

- Communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lacks of communication mean that the students will not understand key concepts at all, or they will do incorrectly. Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications,

- Teacher Learning Development Effective teachers have high expectations of students in terms of both their standard of learning and their behavior, but they also have high expectations of themselves and their own learning development. Effective teachers constantly self-evaluate, critique and reflect on how well they are getting through to their students, and search for better ways of teaching, new tools, materials and methodologies especially for those who are not achieving learning as well as others. In order to achieve some of these skills, many British institutions of higher education require attendance at a short introductory course on university teaching and learning, but in many

systems voluntary participation is the norm. Effective teachers are willing to promote their own learning by investing on training and/or inviting observation and suggestions from colleagues,

- Caring Effective teachers care about their students in order to bring the best of each one to encourage learning. Learning has been considered as an emotional exercise which will allow the students to get engaged as it appeals to be emotionally. The role of the effective teachers, in this situation, is to be good listeners, paying attention to, and showing understanding through tenderness and patience.

- Knowing the Students Individually, effective caring teachers also know the students individually and give them individual attention and develop productive relationships with their students. They treat their student with respect and expect the same in return, enhancing the students learning progress. It is not enough to know the students in their formal setting (in the classroom: their learning strategies or learning style), but also, to know them in their informal setting (outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn). These have great effect on behavior and performance in the classroom, and in their learning process,

- Classroom Environment, classroom climate to be one of the most important factors to affect students' achievement, although, on the contrary, it has been a strong predictor of students' aggression. However, having an optimal relationship with the students helps to create a warm and safe classroom environment so that students can achieve their potential, as they feel safe and confident to attempt new tasks and participant.

To conclude, to be an effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. Besides, they need to feel responsible for the students learning process, regardless the students' aptitude to learn. The teachers, as well as having effective personal and professional skills, serve as example of lifelong learners, and are investors of their own education. Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel

comfortable, and have a sense of belonging, as the environment is conductive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity. To finalize, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are effective teachers.

Self-regulation has become an important consideration in language learning. Self-regulation refers to the degree to which individuals become meta-cognitive, motivationally, and behaviorally active participants in their own learning processes. Self-regulation in the academic context entails a "multidimensional construct, including cognitive, meta-cognitive, motivational, behavioral, and environmental processes that learners can apply to enhance academic achievement". To attain academic goals, students must learn methods that are appropriate for a particular task within a specific context.

Self-regulation in language learning can refer to the processes the learners use to exercise control over learning. Students who are able to regulate their own learning can perform and learn better than their peers who lack self-regulatory capabilities. Although it is widely believed that teaching practice can establish a process of helping student teachers build a bridge between their theoretical knowledge base and their practical experience. Teachers need to acquire to function effectively in the classroom and how such practical knowledge and skills develop. While there is near unanimous

agreement on the importance of supervisor feedback in student teachers professional learning. The insights that can be learned from these previous studies, about the detail and complexity of the difficulties actually encountered during the practicum, are thus of limited scope, and far less is known about second and foreign language teachers initiation into the teaching profession.

This book examines student teachers professional learning experiences during the practicum from the perspective of university supervisor feedback. The paper attempts to contribute to a better understanding of how English foreign language trainee teachers are faring in the practicum experience and to shed light on the implications for second language teacher professional development.

Employable Professional Teacher

CHAPTER X

Classroom Context

A. Context Defined

     Social Context Defined The study of the social context within the classroom is a complex examination of relationships that are continually changing, influencing and being influenced by such factors as behaviors, emotions, attitudes, beliefs and perceptions. In studies of relationships and their effects on behaviors such as those related to student achievement, the fine meaning of words can have notable significance. Research on verbal and nonverbal communication has shown that factors like tone and connotation (the suggestive implication of words beyond their literal meaning), as well as denotation (literal meaning) can influence human relationships.

     The term "context" is used to describe the interrelated components within an environment that can have the effect of serving as change agents for each other. In contrast to environment, the value of the word "context" to our study is its capacity for focus on the factors of both interrelatedness and influence. Within this definition of "context," students, teachers and paraprofessionals are seen not only as working within the environment of a classroom but also as being part of that environment. All members of the classroom are working within and help to create the social context, and the nature of that

context determines its members' abilities to remain engaged in the learning process. A study of the social context of the classroom, therefore, is a study of the human relationships that affect human efforts. The goal of this research brief is to address actions that contribute positively to student achievement.

