

## **Lesson Three: Disclosure of Teacher Education Development**

### **1. Introduction**

Teacher Education Development is considered as a post-method era within which Teachers and teacher trainers all around the world view the necessity of fostering effective teaching as an imminent professional phase to prepare pedagogically newbie, tenured and experienced teachers for better teaching performances. TED is self initiated. It asks teachers to collect data from their own classrooms and use these data for change and betterment.

### **2. The Need for Change**

It is widely known that dispensing knowledge is not enough, i.e. what is taught is not always learnt. The positivist view fostered the traditional classroom where teachers are the sole source of knowledge. Accordingly, the P.P.P. (Presentation Production Practice) lesson loomed largely in the language classrooms where an illusion of mastery was and (still some teachers refuse the change) still prevailing. This view is congruent with positivism (as opposed to constructivism) which counter runs the teacher development. A shift of classroom setting from traditional to modern classroom is enhanced through the notion that knowledge is not taught but learnt or constructed by learners. Henceforth, the role of the teachers turns out from a passed- on knowledge to the one of a mediator, a guide or even a facilitator. As stated by Nunan & Lamb. The competent teacher is the one who creates a positive pedagogical environment in the classroom and is able to make professional decisions to ensure that learning is taking place effectively. (1996:69)

To this extent, teachers while attending in-service training, seminars and the like can be acquainted by the occurring changes, to cope with them at the same time taking into consideration learner's individual differences. More importantly, teachers can be released to set themselves free from the practice-

based profession i.e. the slavish application of programmes, syllabuses, textbooks, methods and to take on new responsibilities by investigating, exploring, and reflecting on their experience in order to gain self-confidence and awareness. In addition to this, they must be ready to be professionally observed in an individual presentation and willing to observe other teachers' presentation to share experiences with them. It is rightly conceived that observation leads to constructivism in which teachers are provided with feedback and criticism on one's teaching. In this way, and only by taking new responsibilities, they launch in a new conceptual teaching of reformulation, reconstruction, reconsideration and refinement, which is likely to bring satisfaction and betterment. This new conception of teaching is Teacher Education Development.

### 3. Teacher Education Development

Teacher Education Development in its broad scope is totally distinguished from Training as the former is mainly something that is articulated using one's own capacities(bottom up) and for oneself; whereas, the latter is definitely and admittedly presented or prepared by others(top down) Lange, in this particular context, highlights this blueprint by a concise definition “ **a term used...to describe of continual intellectual, experiential and attitudinal growth of teachers...the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft**” (1990:250) The concept of teacher education is seen by Lange, hereby, as an on-going process of change in the teaching practices which tacitly and emphatically represents a professional development of these teachers.

The conception of TED as a reflective process is the one in which every aspect and stage of teacher education experience becomes open to critical examination and reconsideration. It asks teachers to observe themselves, collect data about their own classrooms and their roles, and to use the data as a basis for

self-evaluation, and for change. In other words, TED encourages teachers to benefit from the procedures of classroom research and self-reflection to understand better themselves and what is happening in their own classrooms in order to gain a renewed sense of purpose and direction (Ourghi :2002).

Teachers who find it hard to carry on their routinised ways of teaching and would like to change thoroughly their teaching practices, by trying new ideas or changing the ways they use old ones, not only they improve their own performance,

but also they learn more about teaching and about themselves. The concept of teacher education development can be introduced while teachers attend in-service training to both prospective and experienced teachers. Ely suggests that while in teacher training,

Teachers learn clearly defined skills and behaviours appropriate to second language instruction...teacher development is concerned with preparing teachers for the exigencies of unforeseen future teaching situation. It attempts to bring about pedagogical development through heightening teachers' ability to observe, reflect upon, and modify their own instructional patterns. Teacher development seeks organic, attitudinal, holistic development along lines suited to the individuals themselves. It attempts not to mold teachers, but rather to empower them to show them alternative approaches and choose among them. (Ely 1994:336)

Ely discusses the new language teaching/ learning paradigm in which teachers whether prospective or experienced can be involved and which entice them to change their

