

## Professional Teaching

### Definition

Teacher professionalism is defined as a set of skills that match professional education standards, requiring a teacher to have a certified professional background and to follow professionalization principles such as: pedagogical competence, personal competence, social competence, and professional competence.

### Stages of Professionalism in Teaching

**In pre-professional phase**, being a teacher was about being an apprentice for a particular period only to learn how to teach, what to teach, and how to manage a class. However, apprenticeship should not omit other aspects needed in teaching and learning process (i.e. affective aspects, interpersonal skills)

**Autonomous Professional Age:** This period was distinguished by a challenge to teaching's distinctiveness and the unquestioned traditions upon which it is founded. "Autonomy" was seen as a crucial aspect of the teaching profession. The notion that instructors have the right to choose the approaches they believe are best for their students was called into question, and teachers acquired significant pedagogical independence as a result.

**Collegial phase** in which professional growth became the primary focus of the collegial era when they were confronted with singularity in the previous phase, instructors collaborated to enhance their teaching quality. Collegial contact is important for professional development and establishes personal competency, therefore it may pose ethical issues. This phase, however, should show a favorable trend.

**Post-professional** phase requires flexibility and democratic professionalism, which means that a teacher needs to possess multi-talents or skills various organizations and organizations working to re-define teacher professionalism and professional learning in more positive and ethical post-modern ways that are flexible, broad, and inclusive.

### Professionalism can be suspended due to:

- Absence of personal virtues such as patience, determination, courage in a professional.
- Subject and pedagogical knowledge are lacking, Lack of commitment and motivation to change and improvement.

Teaching professionalism might be viewed as a professional labor field having social, economic, and political implications. A set of ideological and educational characteristics aimed at reaching the best possible results criteria in the teaching profession, which are founded on professional experience Formation, knowledge, skills, and values are all important aspects of life.

## **Ethics in Teaching:**

- 1- The best possible preparation in broad and liberal scholarship should be in specialized professional training, in an understanding of and love for children, and an appreciation of the difficulties, as well as opportunities, of the calling.
- 2- In making application for a position a teacher should not consider salary alone. The possibility of being able to render satisfactory service, as conditioned upon one's fitness for the particular position sought and as affected by local environment, should be weighed carefully
- 3- The practice of granting recommendations to unsatisfactory teachers for the sake 'of getting rid of them cannot be condemned too severely. Still, recommendations should be issued on very frank and honest basis.
- 4- If teachers are available in the neighbourhood, don't hire others from other regions;
- 5- "Right conduct. outside of the schoolroom is just as imperative and essential to the children's training for good citizenship as right conduct in the classroom;

It is to be noted that anyone who is unwilling to submit to the restrictions which the very nature of his work imposes should find other employment.

## **Loyalty to Teaching:**

Cook(2018) asserted," Teachers should have :

- a lively, genuine interest in their work, and especially in those for whom we labor,
- an active desire for improvement in service,
- a friendly, helpful interest in our co-workers,
- and a sympathetic attitude toward the cause of education in general."
- He explains that teachers should be loyal to their profession at all times.

**Believing in their mission and self-efficacy, true teachers, throughout history, have had the spirit of self-sacrifice and renounced other rewards for the sake of helping boys and girls and having a part in molding the civilization of tomorrow**

- Co-operation is indispensable to the success of a school.

- Harmony, good-will and good fellowship render work easy, pleasant and effective.
- Professional teachers do not criticise each other except in a **direct, friendly, constructive manner**
- Gossiping at boarding places or elsewhere about school matters which concern pupils, parents and teachers alone is indefensible.
- It is also unprofessional to unfairly criticize an absent predecessor to excuse one's lack of proficiency
- **Subordinates must be regarded not as slaves to do our bidding in blind obedience, but as intelligent co-workers.**

## **Conclusion:**

### **Teaching is a Rewarding Profession.**

- a- True teachers have the abiding satisfaction of knowing that their work is worthwhile and their service noble.
- b- Stronger professional spirit and 'more sympathetic good-will will give greater contentment and happiness in our work especially that our calling does not lack noble traditions to serve as an inspiration to unselfish effort and lasting achievement.
- c- Be proud of our calling and eager to aid in the fulfillment of its divine mission of unshackling the slaves of ignorance and leading them into their rightful heritage.

**Introduction**

Teaching is a serving mission. It is true as Cook (2018) put it, "We should be proud of the fact that school men do not embezzle funds and do not graft as some city, county, state and United States officers occasionally do, and as contractors on public work frequently do." Professionalism in this mission refers to status-related elements of teachers' work, but "Teaching is concerned not only with enhancing students' mastery of the subject matter in preparation for their future occupations, but also with their development as moral persons and citizens in a democratic society" (Carr, 2006; Sockett, 1993, qted in Sabbagh, 2009).

**1- Definition**

**Whether demanded or enacted, Hoyle (1975) defines professionalism as,** "Those elements of the job that constitute the knowledge, skills and procedures that teachers use in their work." According to Evans (2002) it is "an ideologically-, attitudinally-, intellectually-, and epistemologically-based stance on the part of an individual, in relation to the practice of the profession [teaching] to which s/he belongs, and which influences her/his professional practice" (p. 6) . In other words, professionalism in teaching is the practice that integrates the requirements for doing the mission and ethically conforming to the regulations imposed by the authority..

