

RESEARCH ARTICLE

Vol. 4. Issue.4., 2017 (Oct-Dec)

ISSN
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

THE KEY TO DYNAMIC TEACHING IN CLASS ROOM

AMAL M.A. IBRAHIM

University of Jeddah College of Science and Arts Elkamil Province

Email: maibamal@yahoo.com

Email: amaibarhim@uj.edu.sa



AMAL M.A. IBRAHIM

ABSTRACT

In the recent era, the roles of teachers have been changed from the past. Now the teacher is playing a dynamic role in the classroom, changing from information-directed to inquiry-directed teachers considered not only as instructors but also they have learned to make enlightened choices of teaching practices that were solidly grounded in the best of what they knew about second language learning and teaching. They have assembled enough research on learning and teaching in a multiplicity of contexts that they were indeed formulating an integrated approach to language pedagogy. Effective post- method teachers are able to analyze their classroom procedure to see what works and what doesn't so that they can assess their methods effectively to bring the necessary changes for achieving their goals. Their teaching goal is not just transmitting a set of a preselected body of knowledge, but their own beliefs and knowledge are considered as an integral part of their teaching process. This kind of process is surely reflective not a mechanical one.

Introduction

Many methods have customized different roles to teachers over time. For instance, in an Audio-lingual method the teacher's role is orchestra conductor, in Community Language Learning his role is that of a counselor. As Harmer (2001) articulates it is extremely difficult to come to conclusions about which method is most appropriate for teachers' teaching situation teachers confront a range of roles prescribed by different methods. According to Tasnimi (2014) in what follows first the term method is defined and then the shift to post method era is discussed. Next, different approaches to post method pedagogy are elaborated. Finally, the role of the teacher in this era comes under scrutiny.

One teacher's approach may differ on many issues from other teachers, or even of "experts" in the field, who differ among themselves. Brown (2002) mentioned that **there** are two reasons for variation at the approach level: (1) an approach is by definition dynamic and therefore subject to some "tinkering" as a result of one's observation and experience; and (2) research in second language acquisition and pedagogy almost always yields findings that are subject to interpretation rather than giving conclusive evidence.

The interaction between one's approach and classroom practice is the key to dynamic teaching. The brilliant teachers can take calculated risks in the classroom: a new **student's** needs are perceived, innovative pedagogical techniques are attempted, and the follow-up assessment yields an observed judgment on their effectiveness. The initial inspiration for such innovation comes from the approach level, but the feedback that

teachers gather from actual implementation then reshapes and modifies their overall understanding of what learning and teaching are – which, in turn, may give rise to a new insight and more innovative possibilities, and the cycle continues.

Brown (2002) suggested number of a general research-based principle on which classroom practice is grounded. The twelve principles that listed a guide language to teachers in the post method era are (1) Automaticity, (2) meaningful learning, (3) the anticipation of reward, (4) intrinsic motivation, (5) strategic investment, (6) language ego, (7) self-confidence, (8) risk-taking, (9) the language –culture connection, (11) inter-language, and (12) communicative competence. He calls his approach ‘a principled approach’ and declares that neither are these principles exhaustive nor are they of the same weight in our approach to language teaching. All the frameworks presented here emphasize the limitations of methods. Furthermore, they make explicit that post method pedagogy has to be constructed by teachers themselves by taking into account their classroom context and particularities Kumaravadivelu, (2006).

Teacher’s Role

Teachers actually play an important role in a classroom using post method pedagogy. The post method teacher must be autonomous. This autonomy is the main part of this method that Kumaravadivelu (2001) refers to it as “the heart of post-method pedagogy” (p. 548).

Post- method teachers should believe their prior knowledge is to develop a reflective approach to their teaching. According to Bartlett (1990) reflection means more than thinking. He believes that reflective teaching is not an easy process. “It involves a major shift in emphasis in our thinking and acting” (p. 213) adopting a critical attitude to ourselves as teachers and challenging our personal beliefs about teaching. Murphy (2001, p. 499) adds that reflective teaching introduces “way for teachers to look inward, both within themselves and within the courses they offer, to access information and inspiration about their efforts in language classroom”.