#### **4. Development for Prospective and Experienced Teachers**

Teacher development can be a career-long process which may be undertaken by experienced teachers as well as prospective ones. If separated from training, development means something distinct and unusual, and that people who have little or no experience of teaching are not ready with the issues it raises. Yet, this is a misrepresentation of the nature of teacher development, which is a reflective way of approaching whatever it is that teachers are doing at whatever level of experience they are doing it. The focus of teacher education is extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills. Henceforth, it is the role of teacher educators to design and implement teacher education programmes both at pre-service and in-service levels. Pennington

argues: viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start to adopt a development perspective. (Pennington 1990: 134)

This is to say that this developmental perspective aims at setting programmes which will have, as goals, the development of a set of classroom skills and knowledge. More importantly, to impel teachers to develop their own pedagogical belief system for both novice teachers at the level of university and, of course, for tenured and experienced teachers, who have worked for a given period of time as fulltime teachers at the level of a secondary school. Thus, teacher preparation moves beyond training in the narrow sense to enabling a teacher to reflect upon any situation rather than training for a specification.

### **5. Models of Language Teacher Education**

Concerning teacher education models, Wallace (1991) classified these models into three main professional categories, namely, the craft model, the applied science model, and the reflective model. The craft model is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by observing a master teacher at work. The place of training for the apprentice also considered as a would-be teacher, therefore, must be the school, and assessment would be largely by demonstrable behavioural competences. In the applied science model the trainee is required to choose an approach that has scientific validity, such as Communicative Language Teaching and then base the lesson on that approach, leaving no room for change or unpredictability. Finally, in the reflective model, the role of the teachers is to develop new perspectives by which they must constantly reflect on their practices. With much concern on the teacher as a reflective practitioner, Schon (1987) pointed out that a teacher's ability to see a problem from different angles can be improved by creative problem-solving, which involves reflection not just after an event, but also conscious thinking and acting while the situation is still at hand. Laying an emphasis on reflection, teachers can understand their own perceptions and behaviours, relate new learning to their prior practices and beliefs, and become the teachers they want to be. Likewise, Myers quoted in Simpson (1999) believes that if teaching is conceptualised as a life-long process encompassing

self-inquiry, “it becomes a professional intellectual investigation that includes constant personal construction of

new professional knowledge, constant personal development of refined professional skills, and constant sorting out of professional value perspectives” (Myers 1994:4)

## **6. Teacher Development Defined**

The word Development is definitely related to the widely known term “training”; and both are complementary in the sense of achieving an efficient and effective level of skills and knowledge in the teaching of a language. Development means, “the empowerment of the teacher, in the sense of endowing him with the status of an autonomous professional” ( Benmoussat 2003:258) This implies that conception of Teacher Education Development is not one-off, but goes along and extend to the entire career of a teacher.

Development is a movement towards change and growth. It is also the process of becoming the best kind of teacher that a teacher can be (Underhill: 1986). Going through this process requires special motivation questions from the teacher such as:

- How can I become a better teacher?
- How can I enjoy my teaching more?
- How can I feel that I am helping learning?

Development, henceforth, has to be bottom-up, i.e. it is to be generated by the himself not dished out by managers according to their own view of what development teachers need. A professional development wherein teachers’ decisions are primarily directed by impulse or by convention without coming to a conscious decision that they are the right things to do or, they are doing things that they have consciously decided they want to be doing, would probably lead to a routinised way of teaching. Contrariwise teacher education development is an important way for teachers of acknowledging their own inner needs and desires and of making their experiences more worthwhile. It is, in fact, about

the inner world of responses that teachers make to the outer-world of the classroom. Underhill, quoted in Head and Taylor (1997:05) defines TED as: a process of becoming increasingly aware of the quality of the learning atmosphere we create, and as a result becoming more able to make creative

moment by moment choices about how we are affecting our learners through our personal behaviour. (1991:02)

Likewise, Benmoussat (2003) argues that development is shaped as a distinct concept in the teacher's thinking about learning. It is a helpful and insightful approach to explore the process involved in the teaching / learning mechanism in order to develop and improve the teacher's professional competence. (Benmoussat 2003:229).

TED is also defined as a way of learning which complementary to training, and which is motivated by teacher's own questionings of who they are and what they do, rather than by any external training agenda. Head and Taylor posit that:

**Teacher development draws on the teacher's own inner resource for change. It is centred on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have not been developmental helps identify opportunities for change in the present and the future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are known of other people's responses to you. It is a self-reflective process because it is through questioning old habit that alternative ways of being and doing are able to emerge.**

Head and Taylor (1997:2).