Teachers deliberately boosted vocabulary and responded to gaps in background knowledge. It was expected they would integrate teaching across learning areas, and choose reading and writing activities that related to the focus concept and extended children's vocabularies. Comprehensive guidelines gave teachers advice about how to do this. The skills progressions were well known and used. When planning for each term, teachers and leaders would discuss them in detail as they decided which concepts and skills they would focus on in their teaching. Teachers shared the skills progressions and success criteria with their students. This helped the children know what they had to do to achieve success, and gave them the means to assess their own progress.

Learners in other contexts, perhaps including you, may have different conceptions of learning. For example, when we talk with young people about their learning outside school, we often hear more active, experimental and social views than we do when they talk about learning in school. Working in a small group in class is really helpful. You hear everyone's ideas and you can say 'no he doesn't agree with me' and why not, and she does and she is sort of half way and it's

really good because you understand what you think compared with other people's views, Carnell, 2000).

We now set out what we mean by effective learning, and start by considering different conceptions of learning. Ideas about meta-cognition and meta-learning are then examined. This will be related to learning in classrooms. We will pay attention to different cultural constructions of learning, that is, what learning may mean in different countries, cultures and contexts. To do this we will draw on our experiences of working with teachers from all over the world. In the last chapter you undertook an appreciative inquiry of effective learning in a classroom. We presented some provocative propositions that we have collected from teachers undertaking this task. Underpinning each statement, and indeed implicit in teachers' and learners' activities, are beliefs and theories about how people learn. This section will introduce some conceptions of learning to help illuminate beliefs about learning drawn from research and your own experiences.

The difficult thing with teaching an active learning lesson is that you are sort of locked into covering a certain amount of time and it is very difficult to focus on any one topic for any length of time and so you deal with things so superficially. Other strains of teaching with active learning are difficulties in controlling students and the noise. Active learning is anything course-related that all students in a class session are called upon to do than simply watching, listening and

taking notes. Thus, a new framework of flexible educational programs aiming to enhance pluralism, originality and differences in learning has started to replace the traditional educational approach designed to teach adaptation and compliance.

Following the new approach and based on the idea that the learner constructs knowledge, teachers had to take on additional roles of guiding and facilitating learning so it could become active learning. Active learning has received considerable attention over the years. Active learning was often presented as a radical change from traditional instruction. Active learning is a learning approach in which students take over their learning responsibility, alternative assessment and evaluation methods are used, effective learning is taken place at the end of the process and students are active in every step of the learning process.

Active learning is not an inert type of learning in which successful students are caught on while unsuccessful ones are eliminated, memorizing and passive listening is in the forefront, and knowledge is limited to only educational environment. On the contrary, active learning is a dynamic type of learning where students intensely interact with each other, with education materials, and with teachers. Within this type of learning, each student is exclusively paid attention. Active learning approach also enables knowledge formation and holds students at the centre of learning activities as research,

observation and problem solving and thus holding students at the centre of education process.

The relationships between class size and student outcomes have received considerable attention in recent years. Proponents of smaller classes contend that they allow teachers to be more effective in reaching students, particularly in the early grades. A notable national effort is now directed toward reducing the teacher-student ratio, in part as a response to the growing focus on mandatory academic standards, and several states have passed legislation to reduce class sizes.

B. The Effect of Perceptions of Classroom

Classrooms are very complex contexts, which vary in important ways. One of the ways that classrooms vary is that their practices and ways of working. A first step in the study of the sociology of the classroom is to examine the perceptions that participants hold in the education environment. The students' perceptions of teaching are what actually influence student learning and achievement, noting that "teaching" influences student thinking, which in turn mediates learning and achievement, whether or not the results are what the teacher intended.

The classroom context and its properties:
- Physical setting,
- Social environment,

- Psychological climate.

The educational context of the classroom, its patterns and structures

- Goals,
- Tasks,
- Social structure,
- Timing and pacing,
- Resources,
- Teacher's role.

Take a moment to make a note of the first three words or phrases that come into your head when you think about what learning is. A number of research In this chapter Conceptions of learning The effect of context Inquiring into conceptions and contexts Models of learning Models and classrooms Effective learning. Marton et al. (1993) report the following hierarchy of meanings gathered from some Open University students. They referred to them as 'everyday conceptions of learning:

- getting more knowledge,
- memorizing and reproducing,
- applying facts or procedures,
- understanding,
- seeing something in a different way,
- changing as a person.

