PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

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Faculty of Foreign Languages

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Great Teachers Wanted!

Making Them Today: What Does It Take?

Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctorate in Sciences in Didactics of English and Applied Linguistics

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Declaration

I hereby declare that this thesis has been composed by myself, and that this work has not been submitted for any other degree or professional qualification. I confirm that the work submitted is my own, except where I have consulted, referred to, cited, or quoted the published work of others, which is clearly attributed.

Imane FERSAOUI

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There is a saying by the twenty-sixth U.S. President, Theodore Roosevelt, that goes like: *"The best prize life offers is the chance to work hard at work worth doing"*. It has been a wonderful privilege to pursue this work. Was it worth doing? If it is about great teachers, then I am convinced it was. I hope my readers find it as worthy as they would expect.

In the making of this work, I was helped by God and assisted by the nicest people I know, great teachers and great learners. Standing on the shoulders of those giants made my research journey a decent one. No expression of praise is parallel to the help of The Almighty. No gratitude is enough to tell the shoulders He offered how thankful I am for their constant support that turned hardship into depth, into moments of reflection and growth.

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Some people awaken our passions, meet and touch who we are or want to be in every respect that we ourselves do not know how to liven or handle. I cannot count how many times I spoke about some of those with a lot of zeal that my hearer(s) thought I was going nuts or

exaggerating only because I was saying how exceptional they are to my eyes, how they do it. I spent days and nights thinking of what made them so special and great. There were times when I wanted to be '*them*' or like them, but their brilliant touch helped me to become only and mostly myself. Credit travels to them, to everyone who gave me lessons starting with my parents and siblings, reaching to all the people I know or knew, passing by the strangers I meet and learn from, and stretching to the ones yet to come my way. You have been teaching me so much over the years, with your presence and absence alike. I am a perpetual learner thanks to every one of you. I will always tell others about you, no matter how crazy they think I am! I have a tender belief that the difference you made to me can be contagious.

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Dedications

I dedicate this work to my Mother's Soul, to the memory of *THE WOMAN* who sacrificed abundantly so that me and my siblings light up! She left after a harsh battle with disease and life. She was great. She was our safety and patience, our courage and strength, the Mother of all our ambitions and passions. She had unbreakable faith that made me wonder many times: how is it even possible? But I witnessed it, and I hold its name seeing that she chose to call her first child after her faith.

My Mother stitched me with the thread of her being, kindliness, abundance, beauty, fun, and wisdom. She shaped who I am with who she was; her memory still does. I dedicate this work to *My Mother*, my life-transforming teacher:

Without you, Mother, *this never would have happened*!

I cannot express my gratitude and sorrow enough, but I will do my best so that you as well as my Father *touch the future*, so that what you taught me spreads adequately. I will keep learning, falling, and maybe rising forward till I meet *you*, to pass on what I learnt from and with *you*.

This work can also be dedicated to my Father, to every mother, parent, teacher, and learner spirit, to every educator, and to the ones who care enough to make the right difference, who choose to get out of their way and comfort to do good things, who get rid of the selfishness of human individual existence in order to help others brighten up even when it is burning them, exactly like my parents have been doing.

Imane Fersaoui

Abstract

Many observers and educators highlight the importance of the quality of teaching. They say it determines the quality of learning. Learners' achievement relies on many factors, the most important of which are family and teachers. The more qualified the teacher is, the better learning gets. Indeed, the sphere of impact of teaching on learning can be glorious which is why this work seeks to understand teachers' impact on learners. It also attempts to explore the profiles and making of great teachers. The study is about teachers and for them. It sheds light on their characteristics and qualifications. To reach these objectives, an exploratory research method was used with a mixed approach of both quantitative and qualitative ends. Five research tools were employed: questionnaires, interviews and classroom observation with teachers, plus questionnaires and writing tasks with students. The sample consisted of 35 Algerian university EFL teachers and teacher trainers and 200 EFL students who are also pre-service teachers or teachers-in-the-making. The findings revealed that 75% of the sample consider teachers' impact on learners to be permanent and strong. At the same time, 96% view teaching as both a science and an art, meaning that they accentuate both types of qualities in teachers' profiles: personality / charisma traits and competence / ability features. The profile of a great teacher, according to the findings, is made up of an amalgam of criteria and roles on top of which is mastery of the subject matter, followed by care, motivation, and encouragement to students. Passion and talent have also been stressed by the sample as crucial qualities in the making of an excellent teacher. Meanwhile, the quality of a teacher's performance can be measured or recognized chiefly through their teaching methods, how they treat students, and how much pleasant is their classroom atmosphere. On another hand, 87.50% of teachers and 65% of students deem continuous development, learning, and training to be the main dynamic in becoming a qualified teacher. A sophisticated teacher training program is of substantial value, too. This implies that stakeholders are invited to improve, enrich, and update both teacher training programs and continuous teacher development agendas in order to professionalize good teaching. Recruiting very good members into teaching would also engender the amelioration of teaching. With that, enhancing teachers' professional, social, and economic statuses can lead to the enhancement of their teaching. For their part, teachers are advised to care more about their teaching, learners, and well-being, and to keep learning.

Keywords: Characteristics – continuous professional development – great teaching – qualified teacher – pre-service teachers – learners – teacher training programs

Abstract in Arabic

يسلط العديد من المراقبين والمعلمين الضوء على أهمية جودة التدريس   نه   حدد جودة التعلم. يعتمد إنجاز المتعلمين على العديد من العوامل أهمها الأسرة والمعلم ن. كلما كان المعلم مؤهلًا ، كان التعلم أفضل. في الواقع ، يمكن أن يكون مجال تأثير التدريس على التعلم كبيرًا ولهذا السبب يسعى هذا الـ   إلى فهم تأثير المعلمين على المتعلمين. أيضًا استكشاف كيفية تكوين وصنع معلمين عظماء. هذه الدراسة عن المعلمين ولهم حيث تلقي الضوء على خصائصهم ومؤهلاتهم. للوصول إلى هذه الأهداف ، تم استخدام أسلوب البحث الاستكشافي مع نهج مختلط من   .

تم استخدام خمس أدوات بحثية: الاستبيانات والمقابلات والملاحظة الصفية مع المعلمين ، بالإضافة إلى الاستبيانات و كتابة العينة من 35 مدرسًا جامعيًا و 200 من طلاب اللغة الإنجليزية الذين هم في نفس الوقت مدرسون قيد الإعداد. كشفت النتائج أن 75٪ من العينة يعتبرون أن تأثير المعلمين على المتعلمين دائم وقوي. في الوقت نفسه ، يرى 96٪ أن التدريس علم وفن، مما يعني أنهم يبرز   كلا النوعين من الصفات في ملفات تعريف المعلمين: سمات الشخصية / الكاريزما وميزات الكفاءة / القدرة. يتألف ملف تعريف المعلم العظيم، وفقًا للنتائج، من مزيج من المعايير والأدوار التي يأتي على رأسها التمكن من الموضوع، تليها الرعاية والتحفيز والتشجيع للطلاب. كما تم التأكيد على الشغف والموهبة من قبل العينة كصفات حاسمة في تكوين معلم ممتاز. في الوقت نفسه، يمكن قياس جودة أداء المعلم أو التعرف عليه من خلال أساليب تدريسه، وكيفية تعامله مع الطلاب، ومدى متعة جو الفصل الدراسي. من ناحية أخرى، يرى 87.50٪ من المعلمين و 65٪ من الطلاب أن التطوير المستمر والتعلم والتدريب هو الديناميكية الرئيسية في أن يصبح المعلم مؤهلاً.   يعد   برنامج تدريب متطور لمعلمين   همية كبيرة أيضًا. هذا يعني أن المسؤولين تحسين وإثراء وتحديث كل من برامج تدريب المعلمين وأجندات التطوير المستمر للمعلمين. إن تجنيد أعضاء جيدين جدًا في التدريس من شأنه أيضًا أن يولد تحسينًا في التدريس.   يمكن أن يؤدي تحسين الأوضاع المهنية والاجتماعية والاقتصادية للمعلمين إلى تحسين طريقة تدريسهم. يُنصح المعلمون أيضا بالاهتمام أكثر بتدريسهم، المتعلمين،   هم .

الكلمات المفتاحية: - التطوير المهني المستمر - التدريس المتميز - المعلم المؤهل -   -
- برامج تدريب المعلمين

Résumé

De nombreux observateurs et éducateurs soulignent l'importance de la qualité de l'enseignement. Ils affirment qu'elle détermine la qualité de l'apprentissage. La réussite des apprenants dépend de nombreux facteurs dont les plus importants sont la famille et les enseignants. En effet, la sphère d'impact de l'enseignement sur l'apprentissage peut être immense; c'est pourquoi ce travail cherche à comprendre l'impact des enseignants sur les apprenants. On tente également d'explorer les profils et la formation des grands enseignants. L'étude porte sur les enseignants et concentre sur leurs caractéristiques et qualifications. Pour atteindre ces objectifs, une méthode de recherche exploratoire est utilisée avec une approche mixte à des fins quantitatives et qualitatives. Cinq outils de recherche sont utilisés: des questionnaires, des entretiens, et des observations en classe avec les enseignants, ainsi que des questionnaires et des écrits avec les étudiants. L'échantillon est composé de 35 enseignants universitaires et formateurs d'enseignants plus 200 étudiants d'EFL qui sont également des enseignants en formation. Les résultats ont révélé que 75% des participants considèrent l'impact des enseignants sur les apprenants comme permanent. 96% considèrent l'enseignement comme une science et un art, ce qui signifie qu'ils accentuent les deux types des qualités dans les profils des enseignants: les traits de personnalité / charisme et les caractéristiques de compétence / capacité. Le profil d'un grand professeur est constitué d'un amalgame de critères et de rôles comme, en premier, la maîtrise de la matière plus l'attention, la motivation et l'encouragement aux apprenants. La passion et le talent ont également été soulignés comme des qualités cruciales. La qualité de performance d'un enseignant peut être mesurée ou reconnue principalement par ses méthodes d'enseignement, la façon dont il traite ses étudiants, et l'atmosphère qui règne dans sa classe. D'autre part, 87,50% des enseignants et 65% des étudiants considèrent que le développement, l'apprentissage et la formation continus sont la dynamique principale pour devenir un enseignant qualifié. Un programme sophistiqué de formation des enseignants est également d'une grande valeur. Cela implique que les parties prenantes sont invitées à améliorer, enrichir, et mettre à jour les programmes de formation des enseignants et ceux de leur développement continu. Le recrutement de très bons membres dans l'enseignement permettrait d'améliorer l'enseignement davantage. Aussi, l'amélioration du statut professionnel, social, et économique des enseignants peut conduire à l'amélioration de leur enseignement. Il est aussi conseillé aux enseignants de continuer à apprendre.

Mots-clés: Caractéristiques - développement professionnel continu - excellent enseignement - enseignant qualifié - enseignants en formation initiale - apprenants - programmes de formation des enseignants

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List of Abbreviations

CATE: Council for the Accreditation of Teacher Education

CELTA: Certificate in Teaching English to Speakers of Other Languages

DELTA: Diploma in Teaching English to Speakers of Other Languages

DfEE: Department for Education and Employment

DNA: DeoxyriboNucleic Acid

DNL(s): Digital Native Learner(s)

EFL: English as a Foreign Language

EI: Emotional Intelligence

ELT: English Language Teaching

ENS: Ecole Normale Supérieure

ENSB: Ecole Normale Supérieure, Bouzareah

ESL: English as a Second Language

ESP: English for Specific Purposes

g: General Mental Ability

I: Interviewee

ICT: Information Communication Technology

IQ: Intelligence Quotient

I.T.E.: Institut de Technologie de l'Education

LC: Learner-Centered

MCQ(s): Multiple Choice Question(s)

MIs: Multiple Intelligences

MIT: Multiple Intelligences Theory

MKO: More Knowledgeable Other

MRQ: Main Research Question

NA: Not asked

OFSTED: Office for Standards in Education

PD: Professional Development

PLT: Professional Learning Team

Q: Question

SRQ1: Sub Research Question One

SRQ2: Sub Research Question Two

SRQ3: Sub Research Question Three

STT: Student Talking Time

T: Teacher

TC: Teacher-Centered

TEFL: Teaching English as a Foreign Language

TEL: Technology Enhanced Learning

TSL: Teaching-Studying-Learning Process

TTA: Teacher Training Agency

TTT: Teacher Talking Time

UK: United Kingdom

USA: United States of America

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GENERAL

INTRODUCTION

General Introduction

1992 Economic Sciences Nobel Laureate Gary Becker (1930-2014) wrote a nice book (1975) about human capital, in which he argued that there is more to capital than the casual understanding revolving around bank accounts and incomes. The latter, according to him, shrink next to how humans impact each other, and next to what human interaction produces. Human production exceeds the material one in value. Becker, in fact, put Man at the heart of economy in times when money mattered the most. As such, the human capital resides in individuals, in how we spread our humanity and existence to reach another's and even change it, partially or radically, consciously or not. Not just that, it also resides in what humans bring to life and all their benefits. Humans' knowledge, competences, skills, talents, feelings, and wisdom are all part of that capital elsewise dubbed *human resources*. Without them, no material product would see the light. It is indeed the human capital that generates all other forms of capital and makes use of the natural resources. It even makes use of other human resources.

