

"A Vision towards a Perfect Teaching-Learning Process"

رؤية نحو عملية تعليم و تعلم مثالية

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الخلاصة:-

قد يتساءل المعلمون في بعض الاحيان فيما لو كان بإمكانهم تحقيق اهدافهم بشكل مثالي على طول مسيرتهم التعليمية. ففي كل مرة يدخلون الصف يكتشفون طريقة افضل لتعليم طلابهم ويواجهون مواقف جديدة تدفعهم نحو تطوير خططهم المدونة مسبقا. وازضافة الى الاتجاهات التعليمية الجديدة فأن رؤية المعلمين الثائرة نحو التوصل الى عملية تعليم و تعلم مثالية قد يكون لها دورا في تحسين خططهم بشكل كلي. قد تعتبر هذه الرؤية احدى المصادر الرئيسية التي قد يستشيرها تربويون اخرون عند وضعهم لخططهم التعليمية او حتى قد يستخدمونها اثناء دروسهم. وقد تتأثر هذه الرؤية بمحاولاتهم الطموحة للوصول الى انموذج دائم متكامل للتعليم او التعلم بشكل مثالي.

البحث الحالي عبارة عن عرض لرؤية معلم نحو عملية تعليم و تعلم مثالية وذلك من خلال تقديم بعض من وجهات نظر الباحثة، العملية والافتراضية، لخطوات هذه العملية بدءا من كتابة خطة الدرس وانتهاءً بالوصول إلى المخرجات، وهي نتائج التقييم.

تكمن اهمية البحث الحالي في حقيقة ان الباحثة قد تشارك ببعض وجهات نظرها معلمون اخرون بعض الاحيان من خلال الحدس و احيانا اخرى من خلال الخبرة و ذلك لان الهدف الدائم لكل المعلمين هو التوصل الى عملية

تعليم و تعلم مثالية. وهنالك أهمية أخرى لهذا البحث و هي ان بعض المعلمون قد يتفوقون او لا يتفوقون مع ما استخدمته الباحثة او افترضته. وعلاوة على ذلك فإن هذين الرأيين (الاتفاق و عدم الاتفاق) يعدان المصدر الرئيسي للإبداع والابتكار، الأمر الذي قد يؤدي بمعلمين اخرين الى ان يدونوا وجهات نظرهم، وبالتالي نتمكن جميعنا من التوصل الى طريقة ملائمة لتحقيق عملية التعليم والتعلم المثالية التي نسعى لها.

وكمثال او انموذج لما تريد الباحثة ان توضحه، فانها قد تشير في البحث الحالي الى بعض من صفوفها التي قامت بتدريسها لطلبة قسم اللغة الانكليزية في كلية الاداب / جامعة الكوفة.

Abstract

Teachers might sometimes wonder whether they can achieve their objectives perfectly in the course of their teaching career. Every time they enter the class, they find out a better way for teaching their students and encounter new situations that push them forward towards modifying their previously scheduled plans. Besides the new teaching trends, the teachers' rebellious mental vision of getting at a perfect teaching-learning process may have a role in improving their total plans. This vision might be regarded as one of the main resources that other educators might consult while designing their teaching plans or even implement during their lessons. It might also be affected by their ambitious attempts to have an everlasting comprehensive model for teaching/learning perfectly.

The present paper is a display of a teacher's vision of a perfect teaching-learning process through exposing some of the researcher's practical as well as hypothetical viewpoints of the steps of this process starting from writing a lesson plan until ending up with getting at the outcomes, i.e., the assessment results.

The significance of this paper lies in the fact that the researcher might share some of her viewpoints with other teachers,

sometimes by intuition others by experience, for the perpetual aim of all teachers is to get at a perfect teaching-learning process. The other significance is that some teachers might agree or disagree with what she implements and/or proposes. Moreover, these two opinions are the main source for creativity and innovation, the matter that may lead other teachers to write down their viewpoints, so that we can all get at a convenient way to maintain our perfect teaching-learning process.

As a sample or a model of what the researcher wants to clarify, she might refer in the present paper to some of her classes that she taught to university students at the department of English in the College of Arts.