The Effects of Perceptions on Relationships Studies of classrooms reveal the nature of human perceptions and their influences, as well as ways in which educators are effective in fostering student learning. The results of these findings indicate that more than academics are involved in the learning process. Notably, Weinstein (1991), found the classroom itself to be a social context in which students learn both academic and social lessons.

These social lessons include learning about "appropriate behavior in various contexts, one's self as a learner and one's position in a status hierarchy, about relationships with students from other ethnic and racial groups, about the relative value of competition and cooperation, and about friendship." Implications for these findings demonstrate that planning and implementing the education of students involves educating the whole child within a constantly changing social context where each individual influences, and is influenced by, all other individuals.

What children see in classrooms has an influence on the way they understand learning, and especially learning in school. One powerful and interesting way to explore these understandings is to ask them to draw or take photographs of learning. In producing these images children do not simply represent what they see, but they do make use of three resources: the cultural images of classrooms, teachers and schools (such as sums, whiteboards, alphabets); the

experiences of schools, teachers and classrooms and especially what they see; and their individual drawing preferences.

The production of images always requires young people to make choices about what to include, or to omit, how to frame their image, about the relationships between elements of their images. When asked to draw a process such as learning, as opposed to a teacher or a good learner, the children's choices and decisions are especially significant. In looking at children's drawings there is much diversity in the composition and in the separate elements that are included. While we may take much pleasure in their drawings, we must not romantic them as revealing permanent truths; rather we should be mindful that they can contribute to developing understandings of learning for both teachers and learners. The examples that follow illustrate some of the themes that are evident in children's drawings.

Classrooms are crowded and busy places, so potentially very social. Yet when it comes to talking about learning in classrooms, much of the talk is about individual learning – it's as though the social aspect did not exist. This paradox has the effect of marginalizing the social nature of classroom life, or at worse turning it into a problem because it appears to divert from teachers' goals – for individuals. Yet when we ask teachers about their best hopes for life in their classrooms, they talk about the social aspects, the relationships, the climate.

So there's a submerged view amongst teachers that classroom learning would be improved if the social nature of learning was embraced and the social arrangements of the classroom were to enhance the learning. In such a context effective learners would necessarily be supported, since learners inevitably have to engage with others. The link between collaboration and effective learning is dependent on the sort of talk which takes place between the participants. Talk is a core human process, and human learning is centrally about meaning, which we create and exchange through our use of language.

In contrast the learning of other animals does not have this feature, nor indeed do the reductionist behavioral models of learning which were transposed from the study of animals. A focus on meaning and talk draws us to consider the way that communication occurs. Before we move on to look at communication in collaboration, it is worth noting that this focus helps us understand individual examples also: if a learner explains things to her/himself, greater understanding develops, even in apparently solitary processes such as reading a text. As a first step in collaboration, many studies show that when learners explain their meaning-making to each other their learning is richer and deeper.

The act of having to make sense to a peer challenges someone to clarify and communicate in such a way that their own understanding is enhanced. In the classroom context, therefore, a

building block is the use of pairs who are involved in exchanging or co-creating explanations. In such conversations, the process of explaining is all important, not the status or accuracy of the explanations. When learners are practiced in such discussion, those who are deemed 'low ability' are successful in helping those of 'high ability' to extend their learning. In such settings it takes a reasonably short time for improvements to occur, for example in critical thinking and one person may promote effective learning for another by prompting a conversation that creates understanding together, including self explanation.

In addition to poverty, cultural misunderstanding, low expectations, and the desire to remove "difficult" students from the classroom contribute to the high rate as having developmental disabilities or emotional disturbances.

It is a key point of this book that various different views of what will count for effective learning in classrooms exist around us, and that these importantly different views are rarely analyzed. You might have noticed something about your own view as a result of devising a provocative proposition from the appreciative activity above. Here is one view of learning that you might want to compare with your own. Mayer (2001) identifies three major models of learning:

- Reception, Concerned with quantity, facts and skills; assumes transmission of knowledge from an external source

(e.g. teacher). Emotional and social aspects are not attended to. Learning = being taught,

- Construction, Concerned with the learner's construction of meaning through discussion, discovery, open-ended learning, making connections. Learning = individual sense-making,

- Co-construction Concerned with the learner's construction of meaning through interaction and collaboration with others, especially through dialogue. Learning = building knowledge with others.

