

موسسه آموزش عالی آزاد خلاقان جوان

Language Academy

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Stages in the Development of Professional Language Teachers



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One good indicator that a field of endeavor has matured enough to take itself seriously as a full-fledged profession is when the talk within that field turns purposely introspective with regard to the matter of professionalism.

Frank Farmer

Architect, English teacher, ELT researcher and lecturer

Why do you teach?

★ Money

★ Respect

★ Fame

★ Social Status

★ Majored in ELT

★ Interest / Passion

★ Socializing

★ Work Experience
(for CV)

When do you consider yourself a pro?

In such an uncertain world, I teach so well the outcome of my work is confidently predictable. That or your money back!

**Accountable
Professionalism**

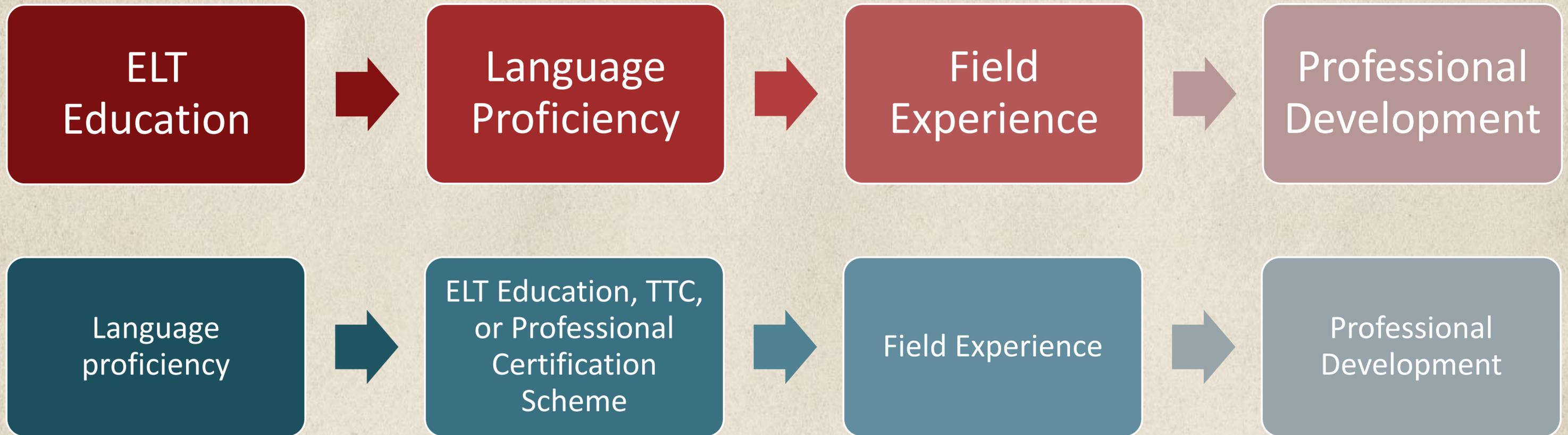
People pay to see me in action and enjoy.

Artistic Professionalism

I'm respected for my knowledge and ethical behavior.

Moral Professionalism

Becoming a Teacher: Typical Paths



Stage 1

Survival



Survival: first full year of teaching

- ★ *Surviving* the daily challenges of teaching
- ★ Getting used to tasks
- ★ Fine-tuning your English
- ★ Being accepted by other teachers
- ★ Anticipated successes \neq classroom realities
 - Feelings of inadequacy and unpreparedness
 - and/or** Trial and error

Survival: young learners vs. adults

Teaching Children

- ★ Carrying responsibility for a whole group of young children and their growth, development, and learning
- ★ Handling immature yet vigorous children
 - anxiety, anger management
- ★ Adjusting to classroom and interaction language
- ★ Adjusting to and learning to handle encounters with parents

