Teaching English as a Foreign or Second Language
Self-Development and Methodology Guide
2nd year

CHAPTER ONE : The Self-Developed Language Teacher

❖ Comparison between Yoshi's and Kathy's Teaching

1. In reference to their styles of teaching, Yoshi goes in a more or less lockstep fashion, mostly following the text book and to be restricted to the goal(s), activities suggested in advance, whilst tends to design her lessens with innovative ideas into her teaching.
2. Yoshi doesn't break from explaining the meaning of the text(translation) whilst the learners keep following the meaning showing no interest to negotiate the meaning. Accordingly, Yoshi is the center of the lesson and all instruction. In contrast, Kathy doesn't centers the instruction, trying to vary the ways of teaching. She tries to make the class a community of learners in which learners are free to interact with each other in English. Using real questions stimulates learners to naturally put forward their responses. Learners are the centers of the lesson.
3. Both teachers are not prepared to be teachers of English, yet a pre-intensive course can help acquainting with what EFL teachers do in the classroom. Moreover, cultural background has something to do i.e. Kathy is a native speaker of English, while Yoshi has the same native language and cultural background as the learners.
4. The setting is a factor. Yoshi teaches is a corporate where learners' business responsibilities take precedence over English classes and assignments. Kathy teaches at a high school where most of learners are quite motivated to learn English.
5. Both teachers are different in the way they Approach their development as teachers. While Kathy is eager to take on the responsibility for her own development, Yoshi is just realizing the need to do this.

❖ What Factors Are Central to Teacher Self-Development?

First
No doubt that development takes time. It takes time to observe communication in EFL classrooms and to visit other teachers' classes, as well as to write in a journal and to talk to others about teaching. The time factor is built into the teacher education program. Teachers in in-service programs or those working independently on their development have less time Nonetheless, teachers who believe that development is important need to make a commitment to devote time to their development.

Second
Development requires a lasting commitment. Teaching development is not something to do only in a teacher education program or at the beginning of a teaching career. Rather, even the most experienced teacher can learn new things about teaching, and

development is enhanced when the teacher makes a commitment to ongoing development.

Third

Development is enhanced through problem solving. When teachers recognize problems and work at solving them, they can discover new ways to teach and discover more about their role as a teacher.

Fourth

Development is also enhanced through exploration for exploration's sake. Teachers can, indeed, discover much by exploring simply to explore, not just to solve a problem. Such exploration can be based on pure interest, for example, Trying an approach that is the opposite of one you love simply to see what occurs, or trying a new approach/technique simply because it sounds interesting.

Fifth

Development is enhanced by paying attention to and reviewing the basics of EFL/ESL teaching. Although Kathy's introduction to the basics began during her Peace Corps training, she has continued to study ways to create opportunities for students to interact in English; ways to manage classroom behavior; and materials and media used to teach EFL

Sixth

Development is enhanced by searching out opportunities to develop. It turns out that Kathy talks with other teachers about teaching; she reads about teaching: she attends teaching seminars and workshops; and she participates in other activities that give her chances to reflect on her teaching and see new teaching possibilities.

Seventh

Self-development of teaching beliefs and practices requires the cooperation of others. It takes others who are willing to observe us, listen to us, and talk with us about our teaching. We need administrators, students, other teachers, and friends to help us succeed with our development. Without their cooperation, self-development is very difficult as there is neither any source for feedback nor any stimulus for ideas.

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CHAPTER TWO: EXPLORATION OF TEACHING

❖ **What are Ways to Explore Teaching**
Generally, teachers can explore their teaching beliefs and practices through the following suggested items;

- Reading journal articles and books about teaching and learning.
- Reading teacher narratives.
- Attending professional conferences.
- Establishing a mentoring relationship.
- To put together a teaching portfolio.
- Learning another language.
- To do action research.
- To observe and talk with other teachers.
- To keep a teacher journal.

Reading professional books and journals on teaching and learning language can develop teaching. These books provide essential knowledge about ESL and EFL teaching. In addition to single-author books, many anthologies are available. These anthologies include a variety of topics relevant to the field. For example, topics such as lesson planning, learning strategies, mixed-level teaching, technologies in the classroom can highly cultivate teaching knowledge especially teachers who are new to teaching.

Another way to work on development of teaching is to attend professional conferences. These are good opportunities to consider what teachers are doing in their classes and to present one's own techniques or action research.

Another new way to explore teaching is to establish a mentoring relationship with another teacher. The concept of mentoring is "an interpersonal, ongoing, situated, supportive, and informative professional relationship between two or more individuals, one of whom (the mentor) has more experience in the profession, craft, or skill in question.

A teaching portfolio is another way to explore teaching. Some language teachers preparation programs ask graduating students to keep a portfolio to consider what they have learned in the program to think about teaching and learning, demonstrates their

competencies and recognizes the complexities of learning to teach. There are a number of documents that can be included in a portfolio. For example, written paper for courses, class presentations, professional conference presentations, original teaching materials, reflective journal entries, video / audiotapes of teaching, reflective observation reports, syllabi, letter of recommendation, observation reports, evaluation reports, vitae, and statement of teaching and learning philosophy.

Another practice language teacher apply is to learn another language. In this regard, several advantages have been pointed out;(1) to better understand the challenges a language learner may face. (2) to gain more insight into understanding language. (3) to gain more insight into ways of teaching.

Another approach to develop teaching is action research, a way to center on problem posing. The process includes a cyclic procedure i.e.

1. Posing problems based on classroom current situation(s).

2. To systematically create and initiate a plan to work through the problem.

3. Reflecting on the degree to which the plan works.

4. Posing new problem based on the awareness generated from the previous inquiry.

Action research allows teachers to investigate and pose problems in their classes to solve these problems and to gain more awareness of teaching and classroom interaction. It has declared that teachers gain much awareness after participating in action research projects.

Observation is another way to explore teaching including observation of other teachers and self-observation. Teachers may talk with other teachers to explore new possibilities in teaching, as in writing about teaching in journal.