Lesson Plan

O'Bannon^[1] says that teachers develop a daily plan in order to guide instruction. Although the details of the plan may vary depending on the teacher's experience, yet almost all the lesson plans have basic shared sections like the lesson title, time, learners' level, objectives, procedures and assessment.

The researcher adopts the following two formats in planning her lessons, one is general, and the other is specific:

- i. General lesson plan:
 - Objectives
 - Course Contents
 - Procedures
- ii. Specific lesson plan:
 - Chapter/ Unit number and title
 - Time needed
 - Objectives
 - Procedures
 - Assessment

The need to add other sections that could be considered basic to the lesson plan depends on the course requirements. For instance, if the lesson is that of teaching computers, the instructor might include a section entitled " appliances used" or even " software programs used", and so on. For teachers of English, the case might differ a little bit for if s/he needs to use technology, the inclusion of the materials will be temporary. Besides, their use would be mentioned within the procedures not as a separate section.

Nevertheless, regardless of the number or type of sections, the function of the lesson plan is to help guide the teacher achieve the goals and objectives of the syllabi.

Authentic Materials

It is agreed that English presented in class should be authentic but not produced for instructional purposes. Yet, what is less agreed is when authentic materials should be introduced and how they should be used in an EFL class^[2].

3. i. Choice of Authentic Materials

There could be as many authentic materials as the teacher has, needs, or even as the teaching situation might require. However, a comprehensive list cannot be maintained for the learning needs are always being updated. Yet, one might assume a hypothetical inventory containing all the previously implemented materials beside the ones that one has never encountered but wishes to.

Some of the authentic materials that the researcher implemented are manuals, handouts, DVD's, computer programs like Power Point presentations and word documents, and the Internet. These materials range between concrete materials like manuals and handouts, and software materials like the computer-related programs and services.

There exists a problem with the teaching system in the Iraqi institutions - it is that the necessary teaching resources are not

available all the time (if any), particularly when the teaching situation requires them. But, if we tried our best, we could manage to provide some personal private resources, though with limited availability. For instance, the researcher might supply the class with a number of dictionaries and divide the students into five or six groups each would work with one dictionary. In this case, she would be following the group-work technique. The task being given to them would be, for instance, to find out the longest word that can be divided into several morphemes (of course after they have studied the majority of these morphemes). Then each work-group will choose a spokesperson to talk about what they have found out and discuss it with the researcher. After each group finishes its discussion, they should assess their performance so that the corrected item (if any) will not be forgotten by the students.

Due to the shortage in teaching resources, our students find that any material, other than the textbook, is interesting. Hence, any NEW material will be authentic for them. Sometimes, the researcher plans to use the data show projector while teaching them; even if the things to be presented were merely word documents on which a number of morphemes or tree diagrams are written, they will find that interesting and motivating.

Sometimes, the researcher provides the students with sheets of papers on which she writes different words and then asks them to find out the number of morphemes that each word consists of. Every student can use the markers to write on the whiteboard as a means of analyzing the word into its immediate constituting morphemes. And by that, she gives the student the opportunity to acquire the courage to assume the teacher role in the class.

3. ii. Applicability and Adaptability of Authentic Materials

Learners of foreign languages need several motivating means to be highly attracted towards the target language. Whatever the

teacher uses could be authentic materials, in one condition: the material used should suit the purpose and level of the teaching-learning process. The researcher resembles the purpose of learning as the final destination of a train. Hence, one must know where to go and how to get there. The authentic material resembles a fast train with high technology. The driver of the train (the teacher) must know how to manipulate her/his train to get the passengers (the learners) at the final destination (the purpose of learning) without (or even with less) stops. A learner of medicine cannot be taught a book about engines; it is just like riding a train going northward while the desired train is that going southward. Besides, the level of learning is important in deciding the type of authentic materials, for a teacher at the school of medicine cannot teach an ongoing surgery to the first grade. They are not ready to see the surgical tools in the doctor's hand that are probably full of blood. That what happens in a number of medicine classes to the extent that the students are not motivated anymore but rather frightened or faint.