Current definitions of teacher education development also highlight that it is a process whereby teachers refine and develop knowledge of their subject, enhance their skills in teaching it, and evolve a positive teaching style which is able to adapt as they judge changing circumstances and situations throughout

their teaching career. (Tricia Hedge 1996).

Teacher development impels teachers to stir their competences such as skills, experience, knowledge and get from them an impetus that would change their views on teaching. This change is based upon past experiences and aims at developing and improving their professional competence.

## **7. Background Factors Leading to TED**

In general terms, teacher development is considered as a post method era. Many teachers around the world sought for an impetus that would help turn the page of methods (imposed / dished out) over and to start a new process of teaching. Henceforth, they found out that personal self-awareness and reflective practices were the key to professional growth. In this context, Rod Bolitho in Head and Taylor identified a number of background factors that gave rise to TED.

- The huge expansion of the language teaching industry, bringing large numbers of teachers into the profession, and the lack of a career structure offering opportunities for variety and promotion.
- Monotony and boredom felt by many teachers after taking up a routinised way for long years of teaching.
- Teachers are underpaid and suffer from poor conditions of service. This leads to degrading feelings of low morale, low self esteem and the like...
- An increasing preoccupation with qualifications. British ELT needed to professionalize itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for, and there are no guarantees of a permanent job at the end of their.
- The influence of humanistic views of language teaching, while from a

more academic base studies of second language acquisition were also beginning to focus on the learning process, spawning new ideas of a more learner-centred approach to teaching. (Rod Bolitho cited in Head and Taylor 1997:8)

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## 8. Core Characteristics of Teacher Development

As teachers launch themselves in development, many of their beliefs, feelings and assumption on teaching change and new findings emerge accordingly and most of which are almost the same for all these teachers.

Rosner asked a group of teachers from different parts of the world about the beliefs they hold about teacher development. Their responses focussed mainly on the following key characteristics:

- Teacher development is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.
- Much of teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- Teacher development is not just to do with language teaching: it is also about language development (particularly for teachers whose native language is not English), counselling skills, assertiveness training, confidence building, computing, meditation, cultural broadening- almost anything in fact.
- Teacher development, in most teachers' opinions, has to be bottom-up not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it nor does it mean that managers should stop organizing in-service or other training courses. (Rosner 1992:4).

Owing to the great number of opportunities that teacher development can offer to non-native speakers of English, it is then crucial for teachers to take on new responsibilities and challenges so as not to miss its outstanding professional, cultural and may be social benefits and assumptions.

## **9. Assumptions about Teacher Development**

Teaching entails more than pedagogical dimensions, it is said to be a complex task because it happens in many different ways. A teacher, who has a wide range of knowledge with a deep awareness about teaching components, is capable of making appropriate judgements and changes his views according to the requirements of classroom practices. Richards & Lockhart (1994) pointed out to five assumptions about teacher development.

- An informed teacher has an extensive knowledge base about teaching
- Much can be learned about teaching through self-inquiry
- Much of what happens in teaching is unknown to the teacher
- Experience is insufficient as a basis for development
- Critical reflection can trigger a deeper understanding of teaching (Richard and Lockhart 1994:3)

An experienced teacher can never take on new teachings unless he gets rid of the rut he may be caught in. The rut is a set of routines and strategies with which the teacher handles the recurring dimensions of teaching. Though experience is considered as an important key of professional growth, it must have another facet of critical reflection which can trigger an understanding of teaching which brings about betterment and improvement of the teacher's practices with his learners. In the same line of thought, Underhill argues: Development means...keeping myself on the same side of the learning fence as

my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring. (Underhill 1988:4)

Self inquiry, equally, can be a resourceful capacity to manage change and from which much can be learnt. For many teachers, classroom visits by supervisors are the main source of feedback and self inquiry on their teaching because the comments made by the supervisor could give rise to a new source of information and therefore a new starting that is generated by an external source of knowledge. Teacher development, likewise, enhances teachers to collect information about their teaching either individually or collaboratively through a colleague, making decisions about their teaching, and deciding if initiatives need to be taken, and selecting strategies to carry them out.