Teaching Adults

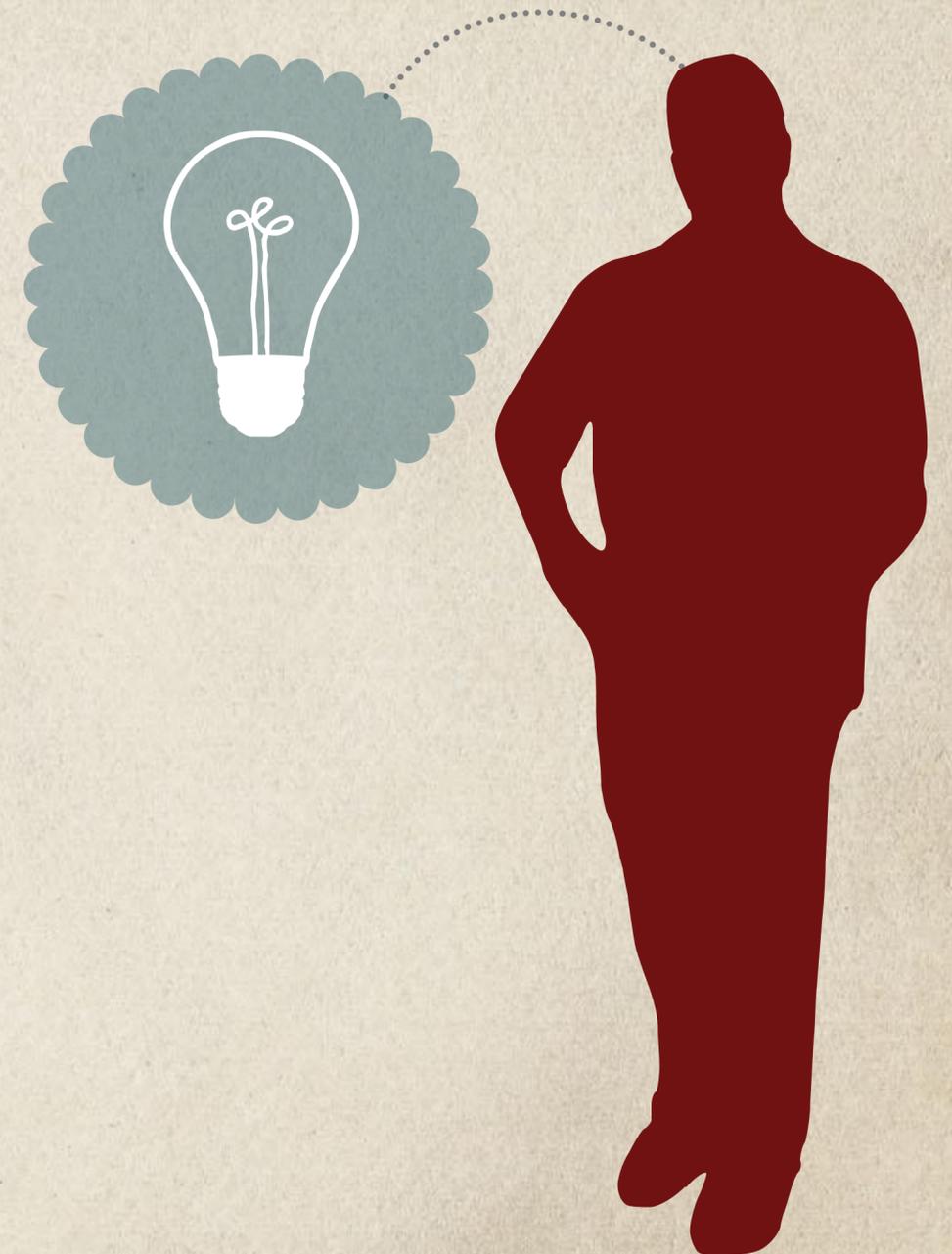
- ★ Adjusting to comments and demands, characters and sensitivities

Needs: Stage 1

- **On-site Mentor or trainers**

- Principals
- Senior staff members
- Directors
- Advisors/consultants
- Other specialized and experienced staff

- support
- understanding
- encouragement
- reassurance
- comfort
- guidance



Survival: Outcome

**What certain groups
of students are like**

**General classroom
expectation**

Stage 2

Consolidation



Consolidation: years 2-3

- ★ Consolidate overall gains from stage 1
- ★ Differentiate specific tasks and skills to be mastered next
- ★ Identify individual students whose behavior departs from typical patterns

Consolidation: New Aim

Keeping the whole class running smoothly (stage 1)

→ Ensure overall steady progress via focus on individual students and problem situations

- ★ How can I help a particular student who does not seem to be learning?
- ★ How can I help a clinging child?
- ★ How can I handle an unresponsive student?
- ★ How should I treat that student who likes to take over?