**2- Teaching Ethics:**

The ethics of a profession is understood to mean the principles and rules which determine the attitude and conduct of its members toward each other and toward their calling (teaching). Here are some principles that Cook (2018) put ahead:

- The best possible preparation in broad and liberal scholarship should be in specialized professional training, in an understanding of and love for children, and an appreciation of the difficulties, as well as opportunities, of the calling.
- In making application for a position a teacher should not consider salary alone. The possibility of being able to render satisfactory service, as conditioned upon one's fitness for the particular position sought and as affected by local environment, should be weighed carefully
- The practice of granting recommendations to unsatisfactory teachers for the sake 'of getting rid of them cannot be condemned too severely. Still, recommendations should be issued on very frank and honest basis.
- If teachers are available in the neighbourhood, don't hire others from other regions;

- "Right conduct. outside of the schoolroom is just as imperative and essential to the children's training for good citizenship as right conduct in the classroom;

It is to be noted that anyone who is unwilling to submit to the restrictions which the very nature of his work imposes should find other employment.

### 3- Loyalty in Teaching

Cook(2018) asserted," Teachers should have a lively, genuine interest in their work, and especially in those for whom we labor, an active desire for improvement in service, a friendly, helpful interest in our co-workers, and a sympathetic attitude toward the cause of education in general." He explains that teachers should be loyal to their profession at all times. It is true that many teachers are underpaid, but it is equally true that many others do not earn what teachers receive. At least, our incomes, though small, are sure. Believing in their mission and self-efficacy, true teachers, throughout history, have had the spirit of self-sacrifice and renounced other rewards for the sake of helping boys and girls and .having a part in molding the civilization of tomorrow. **If we cannot believe in our mission and in the infinite possibilities of our work, we should get out of the profession. Teachers ought to be loyal not only to their profession, but to their co-workers as well.** Co-operation is indispensable to the success of a school. Harmony, good-will and good fellowship render work easy, pleasant and effective. Professional teachers do not criticise each other except in **a direct, friendly, constructive manner.** Out of school they speak well of one another or keep silent. Disloyalty is treacherous and distinctly unethical. Gossiping at boarding places or elsewhere about school matters which concern pupils, parents and teachers alone is indefensible. It is also unprofessional to unfairly criticize an absent predecessor to excuse one's lack of proficiency.

At another level, as Cook stated; "Superintendents and principals who have risen from the ranks sometimes forget and treat their teachers as if they were children, instead of with the respect and consideration to which they are entitled. **Subordinates must be regarded not as slaves to do our bidding in blind obedience, but as intelligent co-workers.**"

### Conclusion

**Teaching is a Rewarding Profession.** True teachers have the abiding satisfaction of knowing that their work is worthwhile and their service noble. Stronger professional spirit and 'more sympathetic good-will will give greater contentment and happiness in our work especially that our calling does not lack noble traditions to serve as an inspiration to unselfish effort and lasting achievement. So as long as we are in the teaching core, we may well be proud of our calling and eager to aid in the fulfillment of its divine mission of unshackling the slaves of ignorance and leading them into their rightful heritage.

## References:

- Evans, Linda (2008) Professionalism, professionalism and the development of education professionals. British Journal of Educational Studies, 56 (1). pp. 20-38.
- Cook, R. E. (2018) Ethics of the Teaching Profession.
- Sabbagh, C. (2009) Ethics and Teaching Research Gate

## TEXTBOOK USE and Lesson Planning

### Introduction

A textbook (also called a course book) is a book used for the study of a subject; English in our case. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner. A textbook is usually sold or lent to students by a school to accompany a course the school is teaching.

A course book provides a clear framework . Teachers and learners alike know where they are going and what is coming next. A textbook gives a sense of structure and progress. It usually serves as a syllabus; if it is followed systematically, a carefully planned and balanced selection of language content will be covered. A textbook contains ready-made texts that are usually of an appropriate level for most of the class.

### Options for Using Textbooks

Textbooks ,as above mentioned, provide the right level of language, the suitable content/topic for the students, in addition to the right kind of activities in the most logical sequencing of the lessons. Still, teachers may find themselves at a loss when the textbook's content does not fulfill the specific needs of their students. Here teachers will follow a pick and choose approach in which they require to omit, to replace, to adapt, or even to add to achieve the set goals. It should be noticed that teachers should not omit too many pages or lessons especially if students have already bought the book, they would wonder why they are not using it.

If a lesson is not appropriate, the teacher may replace it with his own lesson. This may be more interesting/motivating to his learners. The students can use the textbook lesson for revision and reinforcement.

Adding is another option that teacher may resort to. They may decide to add activities and exercises which help engage students with the language or the topic. Addition uses the strengths of the textbook and marries them with teacher's own skills and perception.

Adapting may be used. Teachers may choose to keep the textbook basic material, and present it in his/her own way.