The same thing applies to learners of foreign languages. What is the purpose of learning this language? Is it to be future teachers or translators? The materials used should differ for each purpose. As for the level of the process, the teacher cannot ask a learner at the very beginning of the learning process to give a lecture in front of her/his classmates (in the case of future teachers) or to translate a text (in the case of future translators). First, s/he must use the right, or even the most appropriate, authentic materials that will guide the learner to give a lecture or translate a text without being asked to. i.e., let the heavy tasks come spontaneously.

Learning Strategies

If we want to talk about learning strategies, we may pass by the following facts:

- i. Strategy use can be individual as well as collective; one learner can decide her/his strategy for learning out of

her/his experience. Besides, a whole class or group of learners can also design, whether deliberately or not, their own learning strategies.

- ii. No class interaction can be successful without laying out a strategy for learning or teaching .Even if we assume that the learners have outlined their strategies, the teacher should still design her/his own.
- iii. The leader of the process of the instruction strategy is the teacher her/himself. Although the learners might have their own strategy, yet the teacher's should be the prevailing one.
- iv. The strategy use is an easy task but the strategy schema cannot be formulated unless the learner has a wide range of knowledge and experience in using previously laid out individual strategies.

Beckman ^[3] states that teachers are not aware of strategic learning skills. They teach any topic using different strategies whether personal or generally approved. Of course, this is due to their experience in teaching as a whole; therefore, they will have the readiness to non-deliberately use different acquired strategies of instruction to teach these learning skills.

Cohen ^[4] also states the fact that language learners are not aware of the strategies they use to learn or use the language. Instruction may help them to monitor and self-evaluate them. Then they can use them in other situations whenever they need to.

Cohen ^[4] demonstrates a number of frameworks for strategy training. They share common steps: setting a model or a plan, practice, overgeneralization, and evaluation.

There exist specific learning strategies and general learning strategies. The specific ones are designated for teaching particular topics, whereas the general ones can be implemented in teaching all kinds of situations and topics.

Concerning the direct language exchange programs, the researcher has an experience with learning two languages (English & French), she developed learning strategies out of her experience with English so that she can learn French. She found it very useful to implement the specific learning strategies that she has formulated to learn English in the situations of learning French. And by that she improved her specific learning strategies to be general ones. In other words, a strategy that can be useful in learning one language may work with another.

Cohen ^[4] focuses on individualizing strategy training, to which the researcher may add that learners can make generalization of individual experience concerning strategy training.

The prominent way of explaining that the instruction includes learning strategies is to make the learners know everything about all the items of the syllabi, particularly with language learning. In fact, this is the way the researcher follows in her classes. She gives the students the syllabi at the very beginning of the year and tells them that these are the topics to be covered this year.

Heightening learners' awareness of the inclusion of learning strategies within the main instruction program cannot be achieved unless the instructor directs the learners towards the fact that they are necessary for the realization of their learning needs.

Integrating Skills

Regardless of the topic being taught, the teacher needs a mixture of well-entangled skills, whether s/he used them deliberately or spontaneously. Hence, for any lesson to be maintained, it might involve more than one skill at a time. That is, when the researcher starts her lecture about the English Morphology, she uses the speaking skill for she needs to explain the headlines of the subject orally. The students, in return, need to understand what she is presenting; therefore, they should

listen attentively. Then, it is listening skill. As the content is not a new one for them, but the title is somehow misleading, the researcher needs to write the title on the board and explain what it means. So, it is writing skill. After each part of the explanation of this topic, the researcher needs to make sure that the students have got the general idea of that topic, hence, they are asked to give examples. So, it is speaking skill, again.

Moreover, the researcher needs to draw a number of tree diagrams on the board to give more details about new terms that the students have never heard before, such as the morpheme: its definition, classification and analysis. Hence, she comes up with other new terms that were the resultants of the explanation of the previous ones such as the affixes, the allomorphs and the homophones. Then, she implements associated skills like the new vocabularies. Oxford^[5] states that in order to reach at a good understanding of the main topic, the students and the teacher might need to exchange roles in using the main skills and the so-called associated skills.