Needs: Stage 2

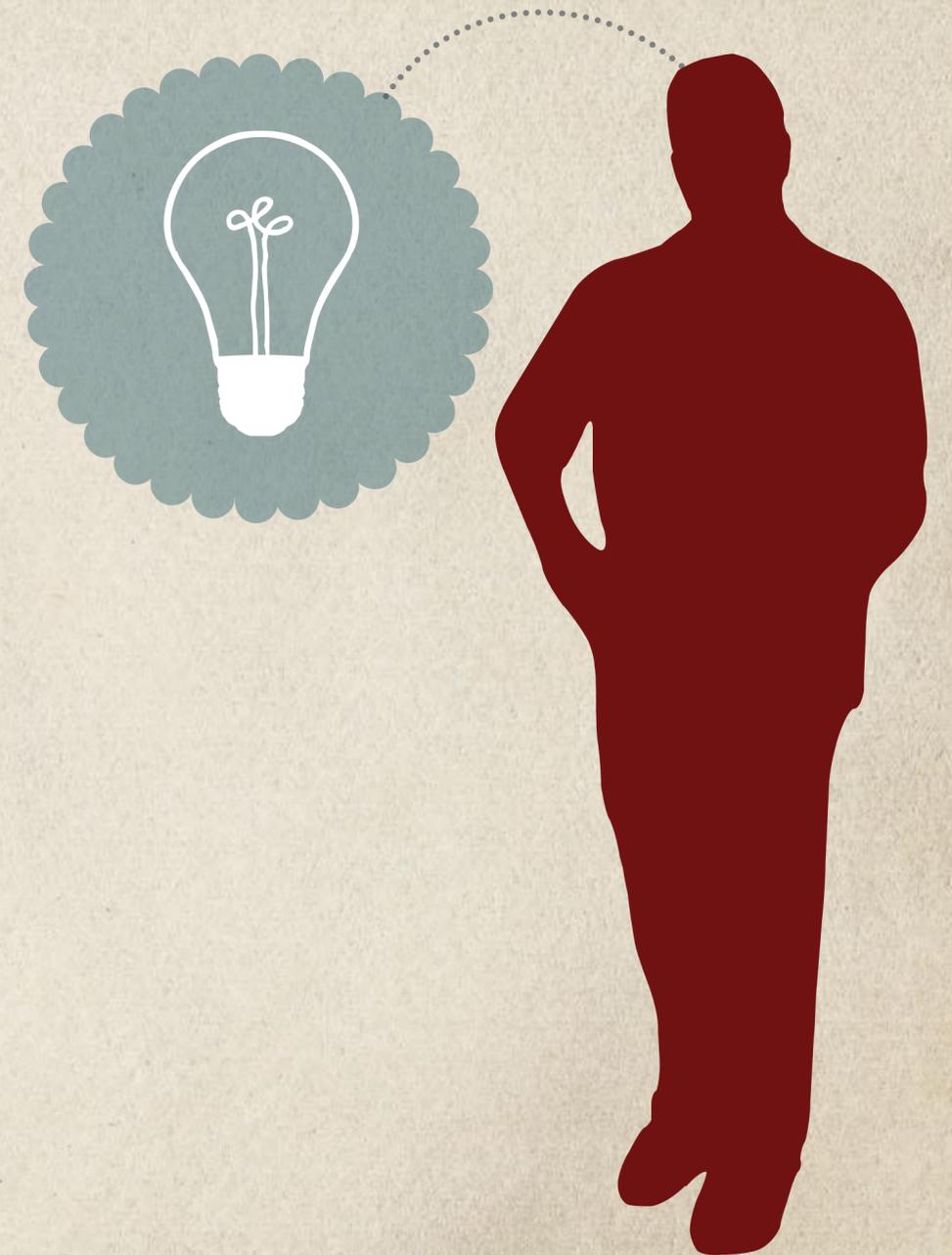
Mentor/trainers/Colleagues:

Joint exploration of an individual problem case

★ In situ observations

★ Extended give-and-take conversations

- ▶ Strategies tried so far → student's reactions
- ▶ Example experiences



Needs: Stage 2

Talk and share feelings with other teachers in the same stage of development

→ Decline sense of personal inadequacy and frustration



Consolidation: Outcome

**Anticipate
sudden
issues**

**Prepare
more
effectively**

**Tackle
individual
students'
issues**

**Feel more
sure and
less
anxious**

Stage 3

Renewal



**Unless you try to do something beyond
what you have already mastered, you will
never grow.**

Ronald E. Osborn
Lawyer, Diplomat

Renewal: years 3-4

YOU ARE TIRED!