We would be well advised to learn from it and take it into our future. Participants are asked to identify how 'the best of what currently is' came about, and work at imagining what it would be like if there were more. Then if we work out how these best experiences came about, we can identify what will be needed for more to happen. We have used this approach to think about promoting more effective learning in classrooms. In every classroom something works well. It is important to identify these aspects:

- To notice when 'best' learning happens in classrooms,

- To pick up a range of creative perspectives including those of young people in classrooms,

- To remind ourselves of our own achievements in contributing to effective learning in classrooms,

- To appreciate young people's roles and potentials,

- To carry forward into the future the best parts of our past.

Developing and sustaining caring, respectful, relationships with students is a crucial component in creating a positive classroom climate and culture. Once these relationships are established, students are more apt to engage in cooperative behaviors, take risks and accept challenges knowing they will be supported. Educators also need to be supported in their efforts to address the social, emotional, mental and behavioral needs of their students. High-quality professional development and professional learning structures are the avenues in which school communities can build internal capacity to support a positive school climate.

The contemporary context has some important features that mean that the goals of learning need to focus less on knowledge acquisition by individuals and more on knowledge generation with others. The reception model was dominant at a time when it was important for people to learn a finite body of information. While these features vary in their impact in different parts of the world we note the significant effects of the following everywhere:

- More information is available – learners, both adults and young people, need to know how to find and select relevant information, to process it, connect it, use it,
- The capacity to learn and to adapt needs to be lifelong because change is a permanent state,

- Employment requires being able to enhance and transfer knowledge and to operate collaboratively,
- Learning is increasingly taking place in different settings and with different relationships. Learning is a way of being. (Adapted from Watkins et al., 2002)

Physicians must learn to deal with and avoid obstacles to effective communication and relationship building that exist in all of our professional lives. These include beepers, cellular phones, and wireless e-mail, as well as staff interruptions while you are in the examination room with a patient. Patients expect that despite the fact that you may be very busy, you will be attentive to them while you are with them, and avoid interruptions that are not true emergencies. It is extremely important for patients to truly believe that you are thinking about them during each encounter and not mentally or physically distracted.

Another way to demonstrate respect for your patient is to be sensitive to timeliness, and to apologize when you have kept them waiting. If a patient has been kept waiting, it is especially important to be certain the interruptions and distractions are kept to a minimum. Teaching the concept of shared-decision making in residency programs is not simple. Many faculties were not taught this concept themselves, and many do not actively utilize it in their practices. Developing skills in effective interdisciplinary communication is also important for residents.

This may not seem to be a priority to them during their training years, but should be emphasized as necessary skills to have both throughout training and in all subsequent endeavors. Neurologists in private practice as well as in academic settings are most often consultants. In this regard, being available to your referring physicians is important, as is remaining accessible throughout the clinical care of each patient. Residents should learn to provide feedback to the referring physician on a timely basis, and in the cases of an urgent or emergent situation be certain to provide the feedback and recommendations personally (and not just by the charted or dictated note). A key to effective communication with a referring physician is to clarify what your ongoing role will be for a given clinical situation.

Some referring physicians may want you to remain actively involved, write orders when appropriate, and interact with family members of the patient. Other referring physicians may not feel as comfortable with that approach. Openly discussing this is the best way to be certain that there is no miscommunication between yourself and the referring physician. Effective communication skill also means understanding what not to say. Residents should be taught never to criticize another physician directly to a patient or family member, and never to imply that something wrong may have been done. Even facial expressions or body language may be interpreted by a patient as criticism of another physician, and may not only lead to less trust in that physician, but to subsequent litigation.

Learning is an activity of making meaning – construction – not simply of receiving. The social dimension is always present, and in social contexts collaboration supports learning. Effective learning has to be regulated by the learner, not the teacher. These aspects of effective learning are all connected by the fourth feature, meta-learning – being aware of the processes of their learning, how they are learning. Effective learners have learned to monitor their strategies, purposes, outcomes, effects and contexts. The implications of making changes in classrooms to promote more effective learning, and how these changes can contribute to changes in power, content, roles, responsibility and evaluation.