The researcher mainly implements the content-based instruction that Oxford^[5] and Haynes^[6] focus on in their writings, and this appears clearly above. But this does not mean that the researcher neglects other methods of instruction, such as the task-based or problem-based methods, that Oxford^[5] also and Abdullah^[7] focus on, respectively. Within task-based instruction, the researcher might ask the students to talk to each other about the same topic but in another lecture. They should explain, for instance, what is meant by the term "paradigm" to their colleagues who missed the previous lecture. And by that, they will do this task using a communicative language that they had acquaintance with most of which through her previous explanation. In this task, the students will implement the main skills like speaking through explanation, and the associated skills like new vocabulary, pronunciation and usage of language.

However, the researcher thinks that task-based instruction is similar to problem-based instruction in that the instructor proposes a task or a problem to be dealt with through using communicative language. For instance, to explain the topic of "affixes", the procedures that the students follow are similar to those followed in answering a question, or rather finding a solution for a problem, related to the affixes. And, it is not merely a yes/no, false-true, or short answers. That is why the researcher finds herself standing in the same queue with Oxford ^[5], Haynes ^[6], and Abdullah ^[7]. For she agrees with everything they have proposed in their writings.

To sum up, the researcher might propose an all-in-one approach of instruction that employs the main skills alongside with the associated skills to improve the teacher's content-based and task-based methods of instruction to come up with a semi-real world situation in which students can use language communicatively.

(Table 1): An overview of the main skills and the associated skills in a grammar class

Type of Activity	Topic	Main skills involved	Associated skills involved	Language Level	Materials Used
- Oral presentation - Written presentation - Question-answer interaction - Teacher-Student discussion	-Main topic: English Morphology -Related sub-topics: Morphemes, Affixes, Allomorphs and Homophones	- (Speaking/ Listenin) - (Writing/ Reading) - (Speaking/ Listenin) - (Speaking/ Listenin)	- New terminology, new vocabularies, pronunciation & usage	-Advanced level learners: (3rd grade English language university students)	- The textbook: (An Introductory English Grammar by Norman C. Stageberg) - White board & coloured markers - Paper & pen or pencil

Managing large classes

Pasigna^[8] sets a number of tips for managing large classes. They are as follows with some adaptations made by the researcher where needed:

- i. When teaching a new or difficult skill, teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once.
- ii. Assign learners* to small groups of 5 to 7 giving them simple tasks or projects to do together.
- iii. Establish simple rules of acceptable behaviour for everybody to observe when working in groups or individually.
- iv. Train all the learners how to lead a group.
- v. When the groups are working on their assignments together, have them sit around in a circle.
- vi. Seat the learners who need more help closer to you where you can easily see them during direct group instruction.
- vii. When you want a large group (e.g., the whole class) or smaller groups of 15 or less to give a group response to yes-no types of questions, you can have the learners give their answers without shouting and without "copying" from a classmate.
- viii. Train your learners how to routinise classroom chores.

Almost all the above suggestions are realized spontaneously during the researcher's teaching of large classes. Large classes, for the researcher, are the evening ones. Due to several circumstances, learning institutions in Iraq proposed evening studies to open the way to those who did not have previous opportunities to learn in the morning studies. Evening studies give compromises to allow the students to make their dreams come true. In those studies, teachers are, most of the time,

obliged to combine two classes together so that not to let the learners go late at night, or maybe there are no enough classrooms to divide the students into smaller classes. The resultant classes may range from 50 to 80 learners. And, this is really a big number, particularly for EFL learning process. When the researcher has two successive lectures, each 45 minutes, she has no problem in managing the class with regard to the material being presented, questions posed , time allocated for each learner to participate and finally her turn to assess what has been achieved .

The researcher thinks that large classes should not be involved in group-work activities unless the time of the lecture exceeds an hour, especially with a case similar to her classes. By this way, the teacher can manipulate control over the class as a whole and achieve most of her/his objectives for that day's lesson.

((* The word "learners" is implemented by the researcher instead of "pupils".))

Motivating Critical and Creative Thinking

High-level thinking skills cannot be acquired but rather inherited. Every normal human being is born with this God-gifted feature. Yet, each one differs in the amount and efficiency of this feature. Just like the plants that need to be watered, it needs to grow and the water for the plants simulates the thinking-skills developing instruction.