- ★ **Tired** of doing the same things
- ★ **Tired** of offering the same activities
- ★ **Tired** of using the same resources

Renewal: Curiosity Begins

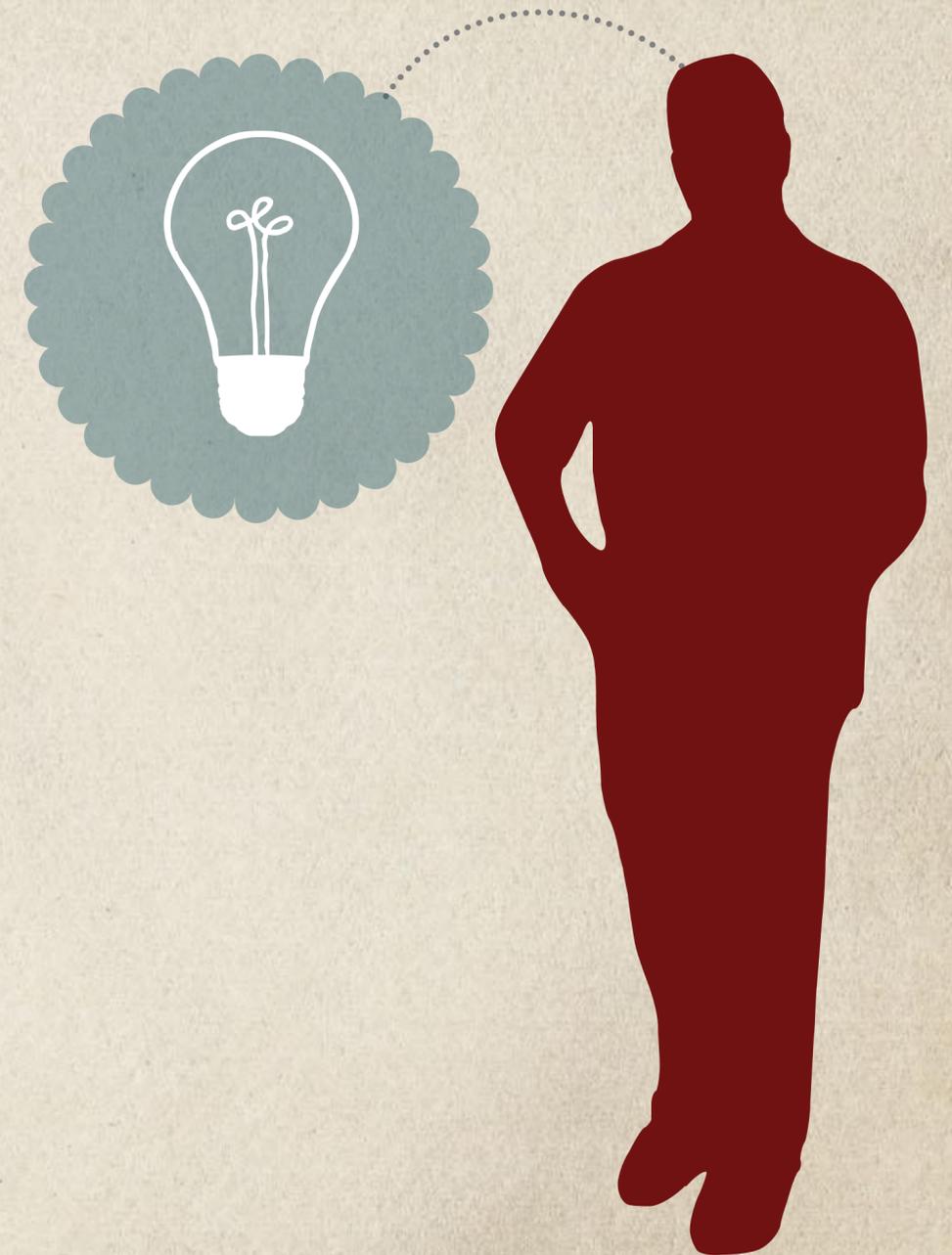
Teachers wonder what's happening in the world of ELT:

- ★ What are some new approaches to helping children's language development?
- ★ What are some of the new materials, techniques, approaches, and ideas being developed these days?
- ★ What new resources are available?
- ★ What other activities might work?

Needs: Stage 3

Meet colleagues from other schools/programmes

- ▶ Formal occasions:
 - Seminars & conferences
 - Workshops
 - Professional certification schemes
- ▶ Informal occasions