Action research is considered as an important tool in the reflective process. Instructors who engage in action research inevitably find it to be an empowering experience. Action research has a positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. The word action refers to “taking practical action to resolve classroom problems” Richards & Farrell,(2005, p. 171). Every teacher can conduct action research in his or her classroom. The steps which have to be taken collecting information about the problem, forming a strategy to deal with the problem, trying out the strategy, and eventually observing its effects Richards &Farrel(, 2005p171). By doing so, “teachers can develop a deeper understanding of many issues in teaching and learning as well as acquire useful classroom investigation skills”

One teacher’s approach may differ on various issues from that of a colleague, or even of “experts” in the field, who differ among themselves. There are two reasons for variation at the approach level: (1) an approach is by definition dynamic and therefore subject to some “tinkering” as a result of one’s observation and experience; and (2) research in second language acquisition and pedagogy almost always yields findings that are subject to interpretation rather than giving conclusive evidence.

The interaction between one’s approach and classroom practice is the key to dynamic teaching. The best teachers can take calculated hazards in the classroom: as new student’s needs are perceived, innovative pedagogical techniques are attempted, and the follow-up assessment yields an observed judgment on their effectiveness. The initial inspiration for such innovation comes from the approach level, but the feedback that teachers gather from actual implementation then reshapes and modifies their overall understanding of what learning and teaching are – which, in turn, may give rise to a new insight and more innovative possibilities, and the cycle continues.

Some of the Ten Maxims for New Teachers Henry Adams proclaimed, "A teacher affects eternity: he can never tell where his influence stops." The truth fullness of this observation is known to experienced teachers; Some of the ten recommendations mentioned by Eison (1990) can assist new teachers in their quest to become both professionally effective and personally self-confident;

1: To Feel Confident, Act Confident

William James (1892, 1958) noted in Talks to Teachers on Psychology; and to Students on Some of Life's Ideals, that there is "no impression without expression." Thus, to feel confident in the classroom the neophyte instructor must begin acting confidently "

2: Examine Why You Want to Teach

The greatest place often goes to those professions that give the greatest financial rewards; by this by this criterion, in addition, teaching is intellectual, emotionally, and physically demanding; teaching excellence also requires an inordinate investment of time.

3: Ask for Response from Students and Colleagues

One of the best ways to improve both teaching skills and level of self- confidence is to seek feedback from both students and colleagues. Ask students how well they understood **yesterday's** class or last night's homework assignment. Periodically ask for a written response, which may be by anonymous answers to short standard rating forms or by asking students to describe in writing the three things they have liked best about the class and the three they have liked least. Additional strategies that can be successfully used to gather student feedback have been described by Eison and Hoover (1989).

Learn the Characteristics Associated with Effective Teaching:

Despite several recent reports and books criticizing the quality of American education at all levels, most faculty members can recall the positive impact that at least one teacher had upon their lives.

Three suggestions for new teachers Eison (1988) based on Murray's findings, are:

- 1: Speak actively: Become an expressive, enthusiastic speaker who captures students' attention both verbally (e.g., humor) and nonverbally (e.g., facial expressions, movement). Fear not the dramatic!
- 2: Teach actively: Make certain actively to engage students in the learning process by asking questions, encouraging participation and comments, and providing a clear emphasis on your main points.
- 3: Care actively. Demonstrate a visible concern for your students, recognize publicly their academic achievements and growth, work hard to ensure that students recognize that you are an approachable person.

Commenting on the teacher's role

What one sees as good teaching, suggests Biggs (1999) depends on what conception of teaching one has. Two concepts are based on the strategies of teacher-centered and student-centered education Harden et al(1984). Teacher-centered strategies are focused on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner.

Prabhu (1990) asserts that teachers have to possess a 'sense of plausibility' to enhance the teaching process. The sense of plausibility results from various factors such as teachers' experience in the past as a learner, their earlier experience of teaching, their experience during teacher training courses and the like. This sense of plausibility varies from one teacher to another. Prabhu adds that teaching is productive only when the teacher's sense of plausibility is engaged and the teacher is involved in the teaching operation. Prabhu believes that "an engagement of the teacher's sense of plausibility is a major condition for classroom rapport" (p. 173). Furthermore, this sense does not have anything to do with a good or bad method. He goes further and asserts that if teachers follow some methods; their sea of plausibility can easily become frozen. Consequently, their teaching turns to be mechanical' than 'real.

Now the question is that how teachers can get prepared to be an effective post method teacher. In most teacher training courses, what happens is that there is a teacher educator who tries to transmit a set of a preselected and pre-sequenced body of knowledge to prospective teachers. According to Kumaravadivelu (2001; 2006b), this is mainly a top-down approach in which the best way to teach is suggested, teaching behaviors are modeled, and prospective teachers' mastery of discrete pedagogic behaviors is evaluated. Kumaravadivelu(2001) calls this position a hopeless one and asserts that student teachers should not be seen as clean slates.