Instruction can be directed towards the purpose of producing better thinkers not to create them; for the researcher thinks that they are endowed with this talent rather than being taught. But, we still need to teach them how to reinforce this gift, manipulate its use and duplicate its productivity. Teaching is still needed. How to teach learners to become better thinkers while the teachers themselves need to be taught how to make their students think in a better way? The researcher supposes that there should be a bipartite task assigned to the teacher so that s/he can guide

the process of improving the thinking skills needed to be regenerated in the minds of all kinds of learners.

Teaching thinking skills improvement widens the capability of learners to comprehend the information given to them. Hence, as Cotton^[9][reference needed] states, the learners can analyze, synthesize and evaluate any data or activity.

Academic achievement is really enhanced by thinking skills instruction. A number of topics need high thinking skills, such as mathematics, chemistry and so on. Only those who have been trained at improving these skills can manipulate their abilities to analyze, synthesize and evaluate the materials being taught so that to improve their academic achievement.

As for computer-assisted instruction, the researcher has found that using computers is a really helpful technique in developing the learners' ability to think critically and creatively. They seem to be able to discuss more intricate themes depending on their capacity of analysing the exposed information, then finding out a suitable outcome for their comprehension.

Now, what about the means of learning or instruction to be followed? Cotton^[9] sheds the light at what she calls 'direct vs. inferential' learning - the researcher simulates this dichotomy to the deductive vs. inductive learning. Both can be correlated to formulate a somehow perfect approach to maintain the process of thinking skills instruction. Instructors can make a melange out of each couple to reach at the desired result. Yet, the process needs constant surveillance from the instructor, and that's what Stanley Pogrow in Cotton^[9] names as "controlled floundering"*; the title which the researcher agrees with.

Time allocated to the process of thinking skills improvement can be instantly decided, for on the basis of the level of difficulty that instructors face, they can decide the span of time needed for this mission.

To sum up, if instructors helped learners to improve their faculty to think critically and creatively, they will help them, in return, to facilitate the task of instruction, regardless of the subject matter being instructed. Hence, it will be a mutual task, i.e., instructor-learner task.

Motivating the learners to think critically and creatively is a process related to making them involved in a chain of comprehension/performance dichotomy series. Having a somehow comprehensive understanding of and wide knowledge about a particular topic enhances the learners' ability to analyze the information they know, or even, they acquire, and then synthesize the concepts out of what has been exposed to them.

There is a great role for the teacher in this task .As for the researcher's experience with teaching English grammar, the teacher needs to create the atmosphere that enhances the learners to think in a critical and creative manner and then to perform according to what they have gathered out of their exposition to the material presented by the teacher.

The learners need to believe that they are part of the whole process and have an active role in their understanding of the material. There must exist a kind of mutual feeling of confidence between the teacher and the learners from one side and the learners and the material from the other. If the teacher has confidence that the learners can comprehend and think critically and hence perform creatively, then the learning process would face few obstacles. Besides, if the learners feel that the material is a source of challenge to them, they will try their best to confront with the problems and look for solutions that assist them to reach at the final objective of the material and aim of the teacher, i.e., being part of the learning process effectively. To realize this technique, the teacher, for instance, might distribute sheets of papers including the information that s/he wants the learners to know and then the latter can participate to prove that they are really a part of the whole process.

There is a step in the teaching process that might hinder this technique - that is our teaching resources are limited to instructing for the purpose of making the learners directed towards the day of exam, but not towards the amount of information and ability to analyze it critically and then perform creatively. Anyhow, there could be some future attempts to remove this obstacle by means of following new teaching-learning techniques that are targeted towards creating knowledge carriers more than exam-oriented learners.

((*"floundering" because students must feel their way (along a line of reasoning, for example), but "controlled" because teachers stay with them and assist them to work through the steps of their tasks)).