Needs: Stage 3

Widening the scope and looking for Sources of fresh ideas

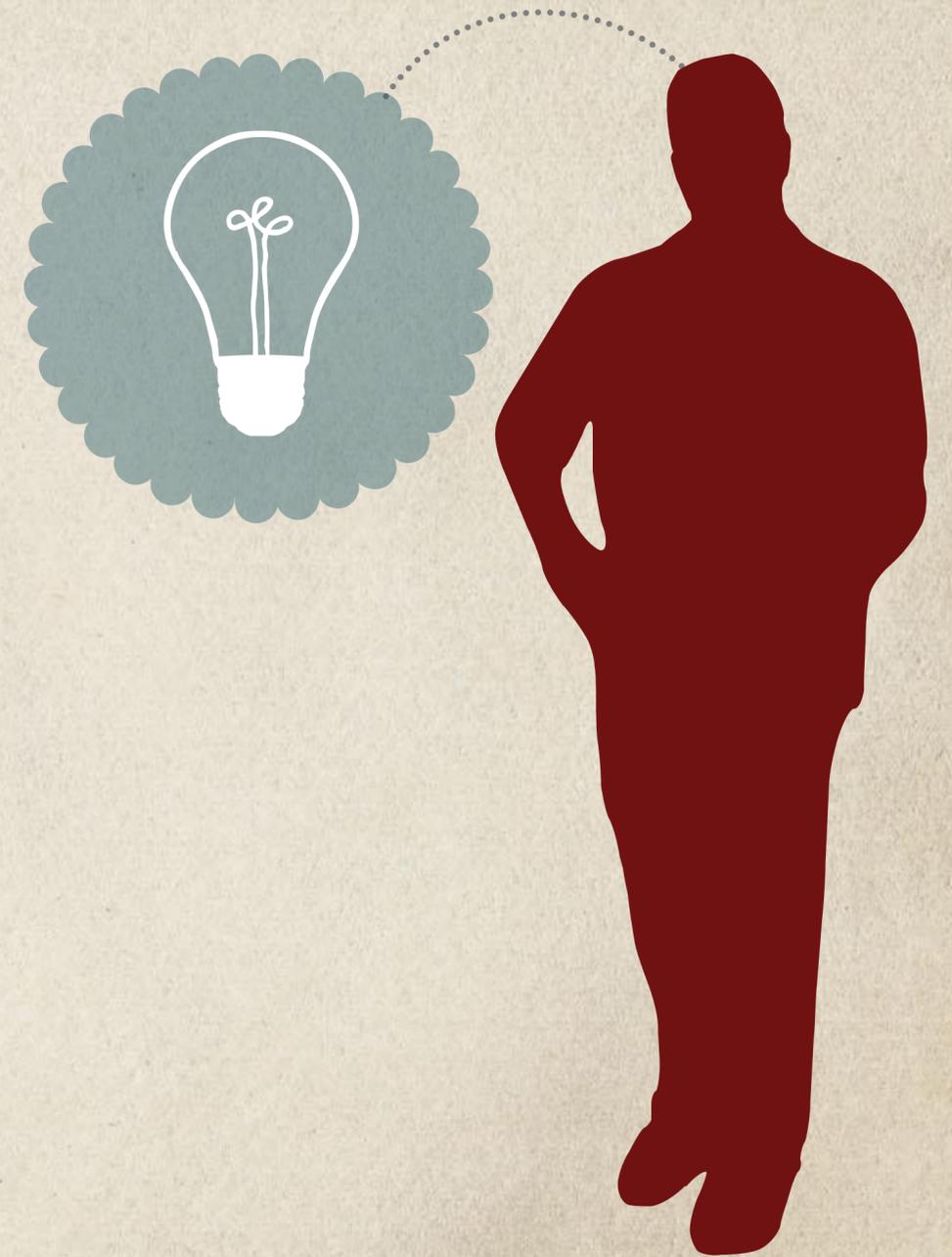
- ★ Magazines and journals
- ★ Films and CDs/DVDs
- ★ Internet