The classroom management approach you choose will require planning, and research underscores that good behavioral managers are good instructional planners. Effective classroom managers are waiting at the door when the children arrive, rather than entering a room late after noise and disruption have had a chance to build. Starting from the very first day of school, they teach standards or norms of appropriate student behavior, actively and directly.

Often they model procedures for getting assistance, leaving the room, going to the pencil sharpener, and the like. The more important rules of classroom behavior are posted, as are the consequences of not following them. In traditional teacher-centered schools, rules usually mean obeying the teacher, being quiet, and not misbehaving. When students move away from autocratic teaching styles, student

responsibility and ownership of rules (or as one teacher calls them "Habits of Goodness") are embraced.

Some teachers like to develop the list of rules together with their students; other teachers prefer to present a list of established practices and ask students to give specific examples or to provide reasons for having such rules. The bottom line: When rules are easily understood and con vey a sense of moral fairness, most students will comply.

We can create a productive learning community when rules are:

1. few in number,
2. fair and reasonable, and
3. appropriate for student maturation.

Even the best rules need to be tied to consequences or the class can quickly deteriorate into chaos. Each consequence needs to be thoughtfully considered. A weak consequence might encourage rather than discourage a behavior, and a too-tough consequence might reflect an angry teacher's overreaction. Unfair consequences alienate a class and earn a teacher the reputation of being unfair. Never doubt the ability of students to detect injustices. Teachers rarely notice that they tend to penalize boys more harshly than girls for the same misbehavior. Students pick that up quickly. Subtle gender and race favoritism is alive and well in today's classrooms. Many teachers find it helpful to post a description of class rules and consequences and to

send that list home to parents to forge a consistent home–school partnership on appropriate behavior.

Good managers also carefully arrange their classrooms to minimize disturbances, provide students with a sense of confidence and security, and make sure that instruction can proceed efficiently. They set up their rooms according to the following principles:

1. Teaching eye-to-eye. Teachers should be able to see all students at all times. The teacher or the instructional are less likely to be involved in class discussions. As teachers intentionally move about the room, they can short-circuit off-task student behavior. Placing instructional materials (SMART board, demonstration activity, flip chart, lab station, and the like) in various parts of the room also gives each student "the best seat in the house" for at least part of the teaching day.

2. Teaching materials and supplies should be readily available. Arranging a "self-help" area so that students have direct access to supplies encourages individual responsibility while freeing up the teacher to focus on instructional activities.

3. High-traffic areas should be free of congestion. Place student desks away from supply cabinets, pencil sharpeners, and so on. Minor disturbances ripple out, distracting other students from their tasks.

4. Procedures and routines should be actively taught in the same way that academic content is taught. Initial planning for classroom management is often rewarded with fewer discipline problems and smooth transitions to classroom routines and procedures. For students who come from chaotic home environments, these routines offer a sense of stability. Once established, they allow teachers and all students more time for academic learning. Teachers must understand and manage student anger and aggression. Several classroom strategies can help.

5. Constantly taking away privileges and threatening punishment can cause students to feel intimidated and victimized. Teachers can provide appropriate options to give a student a sense of some control and freedom. Encouraging a student to select a lunch mate or to choose a project topic offers a reasonable decision-making opportunity and can help avoid minor disruptions as well as aggressive acts.

6. Responsibility. Rechanneling student energy and interest into constructive activities and responsibilities can reduce misbehavior. When instruction is meaningful and worthwhile, boredom and fooling around are less likely to occur. When students are empowered, they are less likely to act out.

7. Laughter. Learning doesn't have to always be so serious, nor do we or our students. Sometimes, when tensions are high, like during testing or when difficult things are happening out in the world, we need to laugh with our students.

8. Kindness. Take every opportunity to model kindness. Students will follow.

9. Community. Routinely include strategies and activities in your lessons that allow students to express their thoughts and ideas, build relationships, and practice collaboration. This will help grow and maintain a feeling of emotional safety in your classroom.

10. Voice. Listening to young people is one of the most respectful skills a teacher can model. Students who feel they are not heard feel disrespected. Hearing and honoring students' words (and feelings) reduce the likelihood of misbehavior.

A methodological change related with pedagogical content knowledge in classroom:

- Model a problem-oriented classroom environment: in teacher education, complex tasks can be integrated into classroom activities to begin to study particular topics.