Becker is one of the early economists to connect economy to some human science fields like sociology and particularly education. He insisted on the role of education in growing human capital (Becker, 1975). And who knows of that better than educators? Not just knowing, doing too. Educators build and enrich the human capital. They either exploit, invest, and improve, or spoil, deplete, neglect, and ruin human resources. Teachers, as educators, make no exception. The more qualified teachers are, the richer is the world's human capital. That is an undeniable truth.

It is very similar to what the Humanitarian Eugen P. Bertin says: *"The student is a bank where you can deposit your most precious treasures"* (in Cooper & Ryan, 2010: 471). Yet, to deposit treasures requires owning them first, which makes teachers and educators owners of human capital. They are both human capital and human resources. Some teachers get described as resourceful. Many others get advised to be resourceful. Some teachers get the badge of excellence; others get asked: *"how did you get to be so good?"* (Weston, 2015); some are good; some are born to be teachers; the rest struggle to do better every time till they learn or not. There are also teachers who are just average regardless of the reasons, teachers who are careless, and teachers who cannot yet understand the point of teaching nor its moral obligations.

In teaching, it is elemental to realize that one's actions and words have impact on the receiving audience. It is also crucial to fathom that a teacher is either a builder or a destroyer depending on their position on the performance spectrum.

Great teaching is handed by qualified teachers who know that there is more to teaching than planning and delivering lessons. It is amazing what teachers are capable of achieving. As learners, we had teachers who inspired us and others who frightened us. Some of them could even heal us, bring us from the ashes and make real persons out of us. Some of them we do not remember. Yet, few of them flash like a light bulb in our heads whenever we think of school days. We tend to remember their charisma, their kindness, their support and understanding, their competence, or their uniqueness. Droege et al. consolidate:

> *"Most of us remember the few teachers in our own learning history who fielded the question we really wanted to ask, let us change the assignment so we could do something we thought was really special, and generally inspired us to produce our best efforts. Some of us also remember that these teachers accomplished this powerful singling out in a way that made us feel "proud special" instead of "sorry special.""* (Droege et al., 2001: 57)

Similarly, the main inspiration of this work comes from my time in school and university as both a learner and a teacher. As a student, a couple of teachers impacted me heavily. It always intrigued me how they managed to shape parts of my personality though their focus seemed to be on something else: their teaching. As a teacher, too, the intrigue did not leave me. My performance as a teacher is a constant concern. Every time I hear students talking about teachers, I try to listen carefully mostly when they are talking of their special teachers. In the recent years, the talk about favorite or best teachers has emerged as a hotspot amongst students, online, on social media, and even in academia. It has grown as an interest for academics and research. Yet, to date, the teaching and learning theory has not said much about it. How do we choose our best teachers? What makes a certain teacher great? What arrangements can be made to help teachers improve their performance? Many students and even teachers casually think that qualified teaching is the fruit of talent. Realistically though, practitioners and specialists realize that it is the product of lots of work, knowledge, and practice besides, or not, talent.

A second source of inspiration for this research is the voices and the demands of students. The latter's outspoken words about their expectations from teachers are increasingly heard and highlighted by new educational concepts like learner-centeredness, learners' needs,

and even humanistic teaching. In this same vein, Weston voices some learners' needs and wishes in the following:

> *"We want teachers who are perceptive to our students' needs [...] knowledgeable about what really works [...] incredibly skillful no matter which child is in front of them and maybe most importantly, we want teachers who are joyful, and they will come into those classrooms and they will bring that joy and inspire the next generation [...] to be the best they can be."* (Weston, 2015)

While interacting with my own students, I hear and read akin requests. I also attend to complaints that call for reflection. Are not all teachers required to be qualified for teaching? How comes that a teacher who is expected to be an educator and a connoisseur about educational psychology and pedagogy insults a student, threatens them, or even ignores her/his duties? Why do some teachers stop progressing after a certain time in the field? The practicalities of the classroom and its ethics are meant to be well-performed by any person that steps into teaching, and yet, a close scrutiny indicates that while some do not master them, many show them only under inspection, observation, or evaluation. In my first year of teaching, I had colleagues who advised me to do or teach as I please, but when the inspector visits, I should show her/him what they need or want to see. This was not just a passing advice; over time, one can notice that it has turned into a tradition in the domain and a path that some teachers do actually undertake all while students keep complaining. Not just students, several parts are not satisfied about the current status of teaching, such as parents, teachers, inspectors, educational boards, universities, other participants, and overall, society.

Furthermore, in this world, the roles teachers play are no longer stable. In order to meet all the needs and the expectations, more flexibility and fluidity are required from them, more work, and more roles. *"[F]rom being the major source of knowledge, leaders, managers and educators to supporters and facilitators"* (Zaghar, 2018: 2), teachers are constantly expected to do, learn, and be more. *"They are expected to be tech-savvy, computer literate and at the cutting edge of education"* (Ibid., p. 2-3). Case in point, the health crisis that the world has known since 2020 has put the job and the role of teachers under a huge test of coping; it has also shown the world that teaching is a tough and stressful job, a job with monumental demands, and a job of much giving.

There is no doubt that teaching takes much from one's health, well-being, time, and even money. There is this joke that Algerian people repeat about how teaching turns teachers

insane. The truth is that research has proven that teaching has effects on both physical and mental health. In a German study about teachers' health (2015), led by Klaus Scheuch, Eva Haufe, and Reingard Seibt, the three researchers found that there is a number of both physical and mental health issues that are closely associated to teaching. Specifically, *"mental and psychosomatic diseases are more common in teachers than in non-teachers"* (Haufe et al., 2015: 347). By and large, teachers often complain of backbone issues, neck-ache, cardiovascular risks like hypertension, headaches, chronic exhaustion and fatigue, burnout, forgetfulness, sleep disorders, irritability, plus burning eyes (Ibid.). On another hand, teachers spend lots of time outside office hours planning, evaluating, or just thinking about their profession. Little time is left for social life or one's personal interests. Teachers also spend from their own money to get their classes ready, assure materials, or to help their learners. Seeking progressive qualification in teaching would only add to that list of issues and worsen the status of teachers. Hence, how much of qualification is required? Is it recommendable to stop the pursuit of improvement after a given threshold? What is the expense of being a highly-qualified teacher? Is there a heavy price for it or can teachers become excellent without becoming forgetful, sick, poor, and/or lonely? These are questions that emerge from the original rationale, and that will eventually be tackled in the last chapter.

Another question that can cross minds while thinking of the research topic is: is wanting to be a good / great teacher enough to be one? As can be guessed, qualified teaching is more than just willingness and intention. In this paper, we will attempt to present and discuss a multitude of factors like personality, ability, knowledge, the teaching style, pedagogical identity, integrity, and more. These topics will be anchored to the research theme and elaborated.

While these thoughts and wonders underpin the in-hand thesis and its quest, they constitute only part of the preliminary background and inspiration of the study. The rest will be brought to light in the first chapter.

Starting from the above-mentioned observations, the main question in this work is:

What does it take to prepare qualified / good teachers?

The sub research questions are:
a- To what extent does a teacher affect learners and impact learning?
b- How do we recognize a great teacher?

c- What makes a qualified / good teacher?

The hypothesis to the main question enunciates that the preparation of good teachers takes:

- The selection of members with enough potential and talent for the job. This is to be conducted by a group of specialists and to be based on the scores of relevant aptitude and personality tests and interviews.
- A relevant and efficient training program.
- Continuous awareness, efforts, reflection, and training to improve.

The hypotheses to the sub research questions are:

a- A teacher impacts and affects learners affectively, cognitively, humanely, and academically. A teacher's effect on her/his learners is a decisive learning factor.

b- Basically, a great teacher is recognized through her/his influence on learners as well as their attestations. S/he is appreciated by most students. In her/his company, they learn, enjoy, grow, and transform. Great teachers do not only produce good marks; they produce good human beings and a good learning atmosphere.

c- A qualified / good teacher is the combination of potential, talent, a blend of characteristics like humanity and understanding, subject matter mastery, and continuous hard work. S/he has both the art and the science of teaching. There is a list of criteria that are true to all qualified teachers.

The inclusive aim in this work is teacher improvement and the understanding of teaching. Stemming from this, the set objectives are:

a- Assessing the current situation of teaching and its practices.
b- Investigating the making and the preparation of qualified teachers.
c- Identifying a clear list of excellent teaching criteria.
d- Suggesting ideas for a viable teacher training program.

Exploring this field can eventually lead to the professionalization of qualified teaching, that is to making it the norm in our educational institutions instead of it being an exception. The present work attempts to find practical ways to attain this professionalization, probably through helping and training all teachers to become qualified for their profession, through hearing teachers' voices, showing them trust, and valuing their contributions.

In most educational research, teachers' voice is absent, and the learner is the focus. We can find thousands of papers on learners' psychology, learning, and motivation. On the other hand, research on teachers is scarce. We rarely talk of teachers' psychology, wellbeing, and motivation. Teachers have been neglected in the past decades, and while few countries offer them an important status, most countries do not see their value nor acknowledge it.

Therefore, besides it being an interesting focus to the researcher, the latter thinks that there is a need for this research in the sense that having qualified teachers is essential to many instructional components and the improvement of all society. In the Algerian educational and instructional context, the research area of this work lacks deep investigation, and though some researchers, like Dr. Messaoudi Youcef from the University of Tlemcen, whose research is entitled: *An Evaluation of Higher Education-based Pre-service Training and School-based Initial Preparation of EFL Teachers* (2017), made considerable efforts to bring the topic to focus, this research panel still needs to be further probed. It is also vital for authorities to take the findings into consideration when taking decisions so as to have science-based and research-informed plans.

On that account, this research hopes to potentially be valuable and meaningful to numerous parties and in varied manners. The value this research wishes to add could be relevant to teachers, learners, future teachers, teacher trainers, and educational authorities including curriculum designers, syllabus builders, inspectors, mentors, and above all, the people in charge of teacher training programs. Supplementary explanations can be read in the first chapter on how this work can be significant to the aforementioned parts.

To achieve the purposes of this research, an exploratory method is employed. A mixed research approach of both quantitative and qualitative measures is referred to in order to collect data. Basically, findings from five research tools were coupled together to form the corpus of the study. These tools are:

- Questionnaires with university teachers and teacher trainers
- Questionnaires with university students (pre-service teachers)
- Interviews with university teachers and teacher trainers
- Essays and writing tasks with university students (pre-service teachers)
- Classroom observation with EFL university teachers and teacher trainers

To examine the gathered data, both content analysis and descriptive analysis are applied. Findings are scanned then presented in graphs, tables, and lists. Later, they are discussed. Also, some implications and extrapolations are generated.

The main content of the thesis is organized in four chapters that come after this general introduction. As its title indicates, Chapter One reveals the overview of the work, its background in details, and its rationale. It goes through these items profusely setting the general design of the study through clarifying its quest, questions, hypotheses, objectives, and motivations. By accentuating the research backbone, path, and scope, the first chapter proceeds gradually to the literature review and the meaning of the keywords.

The core of the second chapter is the literature review. It is written through scanning many reports, articles, books, and other resources in attempt to understand what good teaching requires from teachers, trainers, institutions, society, and stakeholders. This chapter and the first one form the theoretical division of the thesis.

The practical section starts with the third chapter, Methodology and Data Analysis, where a field investigation is directed and explained. As such, the chapter communicates the process and methods of collecting the views of teachers, would-be or pre-service teachers (students), and teacher trainers. In the same chapter, the sample and context are defined, then the research tools and the methods of data analysis are designated. Subsequently, the findings will be displayed, interpreted, and discussed in relation to the research questions, hypotheses, and objectives.

The last chapter, Pedagogical Implications, groups together the implications and conclusions that the researcher could extract from the research findings and their discussion. The chapter expands on a plethora of items and suggestions for the concerned parties like teachers and teacher trainers. Moreover, some recommendations for future research are shared, and the limitations that this study encountered are divulged. After the fourth chapter, the thesis terminates with a general conclusion that recapitulates and reviews the research.

Despite the fact that researchers keep hoping their work makes a difference and brings constructive contributions, it goes without saying that this research paper remains a humble attempt to understand qualified teaching and how it is reached. Also, while the researcher wishes to build a successful thesis and find some answers, it is naturally human to err and to disappoint which is why it is hereby mentioned that this work does not aim at building any

generalizations, embellishing truths, or finding radical solutions. The work seeks objectivity, reliability, and realizability even if these can be failed at some points in the long process of this paper. Last but not least, the work seeks to balance between not drifting away from reality and the hopes we have for a better reality.

Chapter One

AN OVERVIEW,

BACKGROUND,

AND RATIONALE

OF THE STUDY

"It is a blessing known to generations of students whose lives have been transformed by people who had the courage to teach–the courage to teach from the most truthful places in the landscape of self and world, the courage to invite students to discover, explore, and inhabit those places in the living of their own lives."