Learner Feedback and Assessment

The objective of the teacher determines when to correct, i.e., if the teacher aims at knowing whether or not the learner has comprehended the given information as a whole, s/he may delay mistakes-correction till the end of the learner's performance. But, if s/he aims at getting tiny responses, for instance, the pronunciation of given words, s/he will correct immediately after the pronunciation of each word. Beare^[10] uses the term 'major' to refer to a class of mistakes when teacher intends to start the process of mistake-correction. The researcher does not think that mistakes should be ranked as major or minor; for each mistake may have a critical effect on comprehension. If the learners are asked to talk about a particular topic fluently, the teacher must delay correction till the end, then s/he can write down instantly the mistakes to be corrected later on. And then s/he makes a review of the mistakes that the learners have committed. By that, the process of 'committing-correcting' mistakes will be a fresh one. Hence, the learners will learn the correct rules, vocabularies, and pronunciations 'on-the-spot'*^[11]. As for beginners, the researcher prefers to correct their mistakes during the discussion or activity; whereas advanced learners are

supposed to make self-correction because the feedback process for them is stronger than that for the beginners.

Constant correction results in discouragement. Beare ^[10] suggests making from correction an activity. For, if the learners realize that it is a part of the learning process, they will not consider it a humiliation, will not react to it negatively, or will not be discouraged while performing any learning activity accompanied by mistakes.

Teachers must follow smart correction techniques to attract learners towards accepting correction as a matter of fact, as well as a desired part of the learning process.

Most of the feedback techniques the researcher uses in her class are provocative. They motivate her students to challenge her and adopt her own techniques for self-correction, for they will follow her model in formulating a technique specific for them.

Sometimes one technique can work effectively, other times not. If the teacher uses the immediate mistake-correction, the learner may find it offensive, particularly at the very beginning of the teaching-learning process, and specifically with the absence of the teacher's instruction about her/his feedback techniques. But when the teacher lays out her/his techniques in advance, everything will be settled and the feedback techniques will be effective.

Some learners prefer to go on in the learning process without interruption and to be eventually corrected if the topic being learned needs fluency more than accuracy, like speaking. And, sometimes the topic itself decides whether the feedback should occur during the process of learning or eventually, such as topics related to learning writing tasks which need to be finally corrected. Of course, this takes place when the teacher is going to correct the papers after collecting them.

On-the-spot feedback may embarrass and confuse the learners particularly when they try to convey their points of view regardless of the objectives being sought by the teacher.

As for assessment, it is considered as an academic process for evaluating the learners' achievement along the whole process of learning. This process can pin point the gaps in the learning process, as well as the shortage that takes place during the transmission of information and knowledge from the teacher to the learner. The researcher does not agree with Tannenbaum^[12] about the emphasis on the students' strengths while neglecting the weaknesses. What the researcher thinks is that assessment is being settled to discover the points of weakness in the corpus that the learners have, so that one can find a way for overcoming them for the benefit of the learners.

The researcher also thinks that the use of written, oral, or non-verbal based-assessment depends on the type of the desired answer, planned objective, and the subject being studied. Short answers are best assessed orally; to measure the learners' competence of several items at the same time, the written form is the best one; and to assess the young language learners' understanding of the body parts, the teacher can rely on the nonverbal assessment strategies.

The most common form of assessment that is being employed by teachers in our universities is "awarding marks". The teacher declares that whoever might answer a given question, s/he could get plus mark, that is, +1, +2, etc. Besides, whoever does not answer a question related to a previously presented and explained material, s/he could be punished by extracting marks from her/his record, that is, -1 out of 5 assigned marks to daily activities, or even neither rewarded nor punished.

The researcher may add to the list of reward-form-assessment ideas like the following:

- Take a chocolate bar from a box on the teacher's desk.

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- Receive a 'thank you' card from the teacher.
- The class will give the student a big applause.
- Receive any stationary item (a pen, a notebook, etc.) from the teacher.
- The teacher writes nice words on the student's copy book, like ' good ', 'very good', ' excellent ', etc.

Assessment in Iraqi learning institutions is a means of registering the learners' academic achievement , then to decide whether the learner is going to step forward to the next academic grade or not . Yet, there is a kind of assessment used by applied fields' higher studies researchers. They design assessments to measure a particular hypothesized feature within the field of their study, for they do not aim at assessing the level of learners' achievement, but rather, the feature being investigated.

((*The researcher implements Donald's expression 'on-the-spot' which he uses as a title for the correction techniques he proposes.))