- Provide experiences with tasks at all levels of complexity: some students have difficulties with some tasks demands.

>   Teachers should develop strategies to identify tasks that provide a challenge to students without being impossible to complete.

> - Promote discussion of tasks, their content and solutions: several approaches: small group exploration and discussion of a given task, individual or group presentation of solutions to tasks, and class discussion.

> - Emphasize development of communication skills: communication skills and the promotion of classroom discourse should be approached developmentally.

> - Provide opportunities of reflection about the tasks and their implementation with students.

Situating the basic points and the axes (concepts, postulates, and methods) of knowledge in the subject in order to make possible a significant learning for the students; Critically distancing oneself from the subject taught; Establishing relationships between the culture prescribed in the teaching program and that of the students; Making the class a place open to multiple viewpoints in a common living space; Taking a critical look at one's own origins and cultural practices, and at one's social role; Establishing relationships among different fields of the subject matter knowledge.

Knowledge society, knowledge economy, information society, learning society—these are among the several names used to capture the essence of the current age, characterized not merely by the flow of

information and pervasiveness of technology, but by gaining value not from machine or manual labor but from mental activity and human ingenuity. An organization or nation can be information rich, but without the skills and mechanisms to analyze, apply, evaluate, and share that information, will be knowledge poor. To thrive in this context demands not just the practice of higher order cognitive skills, but exercising them fluidly and flexibly, intelligently and imaginatively to solve problems strategically across levels, divisions, and sub-sectors.

This new context has deep implications for education, and for the role of teachers and teaching. In order to develop deep cognitive learning in their students, and cultivate in them the competencies to succeed in and support a knowledge society, teachers must not only alter what, how and for what purpose they teach but also how they themselves interact and learn. The teacher in a knowledge society must be the consummate problem solver, using inquiry, analysis, and adaptation to maximize student understanding and insight, and cultivate continuous self-learning and improvement. 10. Moreover, in the knowledge society, the characteristics described above are not demonstrated individually, but are practiced collectively.

Traditionally isolated in their practice, adapting and improving their practice in a knowledge society will require teachers to work collaboratively to make tacit knowledge explicit, and apply their shared experience and expertise to solve common problems. An

effective learning organization will further link experienced practitioners with researchers and policy makers to inform strategies at the system level and create conditions for improving practice at the local level.

Four kinds of the teacher's power:

1. Teacher performance. This plan sends observers into your classroom to measure your teaching effectiveness, and merit is determined by these observations.

2. Individualized productivity. Do you remember the professional goals each of you wrote for this school year? This plan would ask you to write more detailed goals for what you would like to accomplish this year , including new skills you will be w orking on and any additional assignments you agree to take on. You would receive financial bonuses based on how much of your plan school administrators believe you have accomplished.

3. Teaching assignment. With this plan, compensation is related to market demands. Our math, science, and special education teachers w ould probably receive the greatest bonuses if we were to adopt this plan.

4. Student performance Value added. This plan is the one supported by man y political leaders and if made into law, it will be the one we need to follow. Teacher salary

raises will be tied to student gains on standardized tests. As you know, test scores are very important to the school board and to our parents. So if your students score well, you will get merit pay. If they do not, you will not.

Science experiences go into greater depth, are more quantitative, require more sophisticated reasoning skills, and use more sophisticated apparatus and technology. These requirements of the science courses change the character of the conceptual background required of middle level teachers of science. While maintaining a breadth of science knowledge, they need to develop greater depth of understanding than their colleagues teaching grades.

An intensive, thorough study of at least one scientific discipline will help them meet the demands of their teaching and gain appreciation for how scientific knowledge is produced and how disciplines are structured. A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. Therefore, the teacher needs to have teaching skills.

The process of teaching is included theory on giving input, modeling and experiential learning through practicum where the participants applied theory to practice. The input covered the concept of helping the learners to become independent learners. This involved assisting the learners to determine their learning objectives, plan learning to suit their objectives, choose appropriate materials, monitor

their own learning, and evaluate their learning performance. The training also included roles the counselor should assume, skills used in counseling - both macro and micro skills such as active listening and negotiation and consultation tools such as needs analysis questionnaires and record sheets. Students' perceptions of teacher performance have continued to be among the most important measures for evaluating teaching effectiveness.