Needs: Stage 3

Reviewing your own teaching

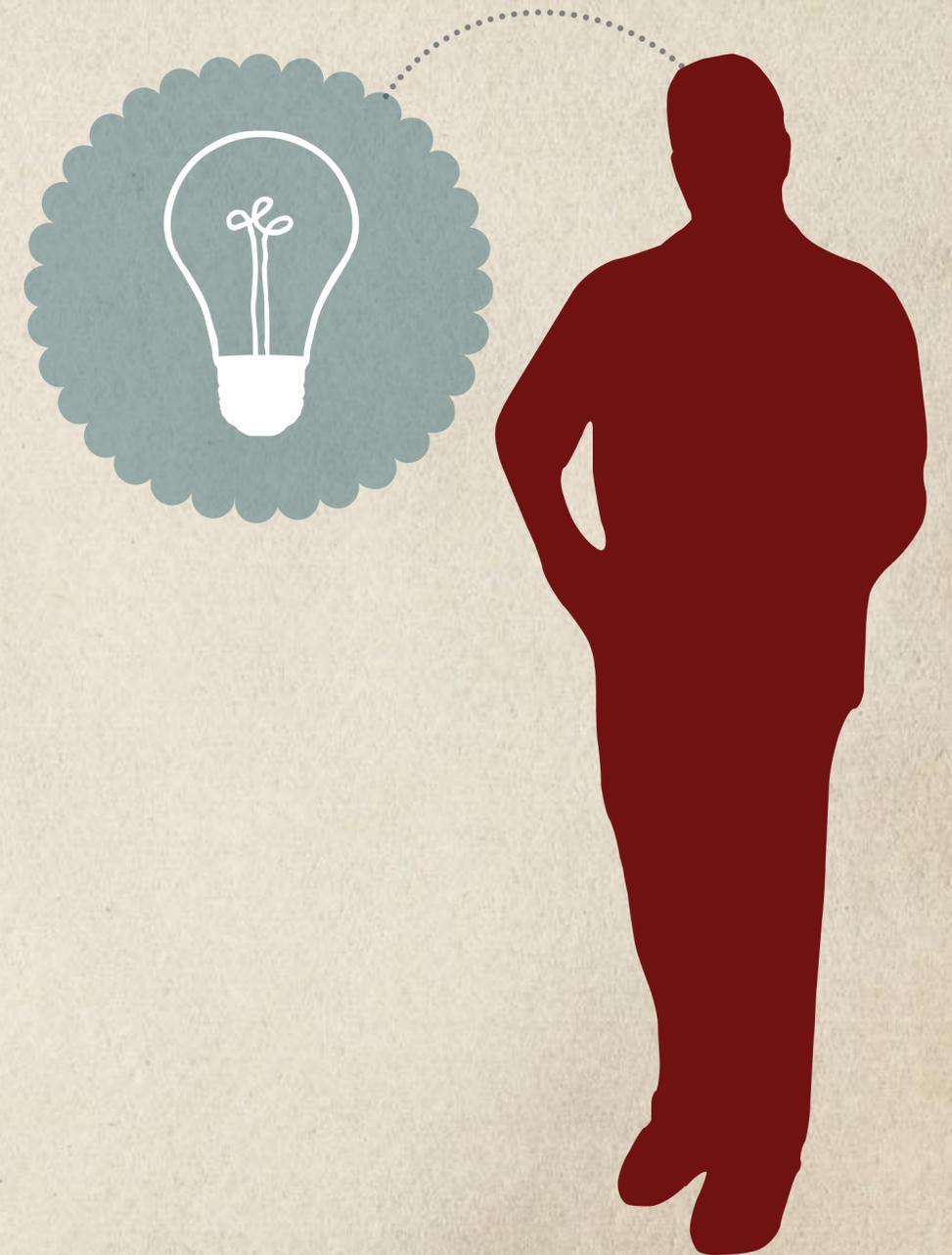
- ★ Recording your classes
- ★ Observing other teachers
- ★ Attending demonstrations
- ★ Reviewing your assessment methods
- ★ Reviewing your feedback techniques



Renewal: value of teacher centres

Teacher centers like **Diplomat** allow teachers in this stage to

- ★ gather together
- ★ help each other learn or re-learn skills, techniques, and methods
- ★ exchange ideas
- ★ organize special workshops → meet specialists in curriculum, child growth, ...



Renewal: Outcomes

Explore

**Appreciate
other
methods
and
techniques**

**Seek out
others in
the field**

**Add
variety
and avoid
repetition**

Stage 4

Maturity



Maturity: years 3 or 5 onwards

- ★ Accept yourself as a teacher
- ★ Comfortably sure of your competence
- ★ Ask deeper, more abstract questions:
 - ▶ What are the historical and philosophical roots of my practices?
 - ▶ What is the nature of growth and learning?
 - ▶ How are educational decisions made?
 - ▶ Can schools change societies?
 - ▶ Is teaching really a profession?