Tasnimi (2014) mentioned that predictable teachers ascending on formal teacher education programs bring with them their ideas of what constitutes good teaching and what does not, largely based on their prior educational experience as learners and in some cases, as teachers. Their minds are anything but theoretical clean slates.

Therefore, the author clarifies that prospective teachers' voices and visions should be recognized and their knowledge and experience should be legitimized through dialogue and interaction between the teacher educator and student teachers. In other words, student teachers' value, beliefs and knowledge should be considered as an integral part of the learning process. This kind of process is surely a reflective not a mechanical one. Kumaravadivelu (2001) refers to the role of the post method teacher educator as follows:

- Helping student teachers recognize the inequalities of the current teacher education programs that treat teacher educator as producers of knowledge and student teachers as consumers of knowledge.
- Enabling student teachers to articulate their beliefs, assumptions, and knowledge about language learning and teaching and share them with other prospective teachers in class
- Encouraging student teachers to think critically to relate their personal knowledge to the professional knowledge they are being exposed to
- Creating situations for student teachers to acquire basic skills and helping them to hypothesize principles for their practice; that is, teaching them how to construct a theory from their practice
- Conducting research with rather on their student teachers
- Pointing out the strength and the weaknesses of the professional knowledge and helping them how to localize this knowledge according to their learning/teaching context

The study suggests some points for the creative teacher to be dynamic at classroom Creativity isn't always supernatural It can take quite a bit of work to nurture, grow, and develop creativity, even for those who are immersed in creative and dynamic fields. For educated people, it can be a challenge to inspire creativity in students by acquiring academic requirements

Teachers must think outside of the box i.e. they must stop thinking about their classroom within the strictly confined curriculum and be open to open ideas that are outside of the norm. They might just find a creative idea that transforms some of their lessons. In addition to that teacher must need to clear their minds of all the old mess to be able to open it up to new, inventive innovative ideas.

References:

- James Eison(1990) Confidence in the Classroom: Ten Maxims for New Teachers Reviewed work(s): Source: College Teaching, Vol. 38, No. 1 (Winter, 1990), pp. 21-25
- Bartlett, L. (1990).Teacher Development Through Reflective Teaching. In J. C. Richards &D. Nunan (Eds.), Second language teacher education (pp. 202-214). Cambridge: CUP.
- Bell, D. M. (2003). Method and post method: Are they really so incompatible. TESOL Quarterly, 37 (2), 325-336.
- BIGGS, J.B. (1999). Teaching for quality learning at university. Buckingham: Open University Press. What the Student Does 75
- ENTWISTLE, N. & ENTWISTLE, A. (1997). Revision and the experience of understanding. In N.F. MARTON, D. HOUNSELL & N. ENTWISTLE (Eds), The experience of learning (pp. 145-155). Edinburgh: Scottish Universities Press
- Brown, H. D. (2002). English Language Teaching in the post-Method era: Toward better diagnosis, treatment, and assessment. In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching: An anthology of current practice (pp.9-18). Cambridge: CUP.
- Harmer, J. (2001).The practice of English language teaching. Edinburgh Gate: Pearson Express, an International Journal of Multi-Disciplinary Research ISSN: 2348 – 2052, Vol. 1, Issue 3, March 2014 Available at www.express-journal.com Education.
- Howatt, A. P. R., &Widdowson, H. G. (2004). A history of English language teaching (2nd ed.).Oxford: OUP.
- Kumaravadivelu, B. (1994). The post method condition: (E)merging strategies for second/foreign language teaching. TESOL Quarterly, 28 (1), 27-48.
- Kumaravadivelu, B. (2001). Toward a post method pedagogy. TESOL Quarterly, 35 (4), 537-560.
- Kumaravadivelu, B. (2003). Beyond methods: Macrostrategies for language teaching. New Haven, CT: Yale University Press.
- Kumaravadivelu, B. (2006a). TESOL Methods: Changing tracks, challenging trends. TESOL Quarterly, 40 (1), 59-80.
- Kumaravadivelu, B. (2006b).Understanding language teaching: From method to post method. New Jersey: Lawrence Erlbaum Associates.

Murphy, J. M. (2001). Reflective teaching in ELT. In M. Celce-Murcia (ED.), Teaching English as a second or foreign language (3rd ed.) (499-514). Boston: Heinle & Heinle.

Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. TESOL Quarterly, 23 (4), 589-618.

Mahshad Tasnimi(2014) The Role of Teacher in the Post method Era Express, an International Journal of Multi Disciplinary Research ISSN: 2348 – 2052 , Vol. 1, Issue 3, March 2014 Available at: www.express-journal.com