CHAPTER XI

Autonomous Learning

A. What is Autonomous Learning?

Autonomous learning is 'the capacity to think, learn and behave autonomously is often claimed as an outcome for students in education. However, we suppose that there is good reason to put this claim in stronger terms. Fazey (2001) states autonomous learning is the capacity to think, learn and behave autonomously is not simply one outcome among others. It is central to all forms of university education: witness the important claim that any university worth its name is, and should always be, a place of freedom of thought and speech. If that is the case, it is *a fortiori* true of philosophy, a discipline which is inconceivable in the absence of such a capacity.

Doing Philosophy: A Practical Guide for Students, the most distinctive feature of philosophy is not so much what is studied, but how it engages with those things. Doing philosophy, the authors argue, entails taking 'a step back from our everyday thinking', exploring 'the deeper, bigger questions which underpin our thought', identifying 'hidden connections and flawed reasoning' and developing 'our thinking and theories so that they are less prone to such errors, gaps and inconsistencies'. Any university program of

philosophy must, therefore, be dedicated to engendering or reinforcing the capacity for autonomous learning in its students. If it fails to do this it will merely serve to inform its students about philosophy, without engaging them in philosophizing.

B. Autonomous Learning and the Transformation

The pace of change in the work-place will require people to reequip themselves, as new knowledge and new skills are needed for economies to compete, survive and prosper. A lifelong career in one organization will become increasingly the exception. It is no surprise, then, that autonomous learning should figure so highly among the aims of language education. For what we are here calling 'autonomy of learning'—the ability to think and act critically and independently, to self-manage study and learning, and realistically to appraise one's strengths and weaknesses as a learner—is not simply one transferable skill among others; rather, it is a disposition towards learning that is integral to the acquisition of all other skills and knowledge.

The overarching emphasis on autonomy of learning is reflected at a subject specific level. On the one hand, this reflects the fact that enabling students to think in independent and critical terms is integral to the discipline of philosophy. Saunders (2007) attributes the integral aspects of autonomous learning:

- The ability to motivate oneself

- The ability to work autonomously
- The general management of one's own work to time limits
- A flexible and adaptable mind able to face new situations,
- The ability to think creatively, self-critically and independently.

In the preceding section we argued that systemic changes within make it necessary to look at the issue of autonomous learning. However, there is a further reason that necessitates doing so; that is, the perception of a significant number of academics that students coming to university are less capable of autonomous learning than hitherto. Admittedly, there is no objectively verifiable evidence that this is the case, and since it is difficult to see what might constitute such evidence, it is an assertion that will probably always be contested. But, if such a view is difficult to corroborate objectively, it is nevertheless difficult to dismiss, since the academics that hold it are the ones that evaluate students' work, and are deemed competent by their institutions to do so. One commonly offered reason for the perceived decline in students' intellectual standards is the sweeping changes that have permeated the sector over the last forty years

Finally, it is important to note that whilst they are not in a position to make comparisons, current philosophy students have

acknowledged that secondary education has not adequately prepared them for the challenge of autonomous leaning at university. For two reasons, then, autonomous learning at university presents a problem. On the one hand, university students are less equipped with the ability when they come to university; on the other hand, given the changed context within which HE operates, there are numerous new challenges for lecturers to confront in order to nurture this essential skill. In both instances, it is necessary that university lecturers address themselves to the problem, because otherwise they are failing the ideal of HE itself; this is particularly the case in relation to philosophy, the doing of which is impossible without such a habit of mind.

In one respect at least, the definition of autonomous learning is uncontroversial: it is the exercise of the capacity to think for oneself. Just as there is little contention over the minimal definition of what autonomous learning is, there is little dispute over how it is recognized. It is generally accepted that the capacity for autonomous learning is recognized by its expression in a number of different forms, such as the ability to understand an argument and set it in context; to search for, read, and understand relevant primary and secondary material; to explain and articulate an issue in oral and written form to others; and to demonstrate an awareness of the consequences of what has been learned.

However, the minimal definition of autonomous learning can support two different views about the issue. Lindley (1986) elaborate one view is that autonomous learning simply and solely constitutes learning that students do for themselves. For those that hold such a view, an autonomous learner is someone who, given minimal information, would, for example, go away to the library, find sources for themselves and work by themselves. In the discipline of philosophy such work would amount to the student sitting down with a text and trying to come to an understanding of it on their own. Another view, however, and one that we believe significantly contradicts the first, has it that autonomous learning involves showing the student how to do something in such a way that they are then capable of undertaking a comparable activity by themselves. From this perspective, autonomous learning becomes the habitual exercise of skills, developed and perfected through continuous practice, which come to be second nature.