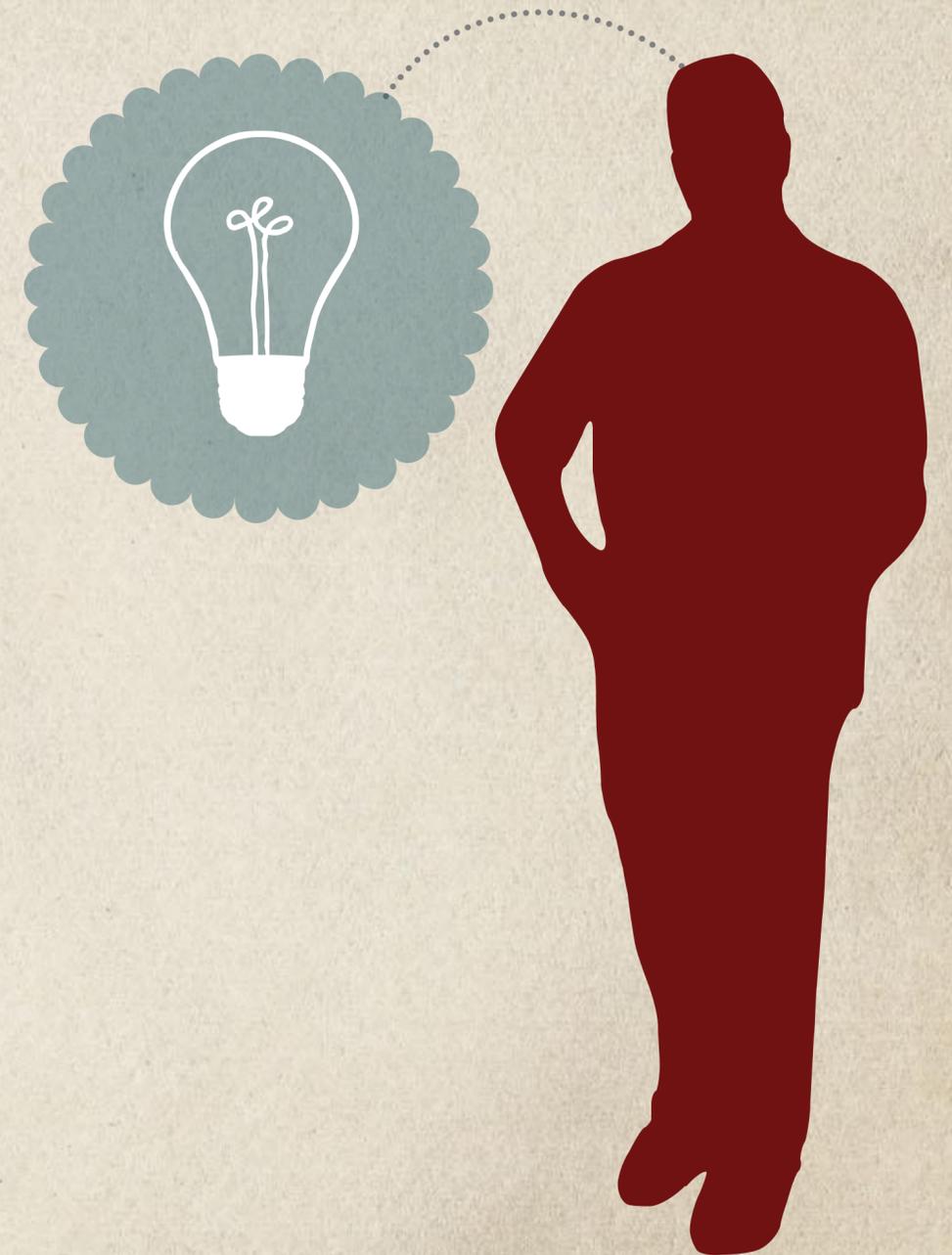
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Note: *Perhaps you've asked these questions before. But with experience, the questions represent a more meaningful search for insight, perspective, and realism.*

Needs: Stage 4

- ★ Attend seminars and conferences
- ★ Work towards an advanced degree
- ★ Read Widely
- ★ Interact with other educators:
 - ▶ introspective, in-depth discussions
≠ stages 1 and 2



BURNOUT



Teacher Burnout: Reasons

- ★ Teaching is emotionally, physically, and mentally consuming
- ★ Worry about how to reach every student
- ★ Shifting work/balance in favour of work

➔ Success comes at great cost

Teacher Burnout: Signs

★ Exhaustion

- ▶ Deep fatigue
- ▶ Long for bed
- ▶ Appreciate consecutive holidays too much

Teacher Burnout: Signs

★ Extreme graveness

- ▶ Hours without smiling or laughing
- ▶ Do not appreciate humour from students or colleagues
- ▶ Complain a lot

Teacher Burnout: Signs

★ Anxiety

- ▶ Constantly feel you can/should do more
- ▶ Constantly feel you must disconnect
- ▶ Constantly feel there's a lot left to do

Teacher Burnout: Signs

★ Being overwhelmed

- ▶ Fear of new tasks and expectations
- ▶ Compromising your values of excellence to stay on track