Conclusion:

9. i. Future Vision

The ideal ultimate goal of teachers could be achieving a perfect revolutionary change in their methods of teaching to the extent that they maintain the desired goals of the previously laid down syllabi.

The researcher tries to put forward one of her visions towards a future change in her classes. Below is a future vision for a class in grammar for the third year college students in the department of English.

(Table 2): A Future Vision of a Grammar Class

<p>Class: Third grade College Students at the department of English</p> <p>Number of Learners: 80</p> <p>Language Level: advanced learners of English</p> <p>Subject: Grammar/ Textbook used: An Introductory English Grammar by N.C. Stageberg</p>	
<p style="text-align: center;">The Researcher's Class Now</p> <p style="text-align: center;">What this aspect of the class looks like now:</p> <p>The researcher uses the instructive method in teaching her classes depending on the textbooks assigned for each grade she teaches. She used to ask questions and the learners answer. After finishing a given topic, she assigns a test to evaluate the learners' comprehension. An optional test may be assigned to give the learners who had low marks the opportunity to improve their level by reading more to get higher marks. In fact, it is the way followed in all departments of English all over the country. Learners have no role at all in the process of explaining the topics which they should explain to their students when they become high school teachers.</p>	<p style="text-align: center;">The Researcher's Class in the Future (Her Vision)</p> <p style="text-align: center;">What this aspect of the class will look like in the future after the researcher has made the change(s):</p> <p>Learners will have the opportunity to choose a topic to explain before the whole class. Each learner is going to explain the topic s/he has chosen so that they may have a role in the learning process and not to be only passive recipients. They will assume the role of "a teacher ". Then, the researcher shall assess their comprehension by a test, and at the same time, they will have marks that should be delivered to the department as part of their academic achievement record.</p>

9. ii. Explanations

I. The benefits the researcher predicts from this change:

1. The teacher will be no more a "TV set" for the students who have been always passive audience.
2. The learners will have more courage to speak before their colleagues.
3. At least five learners will explain the same topic; therefore, all the material will stick to their minds due to the repeated explanation.

4. Each learner will present her/his topic in a different way of explanation. Accordingly, they will improve their own way of teaching, which they are going to adapt when becoming high school teachers.
5. The teacher will have the opportunity to be a "listener" more than a "speaker"; hence, s/he can better evaluate the students' performance.

II. Challenges the researcher expects:

1. Some students, particularly females, will find difficulty in presenting their topics before male students; this is of course due to the traditions in each region, for in a conservative community, females feel shy to have such kind of role, i.e., presenters, or it might be because women, generally, feel shy by nature.
2. Students may not comprehend the whole topic and may convey wrong information to their colleagues due to the lack of knowledge as well as experience.

III. How the researcher will address those challenges:

1. To overcome feminine shyness, the researcher may separate females from males and make each group, as a first step, practice their tasks apart from the other group. Then, after she makes sure that they dare to explain their topics in front of others, she can regroup them and do the process again.
2. To make the students comprehend the topics presented, she must explain each topic separately before or even after asking each member of a group to explain the topic they have chosen.

IV. Steps and timeline (schedule) for completing the change:

1. Almost each topic in the syllabi takes from me a month to complete. Hence, each group may take its role after I finish explaining the topic they have chosen.

2. The academic year is about eight months and the syllabi contain eight chapters; therefore, I need eight ten-student groups, each can choose a topic to explain.

V. How the researcher will assess the degree of success of the change:

Oral presentations are not enough; hence, a written quiz will be administered to check the students' total comprehension of the whole material. In addition to the assigned two main exams for each semester, the researcher needs the quizzes at the end of each month to assess the students' performance.

Regardless of the fact that each teacher might have a different vision of her/his lessons; yet, teachers share some common features that could be reflected in the way of implementing their plan to achieve this vision: for instance, the techniques and procedures s/he might follow while teaching. It could be that the majority of teachers have fixed steps to follow in the course of their career, like explanation and examination. Yet, some of them might improve their techniques and procedures and add some other steps in between like, for instance, involving the students in the learning process to make them active participants. By that, it is proved that the only decision maker of what to do during the lesson is the teacher. Hence, the teacher her/himself can be the one who decides and achieves the improvement of the teaching-learning process.

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