Significantly, these different views about what autonomous learning is are related to differences in the way in which the practice of autonomous learning is seen to be developed or reinforced. Where it is held that autonomous learning essentially amounts to working on one's own, it follows that fostering autonomous learning simply involves telling students to go away and read secondary texts, in order to find out what other people have found problematic about a particular issue or argument.

Lectures, and thus the lecturer, fulfill an obvious function in such a model: they provide the student with minimal introductory information, then send them away to exercise those skills that are the mark of the autonomous learner. Seminars are no less an important aspect of higher education on such a view, but the role of the seminar tutor becomes merely to provoke debate by asking students, 'why do you think that? On the other hand, where autonomous learning is understood to be an acquired habit or disposition, it follows that it is instilled through practice and exemplification—giving the students a model to copy, showing them how to break down and analyze an argument, how to structure an essay, and seeking to inspire them as a role model. On this view, autonomous learning is a habit that is inculcated.

At the beginning of this article we said that that we think there is good reason to hold to this latter view of autonomous learning. Accepting that autonomous learning is a habit of mind is important in one respect because certain prejudices and assumptions condition us to think of it as an innate ability, which some students have already realized, that others need only to be told about in order to exercise at will, and which still others have only a limited capacity to grasp.

Beyond this, however, it is important to acknowledge that how to stimulate this desire in students is a question to which there are no easy or absolute answers, for the capacity of a teacher to

stimulate the desire to learn independently is not itself something that can be taught abstractly. Teaching is a *practical* art acting upon the moment, and not a *theoretical science* concerned with the universal, and it requires that the teacher applies his or her particular skills to specific circumstances. Consequently, the principles of teaching are only general truths, and this is something that shapes the points that we will go on to make.

A definite conception of what autonomous learning is: a habit of mind, expressed through a range of activities and skills, acquired and developed through practice. It is believed this definition to be the most significant outcome of the project we undertook for the Subject Centre, for it provides a basis for understanding and responding to the challenge of instilling independence of learning in students in the current context. Understood in this sense, the paradox of autonomous learning is the paradox of habit. A habit is not necessarily unintelligent—indeed it can be an expression of the highest intelligence—and yet for all that it is not exercised self-consciously or voluntarily. Autonomous learning—independent thinking—is the highest virtue of the mind, an expression of its freedom, and the necessary condition of all other intellectual virtues, and yet itself is an acquired *disposition*, a second nature, and therefore is neither voluntary nor involuntary.

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

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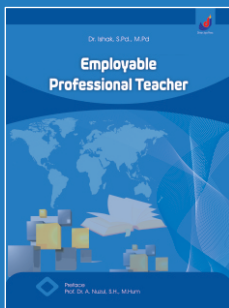
Employable Professional Teacher

Dr. Ishak, S.Pd., M.Pd

The writer, I s h a k was born on 7th October 1979 at Matuju. He is the first child of two children of the late Nursalam and Sainab. He finished his elementary school at SDN 50 Jaling in 1993, he finished his junior high school at Islamic Boarding School As'adiyah Sengkang in 1996, he finished his senior high school at Islamic Boarding School-Biru (Bone) in 1999, he finished his under-graduate in 2004 and finished his post-graduate in 2007, and doctoral program in 2020.

He began to be an activist when he was a university student. He was mandated to be the branch chief of PMII Bone in 2006/2007 and the branch chief of Gerakan Pemuda Ansor Bone 2014-2022. When he finished his under graduate, he was invited to teach in STKIP Bone 2005-2008, and he was definite lecturer at IAIN Ambon 2009 -2017 before he moved to IAIN Bone since 2018.

He has published some scientific writings, they are: Pergulatan Sekularisasi dan Islamisasi dalam Ilmu Pengetahuan (Kajian Ontologis), Revolusi Pendidikan, Hukuman dan Tekanan dalam Mempengaruhi Pembelajaan, Approaches and Methods in Language Teaching, (International article: Investigating the Students' Perceptions toward Professionalism of English Language Lecturer at IAIN Bone), and (National article: The Strategies of English Language Teaching at IAIN Bone).