(Palmer, 1998: 183)

*"**WANTED:** Men and women with the wisdom of Solomon, the patience of Job, and the nerves of David before Goliath. Needed to prepare the next generation for productive citizenship in the twenty-first century, often under adverse conditions. Applicants must be willing to fill in gaps left by unfit, absent, or working parents; satisfy demands of local bureaucrats and state politicians; impart healthy self-esteem; and, oh, by the way, teach content!*

Hours: 50 to 60 hours per week
Pay: Growing respectable
Reward: The luxury of always knowing that you are doing something significant with your life"

(Cooper & Ryan, 2010: 428)

1.1. Introduction

It is common to hear students complaining that their teachers are not 'good enough'. It is also becoming a recurrent idea in the domain that good teachers are made not born. Many queries can stem from that about what this expected 'good enough' means, and about how teachers can meet their students' expectations of being good, even great. Indeed, the question of why we do not have many great teachers cannot be ignored when weighing the effect of these statements.

The idea for this work burgeoned where most teaching-learning observation burgeons: the classroom. The present chapter focuses on what brought this work as well as on its guidelines. It hopes to clarify its substantial points. Right after this introduction comes an extended explanation of the background and the roots of the study.

Teaching in these times encloses more than one qualifier. Different people have different visions. Where some find a good teacher, others see lack of qualification. In fact, teaching is not quite a straightforward clear-cut job; it is rather a domain that allows for individuality and creativity. Thus, how to improve it does not come in exact formulas, in simple dos and don'ts. Teaching is a job that hopes a lot to pay satisfaction but that probably rarely does. From these observations emerges the idea of "Making Great Teachers": what is that and how?

Going through those observations constitutes the background that will lead in the process to the presentation of some great teachers' work and impact. Later in this chapter, we will re-tackle extensively and in a more detailed manner the statement of problem, the aim of the thesis, the research questions, hypotheses, and the relevance of the study. The framework of the thesis and the operational definitions will be the last elements presented before concluding this chapter whose general purpose is to make the layout of the thesis clear and to explain why this work and what its directory is.

1.2. The Title

The choice of a title for this work took my supervisor and me a good deal of refinement work. When we were racking our brains to come up with a suitable one, I read a fictitious ad by Cooper and Ryan (2010: 428) that *wanted* teachers with specific criteria (quoted right at the beginning of this chapter). The effect of *"wanted"* rippled in my head till at last I suggested "Great Teachers Wanted! Making Them Today: What Does It Take?". My supervisor said: *"when you say wanted, it is as if you are looking for a criminal. I understand you but it has a negative connotation"*. At that time, I remember telling her that great teachers are more *"wanted"* than criminals for the job that for sure reduces the criminality rate. We ended up settling for it after discussion. It was, indeed, a deliberate choice based on reflection and the attempt to be exact. However, to clarify any possible negative connotation, great teachers are not wanted dead nor alive for any bad action, they are wanted badly and urgently to teach well and to make a difference. They are wanted and needed for the good job they do.

To explain further, this work is looking for great teachers, seeking in their profiles and achievements for inspiration and models. It *wants* great teachers to be inspired by them and to learn from them, to learn how they are made and trained, to help those who care to teach well become good teachers.

Like detectives who want badly to stop criminals, the sick who want desperately to get a good doctor, or like everywhere one goes, they ask for a good treatment, the good agent, the best element, we want to join a good school, then a good university; we wish to be in a good place with good people. Likewise, we want the best teachers out there for learners. The hang-up is that they are few and learners are numerous. Unless we increase the number of great teachers, unless all teachers get to be good and great, there will always be learners who are less lucky than others. Hence, the essence of this work is put in the title: we want good and great teachers, how can we help them be it?

1.3. Background

I have seen and heard of many good teachers. I was lucky to have many of them myself. Since day one, school was a magnet. My teachers captured my whole attention. Now that I am thinking of it, my school journey was one that I look at with nostalgia and joy.

I can still remember the first day I entered the classroom. It was my kindergarten class. My teacher was a nice lady of about thirty years. She kept calmly and gracefully growing my desire to come back every day to class. I loved going to kindergarten because she was kind and knowledgeable. She knew how to handle all of us, how to stay calm and attentive to the needs of her kindergarteners. She involved us in multiple activities. Besides learning the alphabet and numbers, we drew, painted, exercised, cooked, sang, and designed, to mention a few. I can also remember many other classes and teachers I received during my studying process. Long years and many teachers followed, important lessons and endless impact. I wanted to know like my teachers, to be like the best of them. I realize not everyone is as satisfied as I am about school, that many, actually, 'hate' it. Yet:

> *"There is much that is good and to be celebrated in schools […] today. There are many excellent teachers, working hard and succeeding with children and young people. There are many outstanding school leaders, some of them taking the opportunity to extend their impact more widely as executive head teachers of more than one school, or as National Leaders of Education, supporting other schools to improve. There are many schools which take seriously the task of raising achievement and narrowing attainment gaps, focus sharply on the progress of every child and teach a rigorous and demanding curriculum in an inspiring way, opening up opportunity to many more young people."* (Department for Education, 2010: 16)

Teachers, like students, come in different strains: the good, the very good, the average, and the careless. What makes a teacher good or very good is multifaceted and complex. It cannot be stated in one line or sentence. However, to start with the essentials of day one, there is one thing that good teachers know well: so much depends on the first meeting with students, on the first impression. A great teacher teaches and inspires since day one. Many would agree with that as Partin who says: *"The foundation for a successful school year is laid on the first day of school. Everything you do on that day sets the tone for the rest of the year"* (Partin, 2009: 2). No good teacher wastes the chance of doing well on the first day, and when they do, the impression is quite unforgettable for learners. There is a story to share here. It tells of best teachers and their first impressions.

1.3.1. Sharing a Story

Like others who have spent years at school in front of teachers, then becoming teachers themselves, the thought of how school can be improved does not leave my mind. It is haunting.

In September 2012, my teaching journey officially began at an Algerian high school. It was different from any experience I had had or expected, and it was instructive. It was tough, painful, and new. It was enjoyable, rewarding, and unexpected. In my third year of teaching, it became radical and I would not stop thinking of it, of my students back then, and of the teaching I was providing which felt like growth to me. This experience kindled my research interest in life-transforming teachers. That interest remained a simple thought till I met Mrs. Russell through her student Jason Wrench. 'I met' is a metaphor for 'I read about' in *Communication, Affect, & Learning in the Classroom.* There is an annex at the end of the book where the authors put Jason Wrench's letter to his life-transforming teacher: Mrs. Russell. Wrench's whole tale can be read in Annex One of this work (See page 366).

1.3.2. Personal Experience

As far as I can remember, teaching was not the vocation of my dreams. My interest in it did not truly show up before my university years were over, not even as soon as I started teaching. My interest in learning, though, has almost always been there. Therefore, I felt passionate about teaching when the two -teaching and learning- became two faces of the same coin. I needed to learn to teach, and while teaching, I was learning which made teaching enjoyable, dynamic, and enriching.

It is no news that *"the most active ingredients in improving schools are the knowledge and skills of our teachers"* (Lucas, 2011). It took me some time and experience to understand that on a personal level. Reading in my teaching journal, I found this piece from April 27th, 2014. It says: "Today, I love teaching and this didn't come to me easily. I didn't wake up one day and found myself fond of it. I didn't always love it. God knows how much I had to endure to reach that. It happened in the hard way but it happened. I miss teaching". When this was written, I was away from teaching for postgraduate studies. I remember how my teaching memories crept in with nostalgia. It felt strange to miss teaching; in hindsight, that was how I knew I loved my job. When I came back to it later that year, I was happy and zealous, willing to make the best of my classes.

1.3.2.1. As a Learner and a Student

The Global Teacher Prize Organization asks this question: *"Has a teacher motivated you to change your life?"* (globalteacherprize.org, 2017) to encourage people to nominate those

teachers for the prize. I have been on their website more than once in an attempt to nominate the names of some of my teachers. The following section includes descriptions of two of them.

1.3.2.2. My Teachers

1.3.2.2.1. The First Teacher

Chronologically speaking, this teacher[1] is my second-best teacher. Those who have been into her classes can make a long list of what makes her a great teacher. While conducting my Magister dissertation research, I have done more than ten classroom observation sessions with her as the visited teacher. It allowed for the data shown in Table 1.1.

Table 1.1: Findings from Classroom Observation
Rating/Scale: **Excellent (5)   Very good (4)   Good (3)**
Average (2)   Poor (1)   Not applicable (0)

Numbers	*Teacher*
Observed element	*8*
Eye contact with students	*(5)*
Listened to students	*(5)*
Nonverbal gestures consistent with intended meaning	*(3)*
Varied explanations of difficult material	*(5)*
Smiled	*(5)*
Motivated students	*(2)*
Used humour appropriately to strengthen retention and interest	*(3)*
Encouraged students' questions	*(2)*
Encouraged students' discussion	*(1)*
Maintained students' attention	*(4)*
Asked questions to monitor students' progress	*(3)*
Gave satisfactory answers to students' questions	*(5)*
Paced lesson to allow for note taking	*(5)*
Re-explained when necessary	*(5)*
Gave positive and constructive feedback	*(3)*
Showed enthusiasm for teaching	*(4)*
Showed passion of subject matter	*(4)*
Good rapport with students	*(5)*
Presented helpful audiovisual materials	*(5)*
Overhead projector content clear and organised	*(4)*
Instructor provided outlines/handouts	*(5)*
Students liking of the course[2]	*(5)*

(Fersaoui, 2016: 108)

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[1] It is kept anonymous for the sake of privacy.
[2] Some brief informal interviews with students allowed for these data. (Fersaoui, 2016: 108)

After stating that this table is used here with her permission, it can be noticed that in nineteen out of twenty-two good teacher characteristics, she was ranked good, very good, or excellent. All in being objective, it is fair to say that she is a very good teacher.

We have also held many discussions about education, exchanging thoughts about teaching and learning. Here is a piece of an e-mail where she is talking of teachers:

> *"The world is divided in two: those who feel (meaning capable of emotions) and those who are devoid of emotions. The first ones may say that they have been living no matter how much time they have lived. The second category all they will remember is that they have passed through life as passers-by, they have seen events without living them, they have witnessed birth, marriage, fatherhood or motherhood as if it was taking place outside the scope of their consciousness, they have been strangers to their history. In teaching it is the same, we remember only the first category of teachers, that is those who feel what they are doing, the others we forget even their faces!!"* (2015)

"Those who feel what they are doing" are those who teach wholeheartedly, the passionate ones, the ones who care about teaching and about students. They are the great teachers who, according to Palmer (1998: 183), *"teach from the most truthful places in the landscape of self and world"*. The teacher in question has been shaping the meaning of great teaching in her surroundings. On more than one occasion, I witnessed students confessing how they admire her, how she is their best teacher of all time. She, indeed, combines both the art and the science of teaching. On April 18th, 2015, she e-mailed a reply saying:

> *"I think that teaching needs both intellectual and humane qualities. Some people are endowed with these inner qualities, they have to work on the intellectual only, for the other category, it's truly a lot of work. Teachers spend a lot of time on lesson plans, writing, reading (pedagogy) and it's astonishing that the students at the end remember only how you make them feel, they forget all what you said and remember only your character traits."* (2015)

In these words lies the sum of what this work searches as she is mentioning the inclusive categories of the qualities that distinguish teachers: intellectual and humane. There is also a meeting point with Dr. Maya Angelou's words:

> *"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* (Angelou, n.d.)

It is remarkable that when a human is asked about another, one of the first things they describe are character traits[3]. Humans evaluate each other generally saying things like "he is kind" or "she is nice and polite". Similarly, when asked about a particular teacher, students tend to utter a mental humane description first. They talk of the teacher's kindness before the content they learnt, of the teacher's toughness or wit before mentioning their mastery of the topic matter, of the boredom or joy they felt before giving the listener a hint about the teacher's method and techniques. In other words, we tend to focus on what is common to us, i.e., on feelings and humanity, on how we make each other feel. If a certain person -teacher- makes us feel well, we tend to like them. If, on the other hand, the person makes us feel uncomfortable, we tend to avoid them. This is probably the earliest caliber and filter through which students categorize teachers into good or *"not good"*, liked or *"not liked"*[4], through the way they make them feel.

1.3.2.2.2. The Second Teacher

When I first integrated the Teacher Training College, ENSB (Ecole Normale Supérieure, Bouzareah) as a student, being a teacher was not more than a would-be temporary phase and a probable job. Later, I watched what would cause some awakening. It was a movie based on the real-life story of Erin Gruwell, an American teacher. *Freedom Writers*, the movie, ignited the passion of teaching in me. It radicalized my view of teaching, learning, and transforming lives. In the following academic year, our writing teacher, Mrs. Salhi[5], asked us to make projects about a pedagogical issue of our choice. I went for "individualization of learning and learners' differences" and used the story of Erin Gruwell as a case study and example. With that, I was introduced to the science of teaching after I have been mesmerized by its humanity and life-transformation.

Further enlightenment about teaching and learning came with my literature teacher during the same year: Mrs. Badia[6]. She became my role model and a favorite teacher. I was three years away from being a teacher but I somehow had a mental image of the teacher I want to be if I were to teach: *her*.