### **The Importance of Textbooks**

- 1- Teachers do not have experience and time to provide a consistent programme of work on his/her own way.
- 2- Teachers do not have a bank of material to back up the decision taken.
- 3- A textbook allows them to look forward and backward.
- 4- Students enjoy looking at the colourful material in their textbooks.
- 5- A textbook provides a consistent syllabus.
- 6- Teachers and learners have dependable teaching sequences.
- 7- Textbooks have a range of reading and listening material and workbooks.

### **Criteria for Choosing a Textbook**

When teachers have to choose from a variety of textbooks , they have to look at the following criteria: price and availability, layout and design, methodology, skills, syllabus, topic and topics variety, stereotyping, and teachers guide. These aspects can be investigated through analysis, piloting, consultation and opinion surveying.

### **Conclusion**

The textbook is the most reliable document that both teachers and learners have. Teachers need to be exploit it wisely and guide learners to benefit from it.

## LESSON PLANNING

### Introduction

Lesson planning is one of the basic skills the a teacher should master because a lesson plan allows teachers to think about their objectives, goals and destinations and helps to think ahead about future lessons. In respond creatively to what happens in the classroom. Thanks to lesson plans,teachers can evaluate the success of the lesson because a plan gives clear idea of what the teacher intends. Moreover, a lesson plan gives learners a sense of commitment and professionalism on the part of the teacher.

### Characteristics of a Lesson Plan

Two main characteristics of a good lesson plan are coherence and variety. A plan should have internal coherence and should allow learners do different activities (activities are different, but connected). Variety motivates learners and in coherence, students find a logical pattern to the lesson.

### Content of a Lesson Plan

Whether it is detailed or scrappy, any lesson plan shows:

- Who the learners are.
- What they are going to learn.
- How they are going to be taught. (activities/ tasks)
- What material to be used and why.
- How learners (teachers) will do the activities: individually, in pairs, in groups.
- How long the activity will take.
- How it will fit in with what comes before and after.
- An anticipation of problems/ lesson breakdowns and alternatives.

### Guidelines For Ordering Components of a Lesson

- 1- Put harder tasks earlier.
- 2- Have quitter activities before lively ones.
- 3- Think about transitions (for coherence).
- 4- Pull the class together at the beginning and the end.
- 5- End on a positive note.

## ASSESSMENT AND GIVING FEEDBACK

### Introduction

Older methods insisted on immediate feedback (correction), recent trends tend to adopt a more tolerant approach. The Audio lingual approach tried to avoid mistakes through very controlled steps. This is why there is little need for correction. The cognitive approach advocates think that mistakes are regrettable, but are unavoidable part of learning and they should be corrected whenever they occur. The same view was shared by Selinker who believes that correcting them is a way of bringing the learner interlanguage closer to the target language(1972, 1992). Whether their source is interference, transfer, over-generalization, or incomplete knowledge, the communicative approach sees errors as a normal phenomenon. While not all mistakes need be corrected, correction should be focused on mistakes that interfere with the aim of receiving and conveying meaningful messages. "We have to be sure that we are using correction positively to support learning." (Edge 1989:20). The humanistic approaches stress the promotion of positive self-image of the learner as a person and a language learner. Assessment therefore should be positive or non-judgmental. To acquire a skill successfully, learners need feedback on how well they are doing. It is important to provide them with constant, honest assessment.

### Why shouldn't Teachers correct every mistake?

- 1- Over-correction develops a barrier, students will be afraid of making mistakes, and thus will not speak or study English with pleasure.
- 2- Pupils will hate teachers.
- 3- Students will think they are dumb and not good enough to learn English.
- 4- Over-correction takes too much time; it is tiring to both teachers and students.
- 5- It is impossible to correct all errors.
- 6- Students will not process all these corrections, and will forget them.

### Why should teachers correct every mistake?

- 1- If not corrected at once, learners will keep on making mistakes.
- 2- If a teacher does not correct mistakes, s/he is not a real teacher.
- 3- If there is no feedback, learners will think everything is okay, and there are no areas for improvement.

## Principles for Giving Effective Feedback

One of the teachers roles is giving feedback to their learners in a variety of ways. Teachers can encourage peer correction by teaching learners polite ways to offer feedback. Teachers can ,also, tactfully point out students mistakes. Whatever the method used, teachers assessment should be used together to help our students want to learn. Feedback should always be positive and constructive( constructive feedback is to show students specifically which aspect of their performance needs improvement and to provide specific suggestions for how to improve it.) in order to help learners develop autonomy and take charge of their learning process. When giving feedback, keep in mind:

- 1- Give feedback as soon after the event as possible.
- 2- Focus on the positive.
- 3- Feedback needs to be given privately whenever possible, especially more negative one.
- 4- Stay in the "here and now", don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviors.
- 5- Focus on the behaviours that can be changed, not personality traits.
- 6- Talk about and describe specific behaviours, giving examples where possible and do not evaluate or assume motives.
- 7- Use "I" and give your experience of behavior.
- 8- When giving feedback, suggest alternative behaviours.
- 9- Feedback is for the recipient, not the giver- be sensitive to the impact of your message.
- 10- Encourage reflection.
- 11- Don't overload; identify two or three key messages that you summarize at the end.