Teacher Burnout: Signs

★ Seeking

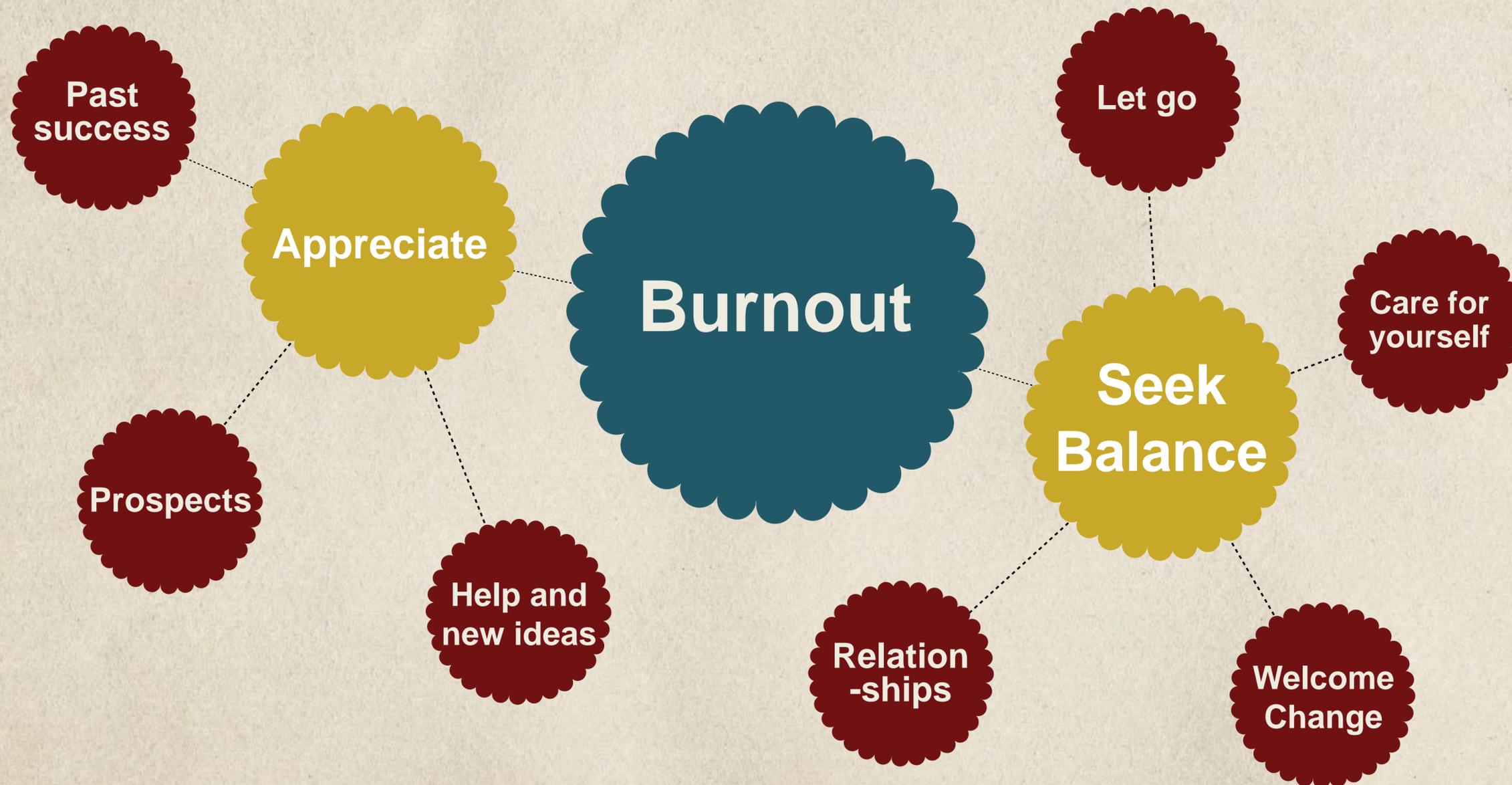
- ▶ Losing your creativity, imagination, patience, and enthusiasm for daily challenges
- ▶ Actively looking forward to delegating your tasks, or finding shortcuts and easy solutions in website and books

Teacher Burnout: Signs

★ Isolation

- ▶ Hate when your limits are noted and discussed
- ▶ Avoid observation so no one realises your vulnerabilities
- ▶ Craving reflection time and productive collaboration rather than group complaining
- ▶ Stop attending events
- ▶ Stop sharing

Burnout: Self-help tips



A professional is someone who can do his best work when he doesn't feel like it.

Alistair Cooke
Journalist

Want a copy of this presentation?

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