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[3] The researcher noticed this as a student mingling with others. As a teacher and a person in general, she made the same observation. Most times, when we are asked about another human, one of the first comments we make is about a mental or a moral trait.

[4] This work holds respect to all teachers. These two: *"not good"* and *"not liked"* report what the researcher has heard some students say about teachers throughout her life. Thus, they are put between inverted commas.

[5] The first university teacher I met at ENSB, and one I consider among the best. She taught me four years. Her impact on me goes everlasting.

[6] My university teacher of American cultural studies at ENSB. She taught me two years and she is one of my best teachers. Her family name is unmentioned for the sake of privacy and discreteness.

One of the first feelings this teacher made me feel was awe. The first impression she left on me is unforgettable. Her first session is still engraved in my memory. It was about reading, an open discussion about books, writings, literature, and us: her students. It did not take much time for me to get that positive first impression: here I am in front of a passionate teacher who masters literature, who loves and enjoys what she does, and who values the other. She valued us and that was impressive. She came in calmly to begin a revolution in the minds of her students. We looked with blazing eyes and listened with full-open ears to her, all year long. We spent two beautiful academic years with her as our teacher of American literature and we were greedy for another one.

I remember the first teacher's early session, she asked us to think of someone who has influenced us a lot and to write a description of them. I wrote about Mrs. Badia. Her impact still shapes how I learn and teach.

1.3.2.3. As a Teacher

When asked how he learnt to teach, one teacher answered: *"Trial and error"* (in Smoot, 2010: 64). I would say a similar thing, but I will add role models, great books, and my students. My teaching experience provides huge background for this work. It seems fair to say that I learnt how to teach from my students. Their academic, humane, cognitive, pedagogical, and psychological challenges were a mine of knowledge and experience. I learnt to tolerate the differences a class may gather instead of trying to turn individuals into one homogenous class.

Whenever someone asks me if I like teaching, I remember what Ellen Peffley, a horticulture[7] professor said: *"If you don't love teaching, you ought to be doing something else"* (Ibid., p. 46). This does not speak only of the toughness of a job where one needs love otherwise it becomes a burden, but also of what is needed to succeed at it. In teaching, love breeds love and motivation generates motivation[8] as in *"Love is a power which produces love"* (Fromm, 1956: 21). We talk here of the law of reciprocity mostly as teaching and learning are activities that rely much on human resources. It is even said that:

> *"There is a constant relational reciprocity between those*
> *who educate and those who are educated, between those*
> *who teach and those who learn. There is participation,*

---

[7] Horticulture is a discipline within agriculture. It studies applied botany and biology. It includes the science of growing plants and the art or practice of garden cultivation and management. (Source: https://en.wikipedia.org/wiki/Horticulture)

[8] This is an observation from the researcher's personal experience. It is also backed by readings as mentioned in the text above.

> *passion, compassion, emotion. There must be love. For this*
> *reason, the most important verb for us is not "to explain"*
> *or "to teach", but the most important verb for school and*
> *education is "to listen".*" (Steels & Tokoro, 2003: 65)

The authors are talking of the pedagogy of listening, one of the many pedagogies that suit language teaching and one that invokes mediation wherein the teacher is seen as a mediator between learning and the learner as in Feuerstein[9]'s theory of mediation (Burden & Williams, 1997: 67). Learning and teaching go in cyclic reciprocal mediation of knowledge, love of learning, enthusiasm, and more, which requires attentive listening. Along, *"there is a magical change [in the students]"* (in Smoot, 2010: 83) and in the teacher. Being a teacher has the power to make people better persons. It moves their humanity and knits in their intellectuality. There is too much one can learn from teaching and from their students' learning journeys.

When I started teaching, suddenly everything in my life was also revolving around teaching, students, or the next lesson. Many novice teachers find themselves in this situation, seizing teachable moments. One watches a video, hears a poem or a talk, reads a book, sees an image, someone says something and "*in an instant, you have the makings of a brilliant lesson*" (Brady, 2004: 181), in an instant "*a teachable moment has ticked into your life*" (Ibid., p. 93). It is a constant race to design the perfect lesson, a constant thought race about the previous teaching day and the coming one. Many new teachers undergo this experience. John M. Murphy talks of his in what is coming:

> *"As a language teacher, have you ever finished all of your*
> *teaching for the day only to find your mind racing with*
> *thoughts about a lesson recently completed? This is a*
> *recurring experience for me, especially when returning*
> *home from work on public transportation. While others*
> *seated around me seem to be reading newspapers, staring*
> *into space, or calmly chatting with friends, my mind often*
> *races with classroom images, including insights, puzzles,*
> *second guesses, resolutions, and plans for the future.*
> *During such moments I find myself responding with a full*
> *range of emotion that include not only excitement, joy,*
> *inspiration, and reassurance but also more troubling*
> *moments of boredom, annoyance, and even disappointment*
> *in myself. There are occasions when something particularly*
> *intriguing might find its way into subsequent plans for*
> *teaching [...]."* (in Celce-Murcia, 2001: 499)

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[9] Reuven Feuerstein is an Israeli psychologist and educator, issuer of the concept of dynamic assessment, the Instrumental Enrichment teaching program (IE), and the Theory of Mediation.

Such a realistic description of what happens after a teaching day! Teachers know that when it rings declaring the end of a school day, it is the beginning of serial thinking, evaluation of what they did, and preparation of what they will do. Sometimes, it is accompanied with numbness from hard work, self-denial, from too much giving and teaching. However, as years go by, as teachers grow more expertise, they gain the wisdom of balance, of distributing time and energy equitably between teaching and other life sections. About this, Languay and Strachan explain:

> *"Teaching is a wonderful profession, but one that demands a lot. In your first years, you will find yourself thinking about your students as you try to fall asleep, as you drive home, as you fold laundry, or watch a movie. This is normal! As the year progresses, the job will feel less "all-consuming." Maintaining a healthy work/life balance is important and becomes easier as you become more accustomed to the profession."* (Languay & Strachan, 2011: 14).

There are times when teachers think they may be going crazy but reading others talking of similar encounters can reassure them. Also, what can help them to come back every morning after a tiring day of teaching, thinking, and preparation, is students' passion. Many teachers seem to find strength in that hidden power that takes us back to reciprocity because: *"Sometimes the passion will come from us and sometimes (if we're lucky) it will come from the students we teach"* (Ibid., p. 10). Reciprocity here is clearly presented. It is not always evident that teachers remain a source of motivation and learning for themselves and for their learners. There are times when students need to push the cart of classroom sustainability as it is a mission beyond reach for the teachers to achieve alone, to teach students who share no responsibility with them and make sure they learn well. Reciprocity signifies that students, too, have effects on teachers and teaching as the latter influence learners and learning (Aultman et al., 2009: 637).

For many teachers and besides being a major responsibility, teaching is a job of hope as learning is a journey of hopeful ambition. What brings both teachers and students back to class every day is, partly, hope. A third part of teaching, next to responsibility and hope, is creativity. There is more to teaching than just following a textbook to the letter for the sake of succeeding exams and tests despite the fact that even this is not easy to pursue. Yet, it is not the kind of teaching that this work is concerned with nor even one that great teachers would be satisfied carrying out without other goals or attempts. It is rather teaching that joins responsibility with hope and creativity, all in an equilibrium that guarantees success at tests as well as making

learning possible, attainable, enjoyable, and why not unforgettable. Jane Spiro, from Oxford Brookes University, says:

> *"Each time a language teacher enters a class, a silent experiment in hope and creativity is taking place: hope that the lesson will make a difference to at least one of its learners in some way; creativity in that teachers strive to give the lesson something of their own that goes beyond imitation or compliance."* (in Vassalo & Xerri, 2016: ix)

She carries on talking of teachers' sparkling eyes as they narrate what, how, and who they teach, the same spark we sense when teachers or anyone else, talk of making a difference, of transforming lives, of the worth they feel in what they do (Bell, 1995; Johnston, 2003; Tsui, 2009).

It is, indeed, inspiring to listen to students talking of how their favourite teachers became so or to teachers about their practices. Listening to such stories let us thirsty for more, mostly when they are described in specificity and concretion. Sapiro thinks that: *"This is one of the interesting mysteries of sharing professional stories",* because they end up raising and answering questions of global interest to teachers (in Vassalo & Xerri, 2016: ix). Subsequently, teachers need and benefit from each other's stories.

The researcher is trying to keep her experience as a teacher apart in order to write this work objectively. To a certain extent though, the influence of that experience shapes this work as it shaped the researcher's thinking. As a teacher and like many others, the researcher's:

> *"[…] real hope is to open up a conversation about what I consider to be the real secret of great teaching, a force more powerful and disruptive than any technology: love."* (Wesch in Hay, 2011: 23)

We have already spoken of this point earlier, and it would reappear later. Erich Fromm's *The Art of Loving* (1956) elaborates how love fixes many issues, but also how it is supposed to be. Hence, it is one of the main goals and incentives of this work: for teachers to love teaching so that learners would love learning, for love to make teaching great. Michael Wesch elucidates:

> *"For Fromm, love is not a feeling, something you 'fall into' or something that comes to you. It is an art, an ability or faculty that one must practise and develop over time […] I shifted from a focus on 'being loved' to 'the art of loving'. I became less concerned with the impression I made, and more concerned with creating a great learning experience for everybody in the room."* (Op. cit., p. 24)

What love does to teaching and learning is what medicine does to a sick body: it fixes it, makes it healthy, and brings back life and joy to it. This primary fixture is delivered at the first chapter because it is indispensable to know what underpins this work. It is also primordial to follow research suggestions and findings as they endeavour to pile up towards great teaching.

1.4. The Teacher's Job or What Teachers Do

The Learning Everest, as Casper (2012) calls it, is not an easy one to climb. Reforms have been taking place for years to help learners and facilitate the escalation to them. However, Linda Darling-Hammond and Beverly Falk (1997) noticed that there is one element that is of strong effect on learning: assuring a qualified teacher to every learner. Many would agree with Darling-Hammond and Falk. Students themselves will not deny it (Figure 1.1). Generally speaking, teachers tend to have a powerful effect on learners. Qualified teachers, thus, have an even stronger impact on students, on what and how they learn.

Figure 1.1: A Caricature Showing How Teachers' Words Outrank Even Parents'
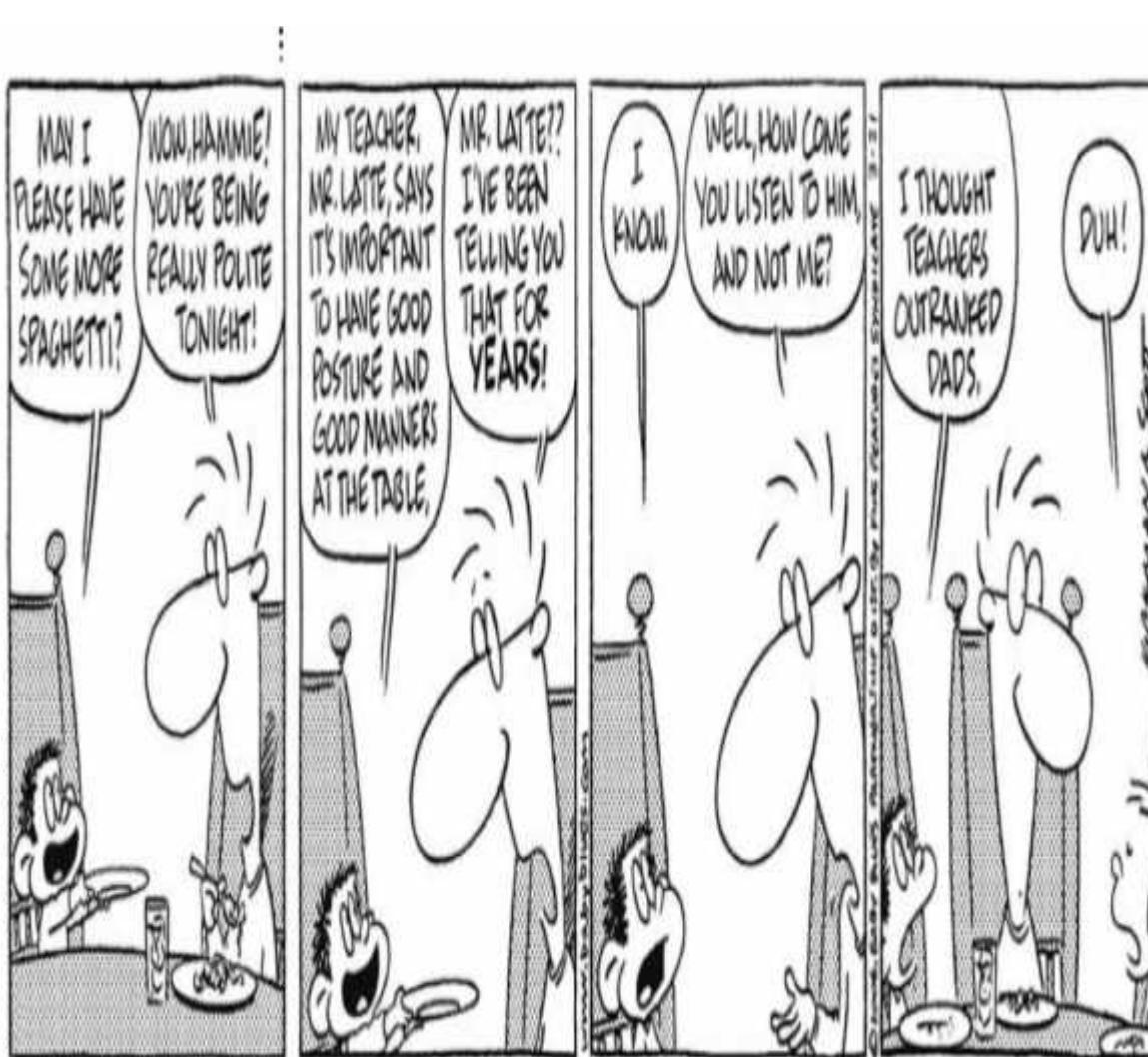
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(in Cooper & Ryan, 2010: 6)

The caricature in the figure above clearly and funnily demonstrates teachers' impact on learners. Figure 1.2 shows the latter more precisely. It presents six influential factors on learners' achievement: learners, teachers, home, peers, schools, then the principal, in this respective order.

Figure 1.2: A Pie-chart Showing the Amount of Influence of Different Factors on Students' Achievement

Percentage of Achievement Variance
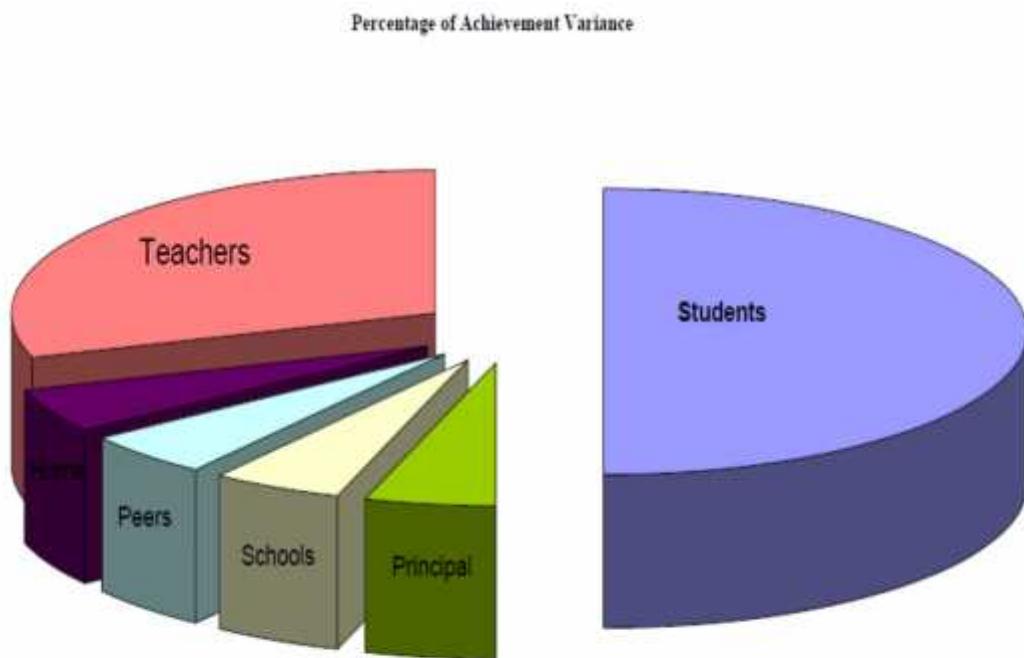
(Hattie, 2003: 3)

"It is what students bring to the table that predicts achievement more than any other variable," says John Hattie (2003: 2). Yet, the second most influential variable on learning is teachers. They account for at least 30% of variance, which exceeds even home's influence that makes up about 5-10%. Table 1.2 shows the areas of teachers' influence in more details. It is noticeable how teachers have the biggest share of influence. They are the source of 21 influences out of the 33 mentioned in the table below.

Table 1.2: Sources of Influence on the Teaching-Learning Process and their Size

Influence	*Effect Size*	*Source of Influence*
Feedback	**1.13**	**Teacher**
Students prior cognitive ability	**1.04**	*Student*
Instructional quality	**1.00**	**Teacher**
Direct instruction	**.82**	**Teacher**
Remediation/feedback	**.65**	**Teacher**
Students disposition to learn	**.61**	*Student*

Class environment	*.56*	***Teacher***
Challenge of goals	*.52*	***Teacher***
Peer tutoring	*.50*	***Teacher***
Mastery learning	*.50*	***Teacher***
Parent involvement	*.46*	*Home*
Homework	*.43*	***Teacher***
Teacher style	*.42*	***Teacher***
Questioning	*.41*	***Teacher***
Peer effects	*.38*	*Peers*
Advance organisers	*.37*	***Teacher***
Simulation and games	*.34*	***Teacher***
Computer-assisted instruction	*.31*	***Teacher***
Testing	*.30*	***Teacher***
Instructional media	*.30*	***Teacher***
Aims and policy of the school	*.24*	*School*
Affective attributes of students	*.24*	*Student*
Physical attribute of students	*.24*	*Student*
Programmed instruction	*.18*	***Teacher***
Ability grouping	*.18*	*School*
Audio-visual aids	*.16*	***Teacher***
Individualisation	*.14*	***Teacher***
Finances/money	*.12*	*School*
Behavioural objectives	*.12*	***Teacher***
Team teaching	*.06*	***Teacher***
Physical attributes (e.g., class size)	*-.05*	*School*
Television	*-.12*	*Home*
Retention	*-.15*	*School*

(Hattie, 2003: 5)

Indeed, *"It is what teachers know, do, and care about which is very powerful in this learning equation"* (Ibid., p. 3). Not just that, Hattie emphasizes: *"it is,"* precisely *"excellence in teachers that makes the greatest differences"* (Ibid., p. 4).

Teachers juggle many operations at the same time. In fact, teaching encloses a plethora of activities and decisions like asking questions, providing answers, explaining, what to say and what to leave out, which student to call on, how to deal with distraction, and so on and so forth. Danielson (1996) calculates more than 3000 decisions that one teacher takes per day, which proves the complexity of teaching. Some educators, like Madeline Hunter[10], draw an analogy between teaching and surgery. In both, one needs to be on their feet all while using their brains and nerves meticulously; both demand high skills, knowledge, and training, while both the teacher and the surgeon cannot stop in the middle of what they are doing with no course of action in mind (Goldberg, 1990: 43). Both necessitate detailed planning, sometimes even rehearsals.

Where teaching meets with surgery is also where routine procedures and individual needs merge. While some think of teaching as a job of repetition and assemblage, many others recognize the variety, individuality, and needs that one classroom can bring together. Lyn Corno and Judi Randi combine both as they reflect:

> *"At the classroom level, teachers' adaptations of instructional innovations have been studied from fundamentally contradictory perspectives. Those who see teaching as a set of routine procedures, and teachers as line workers whose efforts are to be planned and constrained, assume that instructional innovations can be uniformly implemented and that faithful implementation will result in improved teaching and learning. Those who view teaching as a complex task that takes into account students' needs and differences, and teachers as professionals who should be trusted to do their best for their 'clients'"* (in Biddle et al.; 1997: 1164)

If one is to compare teaching to the assembly line, very little is to be found in common. There are few brief moments when the teacher resembles the line worker, while executing some routine tasks. Even in these, if s/he understands well the requirements of their job and the individuality of each student, a teacher rarely does identically the same thing twice. It is a fact that creativity is the spice of teaching, a sector where clients' needs dominate the process. Lessons seldom go according the plan, and lesson plans seem to depend more on the needs and

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[10] Madeline Cheek Hunter (1916-1994) is an American educator. She wrote extensively about her teaching ideas and practices. Also, she developed a model for teaching and learning that was adopted by numerous schools from 1975 to the end of the twentieth century.

interests of students than on theories and approaches (Brumfit & Mitchell, 1990: 10). This is due to the fact that:

> *"Teachers work in a world of real people, real motives and conflicting interests, and their prime task is to survive in this world, in order to influence learning and direct it towards the most profitable activities and routines for success."* (Ibid.)

A classroom is an active place, full of new experiences, uncertainty, reflection, collaboration, and participation (Ibid.). It is an environment where the teacher holds many roles, and where experience deepens one's understanding of what it is to be a teacher. The gap between theory and practice in teaching is wide. Pedagogically speaking, there are three modes of understandings to that: "*Knowing how to teach, knowing as an outsider what teachers do, and knowing from experience the practice of teaching*" (Ibid.). This classification is partly compatible with the etymological meaning of the word 'professor' that is interchangeably used with the word 'teacher' in many schools, colleges, universities, and institutions around the world. Palmer delineates:

> *"In its original meaning, a "professor" was not someone with esoteric knowledge and technique. Instead, the word referred to a person able to make a profession of faith in the midst of a dangerous world. It comes from a soul-deep sense of being at home in the world despite its dangers. This is the gift that good teachers pass on to their students."* (Palmer, 1998)

Besides discriminating between two knowledge sets of teaching, theoretical and experiential knowledge of the profession, Palmer also reflects upon what it means to be a good teacher. It includes, as he points out, an element of the soul and plenty of faith. In many classrooms, teachers feel insecure and unsure. Same for learners, they do not feel at ease. Thus, to be confident and comfortable in a classroom, to feel at home in the midst of all the challenges that come with teaching, to have enough faith and to teach with integrity, to teach with all the heart and soul, with love and faith, are revolutionary and contagious acts. They are contagious because they influence students to do the same, hence, to love learning, and revolutionary because they can induce immense transformation in both teachers and learners.

Teaching is an art of the soul, of human contact, of giving, and of designing. It is creative and inspiring. The profession stands on two pillars: communication and *"establishing effective and affective communication relationships"* (Gorham et al., 2009: 1). Good teachers give

tremendous attention to their students who, generally, constitute the prime motivator for hard work and improvement. Gorham et al. hold forth:

> *"If you ask most teachers why they chose teaching as a career, or why they continue to work in the schools, they will tell you it is because of the children. If you ask them what can most effectively turn a bad day into a good one, they will tell you it is the moment when the "light bulb" goes on, when everything comes together and a student's face lights up with the realization that he or she understands."* (Ibid.)

Furthermore, effective teachers understand that what is learnt by students is not necessarily what is taught, and they focus on the former which leads them to plan their communication meticulously (Ibid.). They consciously teach what learners are supposed to grasp. Indeed, teaching is supposed to lead to learning (Uljens, 1997: 24). Nevertheless, succeeding at that demands that teachers have an assortment of skills and competencies. Celce-Murcia inquires:

> *"What do teachers need to know to perform their jobs effectively and professionally? What are the skills and competencies all too frequently left undiscussed?"* (Celce-Murcia, 2001: 400)

These questions are amenable to what Craig Chaudron and Graham Crookes wrote in relation to the essence of second language teaching classrooms. They stated that it resides in the type of teacher-student interaction and exchange (Ibid., p. 29). Together, the teacher and students make up a community and form a system, one that is under the impact of other systems. The work of psychologist Uri Bronfenbrenner (1979) led education researchers and practitioners to take into consideration the impact of different environmental systems on the learner in the classroom context, scholarly known as the learning ecology. To name them, there is the microsystem made up of family, teachers, and friends, the mesosystem that includes home-school links, the ecosystem which contains what is of indirect effect on learners like the teacher's personal life and the schools' tenets, and lastly, the macrosystem that is society and its culture (Burden & Williams, 1997: 189). Prof. Nait Brahim (2006: 46) concludes that these systems are the reason behind the formation of individual behavior and personality that is to be shaped differently within a different ecology.

Kumpulainen and Wray (2002: 13) make sense of this at the first level, the microsystem. They place the teacher's appreciations of students' efforts as a means to an effective-learning-community building. They also refer to learners' needs and how teachers accommodate a

lesson's pace to that. This sensitiveness to students' needs on behalf of the teacher is one of the skills and competencies frequently undiscussed, to evoke Celce-Murcia's expression (2001: 400). With a bit more of this skill, a teacher would realize that explicitly demonstrating their joy about teaching as well as about being part of the classroom system (Op. cit.) helps and facilitates learning, sometimes in unperceived ways.

The gulf between this and teachers' roles is a narrow one, because one of the main roles and modern definitions of being a teacher is being a facilitator of learning. Gorham et al. (2009: 203) list some common roles that teachers fill like *"controller, pedagogical manager, supporter, evaluator, facilitator, disciplinarian, formal and informal authority, expert, socializing agent, change agent, arbitrator, and primary communicator"*. Analyzing all these roles, it can be noticed that, somehow, they can all fall in the category of facilitation. A teacher controls, manages, socializes, and supports for the sake of learning and in order to facilitate it.

To add more to the facilitator role, Doughty, Pica, and Young make it clear that:

> *"Facilitating input comprehension in classroom settings […] requires a teacher-student relationship and patterns of classroom interaction that are radically different from the pattern of teacher elicitation, student response, and teacher feedback […] It also requires contributions from learners that are geared toward understanding input and not simply toward providing formally correct speech."* (Doughty & al., 1987: 754)

It is noteworthy that facilitating learning feeds on teachers' skills and on the pillars mentioned earlier. Generally speaking, effective communication and good teacher-student rapports support the roles teachers perform. However, to be specific to language teaching, Tony Lynch, from the Institute for Applied Language Studies, University of Edinburgh, sums up language teachers' most studied roles:

> *"- the teacher as producer of language (eg FL Teacher Talk)*
> *- the teacher as eliciter/encourager of learner language (eg questioning strategies)*
> *- the teacher as arbiter/corrector of learner language (error-handling)*
> *- the teacher as explainer of language (metatalk, reformulation)"* (in Brumfit & Mitchell, 1990: 117)

These roles continue to resonate with the ones that Gorham et al. suggest, yet they revolve around language teaching. They also resonate with the three roles that Anderson and Garrison

(2003: 65) call: subject matter expert, educational designer, and social facilitator. The teacher facilitates, encourages, arbitrates, corrects, and explains language. Again, it is inevitable to not see how these roles merge and scaffold one another, and how facilitation tailors teaching to learners' needs. It is the means to learner-centeredness. Adrian Underhill (1999) has studied in depth the topic and wrote a chapter entitled "Facilitation in Language Teaching". One excerpt of the text reads:

> *"Facilitation is a rigorous practice since more is at stake. It pays attention to a broader spectrum of human moves than does either Lecturing or Teaching. The move from Lecturer to Teacher to Facilitator is characterised by a progressive reduction in the psychological distance between teacher and student, and by an attempt to take more account of the learner's own agenda, even to be guided by it. Control becomes more decentralised, democratic, even autonomous, and what the Facilitator saves on controlling is spent fostering communication, curiosity, insight and relationship in the group."* (Underhill, 1999: 140)

Lecturing and teaching are more teacher-centered than facilitating that takes place with the learner in mind all the time. The teacher facilitates learning to students, but teaching and lecturing may discard or forget their needs. Moreover, facilitation improves the teacher-learner relationship and contact.

There is another role that is little-discussed: the strategist. The latter summons to mind the strategic approach to teaching where the good teacher makes use of different strategies like the communicative one, the competent model, and the reflective discourse (Moore, 2000: 142) which will be extensively studied in the second chapter. Actually, together, they frame three good teaching models. Meanwhile, teaching can be held eclectically and draws on a range of strategies as in Figure 1.3.

Figure 1.3: The Teacher as a Strategist


```
The teacher as . . .                Teaching activity as . . .

communicative subject              eclectic
competent subject                  flexible
reflective subject                 organised
reflexive subject                  structured
theorist and researcher            responsive
                                   contingent
                                   personal
                                   informed by and contributing to
                                   theory and debate


         ◄───────   teaching as a strategic activity   ───────►
```
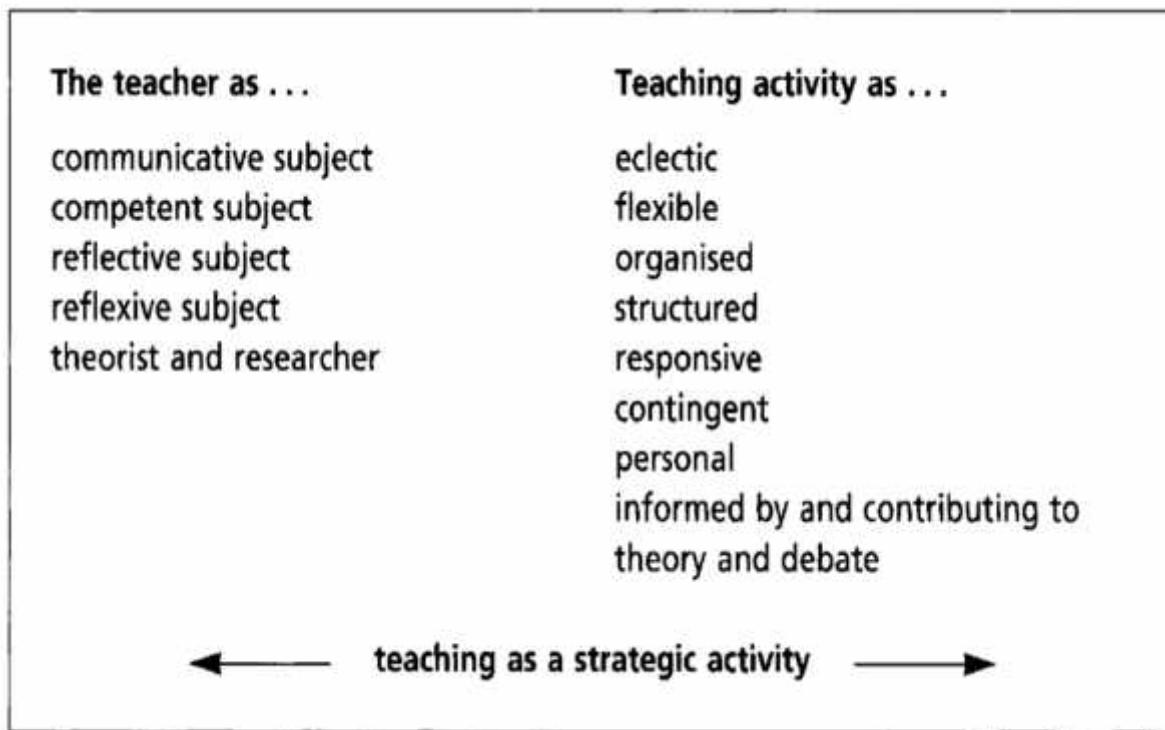
(Moore, 2000: 141)

Alex Moore (2000: 140) sees that the strategist role joins two strands. The first one is about the teacher's *pedagogic identity* which is built thanks to the models enclosed in Figure 1.3, that is mainly communication, competence, and reflection. The pedagogic identity determines the teaching style; it also assures its consistency and coherence to a certain measure (Ibid.). The other strand has to do with *"the notions of contingency and idiosyncrasy, in that it brings the professional identity to bear on the solving of often unanticipated problems and challenges, through resort to a range of deliberate strategies aimed specifically not at righting past wrongs but at enabling improved future practice"* (Ibid.). Over time, the teaching practice solidifies the teaching identity via daily performance and the development of problem-solving strategies.

There is another angle from which the teaching job can be viewed. Some theoreticians, like Fadel and Trilling (2009), consider teaching and learning as a project, a bicycle. They sketch out a model that they dub: *The Project Learning Bicycle* (Figure 1.4).

Figure 1.4: The Project Learning Bicycle
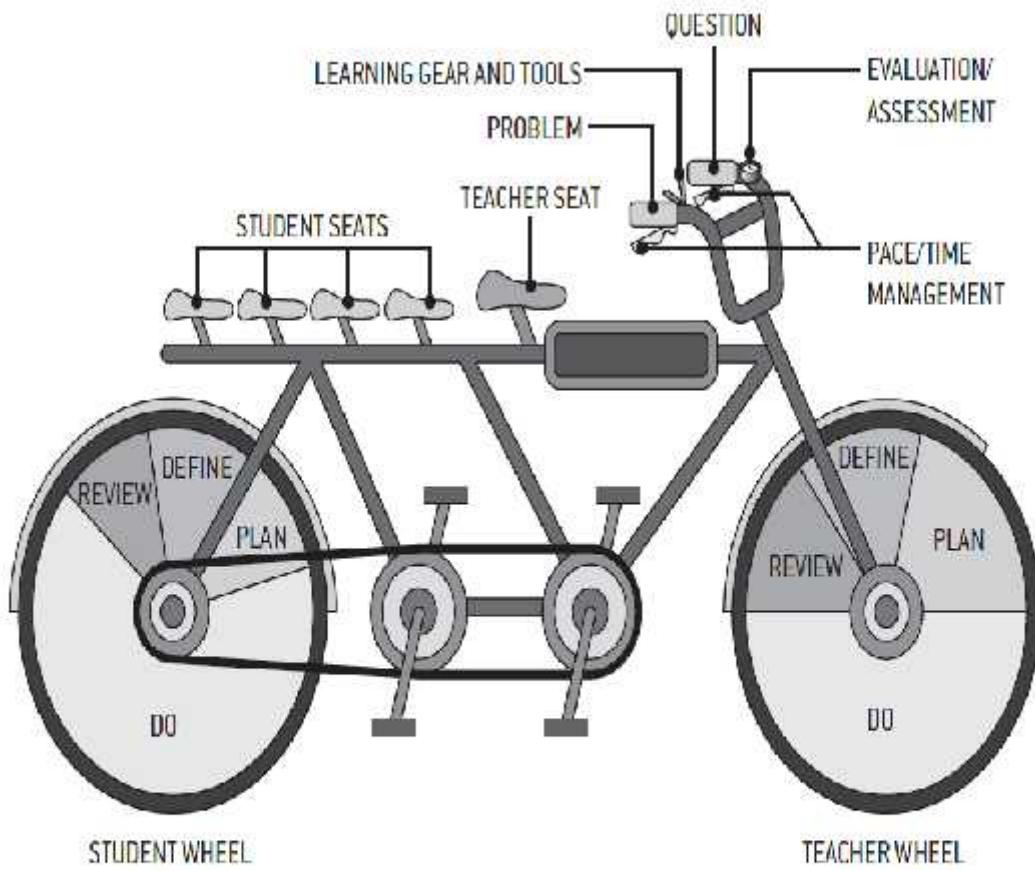
Figure 7.2. The Project Learning Bicycle.

(Fadel & Trilling, 2009: 100)

As they clarify, the model in Figure 1.4 is a *"a visual device to help remember the components of a well-designed and well-managed learning project"* (Ibid., p. 97), one where the teacher is the leader, the coach, and the facilitator. The learning bicycle comprises the student wheel and the teacher wheel which is at the front. Both the teacher and the student define, plan, do, and review, yet at different degrees as can be noticed in the figure. The four steps form the stages of the project and its cycles that require the teacher to conduct and the students to team up with their coach (Ibid., p. 98-99).

The teacher plans more than students; nevertheless, when it comes to doing, learners have a bigger slice because learning demands active participation. Robyn Jackson concludes that students cannot learn properly if the teacher does all the work which is *"why master teachers never work harder than their students"* (Jackson, 2009: 172). Consequently, if the learning bicycle is to function, learners are required to own their learning and to teach each other which compels the teacher to plan lessons that fulfil that purpose. An *effective learning coach* would push students to be in charge of the majority of tasks that are usually attributed to the teacher like planning lessons, evaluating, giving feedback, even facilitating and answering questions (Op. cit., p. 98).

Read closely, one must sense some contradiction because, on the one hand, the teacher is the official and practical leader of the operation, yet there is a nuance of learners leading and being in charge. To own one's learning lets no room for passivity, but then, who is the leader?

The teacher leads learners towards leadership bit by bit, that is, till they are able to lead their own learning. He is the learning leadership coach or the learning autonomy coach. It is not as simple as these statements say; the complexity of teaching happens to be a shared remark amongst practitioners and teachers. For instance, Goodwyn exclaims:

> *"what a highly complex and problematic term 'teaching' actually is; they will not reduce it to some simplistic notion like 'delivering the National Curriculum' as if it came in a wheelbarrow. Teachers know that there is a great deal more to teaching than another term, such as 'instruction', would imply. Equally, there is far more to inducting people into the teaching profession than just telling them, or simply showing them, 'what to do'."* (Goodwyn, 1997: 5)

There is far more to teaching and to learning how to teach as there is to learning and to the concept of learning ownership. There is also far more to learning good teaching, to what teachers do, and to learners' perspective about these matters.

1.5. What Students Say

According to Nuthall (2007), every student has three worlds that make the classroom composed of three worlds as well. The first one is *the public* world. It is observable and manageable by the teacher. The second one is *the semi-private*. It concerns relationships between students. The private world, the third one, *"relates to an individual's private world and experiences"* (Nuthall, 2007).

It may be illuminating to delve into these three worlds and experiences and to mention students' perspectives. Students may see classroom practice, teaching and learning, from different angles. Their views prove that having good teachers is not just value added to the teaching-learning practice. It becomes a right, not only a privilege, when teachers consider good teaching as a duty, a responsibility instead of a luxury or extra work. If we take this issue a stage further, we shall mention that: *"Sometimes the best motivational intervention is simply to improve the quality of our teaching"* (Dörnyei, 2001: 25-26).

For long, lack of motivation has been considered by teachers as a major impediment to learning, but it seems that learners have something else to say. Learners' diaries and confessions present many answers to the oldest and most persistent classroom issues. Here comes a poem*, My Stream of Consciousness*, written by Siem Tesfaslase who was a 10th grade student at Arlington High School, Indianapolis, Indiana, when she wrote:

> *"You think that I don't know that you think*
> *I got an F because I'm lazy and indifferent.*
> *But maybe I'm just underchallenged and underappreciated.*
> *Deep down I'm begging you to teach me*
> *To learn and create-not just to memorize and regurgitate.*
> *I'm asking you to help me find my own truth.*
> *I'm asking you to help me find my own beauty.*
> *I'm asking you to help me see my own unique truth.*
> *We need a miracle*
> *One for every kid who subconsciously wants*
> *To be pushed to the edge/taken to the most extreme limits.*
> *I want you to make my brain work in a hundred different*
> *ways every day.*
> *I'm asking you to make my head ache with knowledge- spin*
> *with ideas.*
> *I want you to make my mind my most powerful asset."* (in
> Costa, 2001: 222)

The miracle that Siem is referring to is teachers, specifically good teachers. She is indirectly saying that the solution to many problems like laziness and absence of motivation is the amelioration of the quality of teaching. But how? And what is good teaching? Mike, an American second grader, attempts an answer where he describes what a good teacher is to him. Burnaford and Nikola-Lisa (1994) reported Mike's expression. He said:

> *"A good teacher is a teacher that does stuff that catches*
> *your interest. Sometimes you start learning and you don't*
> *even realize it. A good teacher is a teacher that does stuff*
> *that makes you think."* (in Santrock, 2006: 5)

Perhaps what Mike is trying to convey is that a good teacher has enough skills to motivate and engage learners affectively and mentally, to keep their interest on, and to form good relationships with them. Rogers (1997) recommends language, that is what is said by the teacher to students, as a viable elementary means to sustain good teacher-learner relationships which are to keep learners engaged. Thanks to effective use of language and feedback, which is one teaching skill that learners get to seize rapidly, teachers can strengthen the bonds with their learners. One example how the teacher's language impacts students is the following confession:

> *"When asked what it was that teachers did that put him off*
> *learning, he commented, "the way they look at me" and was*
> *criticized, mostly "for almost anything" he did."*
> (Nandigam, 2010)

The student is also referring to body language and eye contact, which are part of the teacher language and means to communicate what s/he thinks and feels. Bochner et al. (2010), also, discuss the teacher-student relationship: how it is a source of *'emotional engagement'* that is to support classroom engagement. In a nutshell, it is a decisive factor in engaging or disengaging learners. Other factors that have a saying in engaging learners are meeting learners' needs and wishes plus letting them choose and generate their own learning experiences (Nuthall, 2007). Delpit (1997) argues that is it even the right of learners to learn according to their preferences.

The Hungarian-American psychologist Csikszentmihalyi Mihaly has an interesting article (1997) in which he wrote his findings from asking people who their best teachers are and why. He found out that they are the passionate ones, the ones who project zeal and dedication. Enthusiasm is a key feature of great teaching as it shows teachers' love and commitment to what they are doing. It is what makes the difference in teaching. The psychologist says:

> *"Young people are more intelligent than adults generally*
> *give them credit for. They can usually discern, for instance,*
> *whether an adult they know likes or dislikes what he or she*
> *is doing. If a teacher does not believe in his job, does not*
> *enjoy the learning he is trying to transmit, the student will*
> *sense this and derive the entirely rational conclusion that*
> *the particular subject matter is not worth mastering for its*
> *own sake."* (Csikszentmihalyi, 1997: 77)

Dörnyei shares the same view. He describes the enthusiastic teachers as: *"the 'nutcases' whose involvement in their areas of expertise is so excessive that it is bordering on being crazy"* (Dörnyei, 2001: 32). I have read once a sign on a lab door saying: *"you don't need to be crazy to do research, but it helps"*. The people in there were well-informed scientists who realized

that greatness takes a lot of enthusiasm which many would feature as craziness. To do a little imitation, one does not need to be crazy to teach well, but it helps. Andy Rooney once thought that: *"Great teachers are usually a little crazy"*. But is not 'crazy' the word we use to describe the incredible things others do or the things we cannot totally understand? Doing unusual things, things from outside the box but from inside the heart, is frequently characterized as crazy.

Students notice all that. Some of them end up categorizing a teacher's professional identity and style, even coining some pedagogies and methods. Take for instance *"Tough love"*, a name that Mohamed Hussain (2011: 17) gives to what he describes *as "the most effective teaching method of all"*. Hussain talks of how tough his teacher, Mr. Seltzer, was. He set high standards and expectations by treating them as responsible mature individuals. Hussain recites:

> *"Mr. Seltzer held us to extremely high standards. Still, he was never boorish or a jerk to us. We could see his affection and regard for us despite his sternness. He once commented to me that he had many children, and it was not until later that I realized that he was talking about his students. To Mr. Seltzer, we were his children and he expected us to be amazing and not disappoint him: just what he'd expect of his own children. In turn, all of his students — those who loved to learn, and even those who were not particularly motivated to do so — tried their best to live up to his standards."* (Ibid., p. 18)

Mr. Seltzer's tough love paid back. His method, though tough, was appreciated by his students because they could read care in his verbal and non-verbal languages, through eye contact too. Furthermore, David Etienne (2011: 25) thought first about 'care', as the primary characteristic when describing Mr. Jean Pierre, his favorite teacher, and insisted on the fact that he cared about his students as humans and persons rather than only about fulfilling his job for payment. Indeed, his care extended to more than the syllabus. Etienne reveals:

> *"[H]e was also the kind of teacher who taught us how to survive in life. He took the time to tell us how to conduct ourselves in an office environment, how to shake someone's hand at a job interview, and how to stay focused even when everything might seem to be against us. The thing that he told us that stood out the most for me was this: "I see a lot of youngsters spending hundreds of dollars buying sneakers. I would never do such a thing. I would rather buy Timberlands that cost me about $50 and spend $200 on books instead." He made me realize that you can impress someone for a little while by dressing fancy, but a smart, educated mind can make a much longer-lasting impression."* (Etienne, 2011: 25)

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It is impressive how he prepared them for life. Mr. Jean Pierre conglomerates the qualities that many learners wish to meet in their teachers. Languay and Strachan have enumerated these attributes based on the responses of learners:

> "• *Be caring towards the students*
> • *Encourage us to learn; not discouraging us from anything*
> • *Understanding to the students*
> • *Help us out whenever we're stuck*
> • *Making it so you want to come to school and enjoy being*
> *with your teacher and friends."* (Languay & Strachan,
> 2011: 126)

These attributes might also be what students first check in a teacher. Matter of fact, research has proved that students start evaluating teachers in the first 10 seconds of meeting them. Not just that, they can quickly detect the affective climate in the classroom and sense the kind of rapport they have with their teacher (Hattie & Yates, 2014: 28). The latter's communication behavior transmits to learners what they need to know about who their teachers are (Gorham et al., 2009: 206). They formulate their opinions that might remain unknown to the teachers even though they are oftentimes wondering what students think of them. It is a major concern to teachers, arguably, what students think and say about them

1.6. Similar Studies

David Hudson (2009) entitled his book: *Good Teachers, Good Schools: How to Create a Successful School*, in which he talks of how different elements influence learning and school like teachers, lead teachers and senior leaders, the school's staff, curricula, discipline, ICT, and parents. It can be seen, though, that he is perhaps hiding an equation in that title, as if good teachers equal good schools, good teachers make successful schools. Amongst all the factors that affect learning and schools and that he details in the book, he put focus right in the title on teachers. It is hard to escape the conclusion; teachers are what matters most to learning.

Many researchers, practitioners, and parents know that, and even though there are three acknowledged sources of motivation for learners: the society we live in, the teacher, and the method (Harmer, 2001: 51-52), previous studies managed to show that *"the single most important factor determining the quality of the education a child receives is the quality of his teacher"* (Cooper & Ryan, 2010: 164).

Zoltàn Dörnyei is one of the contemporary researchers who dealt with the topic of motivation vastly. He has an identical opinion to that of Cooper and Ryan, thinking that the

teacher is on top of the list of what exerts an influence on learners and their *"positive or negative appraisal of L2 learning"* (Dörnyei, 2001: 32). Undoubtedly, students are affected by more people and factors than just the teacher; still, the work of Arends and Kilcher strengthens the previously-mentioned studies as they believe that:

> *"[T]he ultimate arbitrators of success in our schools are classroom teachers, the literally millions of talented individuals who open their classrooms every day, plan lessons, make assignments, and monitor what their students learn."* (Arends & Kilcher, 2010: xxi)

These *talented individuals* known as teachers take many instructional decisions hoping to *"maximize their students' learning"* (Aceves et al., 2010: 1) and help them succeed. Their practice is influenced by a multitude of elements. Their effectiveness and ability to do well are controlled by contextual factors in which teachers have no say, like the school's atmosphere, the society's culture, and the nation's educational policies (Ibid.). In addition to that, there is the impact of students' prerequisites and personalities, i.e., what students bring to class (Ibid.). In fact, teachers only directly manage what relates to them as their knowledge, skills, and method (Ibid.), but interestingly, good teachers can manage well only with what they are, with what they believe and do.

In his book section named "What Good Teachers Have in Common", Daniel Willingham[11] writes about what makes teachers effective. *"Style,"* he says, *"is what the students notice"* (Willingham, 2009: 50). Obviously, there are other elements to teachers' effectiveness, but style may include them all. Willingham clarifies by giving an example about college teachers who habitually receive their students' evaluation by the end of the course. Students write notes about their professors' teaching performance. Besides, many schools and colleges have ready fillable forms which are distributed to students. These forms contain *"items as "The professor was respectful of student opinions," "The professor was an effective discussion leader," and so on, and students indicate whether or not they agree with each statement"* (Ibid.). Having studied the statements and questions of these surveys and students' replies, researchers found out that many items are repeated and concluded that the surveys could be summed up in two statements because *"the questions really boil down to two: Does the professor seem like a nice person, and is the class well organized?"* (Ibid.). These two items

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[11] Daniel Willingham has a Ph.D. in cognitive psychology from Harvard University, and is now teaching at the University of Virginia. His research focuses on the applications and implications of cognitive psychology in education.

fall within style because the first, niceness, is a personal style, whereas the second, organization in work, refers to a professional style.

To recapitulate, Willingham is one of the researchers who wondered about good teachers and what makes them so. He asserts:

> *"Ask ten people you know, "Who was the most important teacher in your life?" I've asked dozens of people this question and have noticed two interesting things. First, most people have a ready answer. Second, the reason that one teacher made a strong impression is almost always emotional. The reasons are never things like "She taught me a lot of math." People say things like "She made me believe in myself" or "She taught me to love knowledge." In addition, people always tell me that their important teacher set high standards and believed that the student could meet those standards."* (Ibid., p. 144)

Having asked similar questions, other researchers noticed different things that might disagree with what has been just quoted. Apparently, being asked about good teachers does not always find an immediate ready answer. Wragg (1974) besides Atkinson and Moore (1998) found that many applicants for initial teacher education courses have some difficulty in citing or naming their good teachers and what made them so. Even when they fare to decide on a good teacher, the participants seem to struggle when asked to elaborate on their good teachers' qualities (Atkinson & Moore, 1998; Moore, 2000: 120; Wragg, 1974). Usually, the applicants begin stating the personal features of their *"fondly-remembered teachers"*, like humor, fairness, commitment, contagious enthusiasm, and efficient communication; however, these descriptions are done *"in the very vaguest of terms"* (Ibid.). The professional traits, like classroom management, lesson planning, and assessment are seldom referred to (Ibid.). The researchers suggest that it is partly due to the *invisibility* of professional attributes to students (Ibid.). It could also be drawn to the fact that students state what impacts them personally. This is in line with what Atkinson and Moore (1998) call *"the teacher as charismatic subject"* where focus is on the personality of the teacher, i.e., on their personal *style* which implies, as the researchers wind up, that good teachers are born so (Atkinson & Moore, 1998; Moore, 2000: 120; Wragg, 1974). This is true to the extent where teachers do not work on their style, using what their personality dictates, but a certain number of teachers do work on their personal and teaching style improving it over their career years.

The countries with the best educational systems like Finland and Singapore, where students are high-achievers, *"put novice teachers through a demanding apprenticeship"* (The

Economist, 2016). Eventually, this could play a role in improving one's teaching style as the apprenticeship leaves its mark: it transforms the trainees' personal style and builds their professional one. Not just that, everyday teaching and life events change style and modify personality, and good teachers tend to be reflective lifelong learners.

Furthermore, according to many studies, forming *"emotionally close, safe, and trusting"* relationships with students comes with the territory of being an effective teacher (Wentzel & Wigfield, 2009: 301). The latter's personality and style afford for caring teacher-student relationships which allow *"access to instrumental help"* that facilitates learning (Ibid.). Caring and trust in the classroom context correlate with meeting students' affective and cognitive needs. The *"process that meets fundamental needs of students"* is partially the process of successful teaching as perceived by Wlodkowski (1978: 59) who also deems that when learners are unable to focus on learning or simply do not want to learn, it is very likely because there are other unsatisfied needs blocking them from learning. There is evidence from Abraham Maslow's paper: "A Theory of Human Motivation" (1943), about his Hierarchy of Needs, that four main types of needs come before the cognitive ones (the basic physiological needs, safety and security needs, belonging needs, and self-esteem needs), and as long as these are not satisfied, learners cannot pay full attention to learning (Burden & Williams, 1997: 33). Another probability why students do not want to learn is that teaching *"neglects, satiates, or threatens"* the students' present need state (Wlodkowski, 1978: 59). Indeed, when students complain about a certain teacher, it is because s/he is not meeting their needs and not fulfilling their learning wishes. Consequently, a good teacher to them is the one who meets their needs, who cares and does not neglect them. Tisome (2009: 1), too, writes about this on the first page of his doctoral thesis, saying that teachers have to meet both academic and emotional students' needs because it paves the way for the establishment of a safe and positive classroom atmosphere. Such an environment is primordial for learners to thrive and pursue their self-actualization needs, their goals, and their ambitions (Ibid.; Burden & Williams, 1997: 35).

All in all, the talk about similar studies boils down to the fact that:

> *"Good teachers are our strongest resource, and only by enhancing and tapping into that resource can we create successful learning communities. One colleague in Virginia asked the principal of her child's school, "What have you done in the past year to nurture and inspire the teachers in your school?" This question may seem unusual juxtaposed with today's seemingly omnipresent question: "How are*

your school's test scores?" (Webbert Glaser in Scherer, 2003: 158)

"What have you done in the past year to nurture and inspire the teachers in your school?" can translate to: what have you done to help teachers become better, to contribute to the making of good teachers? The original question infers that good teaching is a matter of continuous progress, one that demands assistance from other professionals. It is also a question whose answers offer clues for this research, for how we can prepare and make good teachers.

1.7. Inspired by Movies

Any talk of great teaching elicits role models. There is more than one good movie where considerable ink was spilled on great teachers, and more than one great mind who sends their credit to their teachers. Famous Oprah Winfrey[12] says:

> *"For every one of us that succeeds, it's because there's somebody there to show you the way out. The light doesn't always necessarily have to be in your family; for me it was teachers and school."* (in Lowe, 1998: 20)

It is true that credit goes to teachers on many occasions. Many people confess that teachers made the difference in their lives. These teachers are inspirational icons for many learners and novice teachers, so much that Goodwyn (1997: 128) thinks they are the strongest and most significant role models when it comes to displaying skills, creativity, art, and perseverance. A sameness of view is found in the words of Lopez (2016) who considers movies as a powerful learning tool with actual depiction of some of the talents teaching demands and the hardships it presents. Eventually, watching good teachers, in reality or in films, provides for vicarious experience which serves self-development, auto-evaluation, and reflection (Cooper & Ryan, 2010: 11). Movies such as *Beyond the Blackboard*, *Dead Poets Society*, and *Freedom Writers*[13] reveal a pattern: they are a source of both reflection and inspiration to many teachers worldwide. One has only to go through teachers' feedback of such movies to confirm that pattern.

There is no doubt that teachers have a lot to learn from each other (Celce-Murcia, 2001: viii) whether through movies, observation, oral or written exchange of experiences. Teaching is clothed with sharing. However, the movies, like fiction, might be criticized for a couple of

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[12] Oprah Winfrey, born in 1954, is an American successful broadcaster and billionaire. She is the producer of the most successful show: "The Oprah Winfrey Show". She is also a writer and a philanthropist.
[13] All of these movies are to be discussed in coming sections.

features like exaggeration and being untrue to real happenings. About that, Cooper and Ryan confirm:

> *"These images of teaching can prepare us for certain aspects of teaching and school life. We need to remember, however, that books, films, and television tend to portray school life at its extremes, featuring heightened situations well beyond the typical experiences of most teachers. The true drama of teaching is quiet, long term, and terribly real."* (Cooper & Ryan, 2010: 12)

Keeping this in mind, the aim of this section is to stretch out the background for this research paper. The movies to be discussed subsequently have inspired this work as they have done to many teachers and students, so they are part of its background. The order in which they appear is totally random.

1.7.1. Mona Lisa Smile

Teachers get to meet many new people over their lives, but as many as they know, there is always a bigger number of the ones who know them.

> *"Whether we like it or not, we teachers are 'known' by many more people than we know, and often our character is invented and then described to others by children; these others then have an annoying habit of forming indiscriminate opinions about us."* (Hudson, 2009: 117)

People tell stories of their teachers, mostly if they are great. Books are written and movies are made of their lives and impact. It is the case here. *Mona Lisa Smile* is a movie that tells *"the story of a woman who challenged the minds of the brightest students in the country to open themselves to a different idea and go on a journey they never imagined"* (Roberts, 2004). In this 2003 movie, Julia Roberts plays the role of the progressive art history teacher Katherine Watson who starts working in Wellesley College for women in 1953 (Figure 1.5).

Figure 1.5: Julia Roberts Starring as Teacher Katherine Watson in *Mona Lisa Smile*

(googleimages.com)

Like many of the eye-opening teachers, her students first misunderstand her as she challenges their habits and beliefs (Brown, 2015). Later though, she succeeds at influencing how they see art, tradition, and their role in society. That change is seen in Betty Warren, one of Katherine's students who happens to be the editor of the college magazine. She keeps writing in a bad and challenging tone about her teacher but at the end, she narrates:

> *"My teacher, Katherine Watson, lived by her own definition, and would not compromise that. Not even for Wellesley. I dedicate this, my last editorial, to an extraordinary woman who lived by example and compelled us all to see the world through new eyes. By the time you read this, she'll be sailing to Europe, where I know she'll find new walls to break down and new ideas to replace them with. I've heard her called a quitter for leaving, an aimless wanderer. But not all who wander are aimless. Especially not those who seek truth beyond tradition; beyond definition; beyond the image. We'll never forget you."* (Mona Lisa Smile, 2003).

Cahyani (2009: 40) observes that the alteration she causes in her students' lives becomes clearer by the end. The film depicts her teaching and its impact on her class, that is, the journey from her arrival till her departure, which was a moment of acknowledgement from all her students (Figure 1.6).

Figure 1.6: Teacher Katherine Watson in the Car, Followed by Her Students while Leaving Wellesley College

(googleimages.com)

Figure 1.7: Teacher Katherine Watson's Students on Bicycles Following Her as She Leaves, as an Act of Acknowledgement

(googleimages.com)

By the end of the first year, Teacher Watson decides to leave to Europe. She takes the car from the campus to the port; meanwhile, her students follow her on bicycles (Figure 1.7) which shows their gratitude and their wish for her to stay.

1.7.2. Freedom Writers

This 2007 movie portrays an inspiring real story of teaching about Erin Gruwell (1969-) and her class of 1994. Room 203, high school, Long Beach, South California, was a melting pot for different races and their issues like racial segregation, gang tension, poverty, delinquency, and drugs. The students of that room were thought to be unteachable, impossible to handle, and unable to succeed at school. Their former teachers, the school staff, their parents, and the students themselves believed they cannot make it up to a degree, college, or even to their next birthday. Their neighbourhoods were fraught with crimes and many of them had survived or escaped deadly shots. An illustration of this comes from Erin who wrote:

> *"When I asked one of my freshmen if he thought he'd graduate, he said. "Graduate? Hell, I don't even know if I'll make it to my sixteenth birthday!" To some of these kids,*

death seems more real than a diploma." (Gruwell & The
Freedom Writers, 2006: 31)

Under this umbrella of class that is made up of African Americans, Asians, Latinos, and Whites, Hillary Swank (Figure 1.9), who featured Ms. Gruwell (Figure 1.8), learns to teach. Not jus that, she excels in teaching her at-risk students English, writing, literature, and the art of tolerance and cohabitation.

Figure 1.8: Erin Gruwell

(freedomwritersfoundation.org)

She used texts written by people who suffered and struggled like her students such as *The Diary of Anne Frank* and *Zlata*[14]*'s Diary: A Child's Life in Wartime Sarajevo*. She showed her students how others, who went through the same, managed to keep up their humanity and kindness. She even invited Zlata to talk to her students.

Figure 1.9: Hilary Swank Featuring Erin Gruwell in the Movie *Freedom Writers*
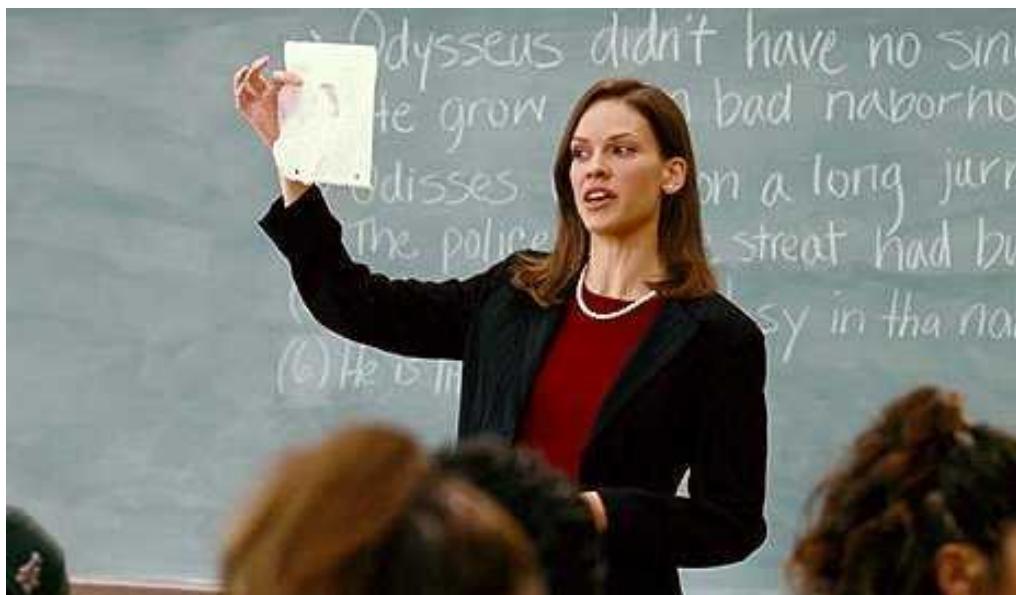
(googleimages.com)

Early in the school year, she gave each student a notebook and asked them to write their journals. Those diaries, with texts from Erin, were organized into a teaching memoir: *The Freedom Writers Diary* (2006). The students called themselves "Freedom Writers" after the Freedom Riders, the 1960s Civil Rights activists (freedomwritersfoundation.org). As a result, the book is a collection of the students' journal entries, about their teen lives and learning journey with Ms. G, as some of her students call her. With the help of their remarkable teacher, they all graduated from high school and co-authored the book with her.

Erin Gruwell is also the writer of other books like *Teach with Your Heart: Lessons I Learned from the Freedom Writers* (2008). Reading those books, one discovers, for instance, that Ms. G approves the idea that *"first impressions are so important"* (Gruwell & The Freedom Writers, 2006: 1). Also, she made tolerance the guideline of her curriculum in multiracial

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[14] Zlata Filipovic wrote a diary that describes what she witnessed between 1991 and 1993 as the Bosnian War was at its height. The book turned out to be a bestseller as it showed the world what was truly happening in Bosnia.

classes (Ibid.). There is, indeed, a myriad of teaching qualities one can learn through her example. Lopez illustrates:

> *"Gruwell is faced with seemingly impossible barriers and attitudes from the students and yet she demonstrates multiple leadership qualities such as passion, perseverance, resilience, creative thinking, having a vision and indestructible optimism."* (Lopez, 2016)

These characteristics as well as the Freedom Writers story have appeared in some books and online reviews. Many writers thought they are worth a section in their books like Partin (2009) who provided its synopsis on page 343. He also analyzed Erin's teaching devices like the student journal, weighing that it is a potent technique to improve writing, induce reflection, and boost creativity (Ibid., p. 98), all skills that the modern world necessitates.

Today, the Freedom Writers Foundation, a non-profit organization whose president is Erin Gruwell, carries on to give assistance to many unprivileged students around the United States of America. It takes *"the kids nobody else wants"* (Gruwell & The Freedom Writers, 2006: 31) and helps them succeed in school. Moreover, it serves as inspiration and motivation to tired teachers and hopeless students.

1.7.3. The Ron Clark Story

Ron L. Clark (1972-) has been teaching since 1995 in North Carolina and New York City. He is the founder of the Ron Clark Academy, a private school in Atlanta, Georgia (ronclarkacademy.com). He taught struggling students at elementary school in Harlem, New York. He is the writer of *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child* (2003), a book where he sets 55 rules for teachers' and students' use, rules like: *"Make eye contact […] respect others' ideas and opinions […] always be honest"* and *"be the best person you can be"* (Clark, 2003). His first year in Harlem was made into a 2006 movie: *The Ron Clark Story*, starring Matthew Perry as Mr. Clark (Figure 1.10).

Figure 1.10: Matthew Perry Acting Mr. Clark as He States His First Rule to His Students

(googleimages.com)

After some years of teaching, the real Ron Clark (Figure 1.11) started traveling around the U.S., he met many teachers and educators, spoke to them, and noticed similarities. This allowed him to come up with a list of qualities that altogether make up eleven characteristics of teacher excellence. They are: enthusiasm, adventure, creativity, reflection, balance, compassion, confidence, humor, common sense, appreciation, and resilience (Clark, 2005).

Figure 1.11: Matthew Perry on the Left with Ron Clark on the Right

(googleimages.com)

Watching the Ron Clark Story invokes Partin's words as he says:

> *"Teaching should be more than just a job. It is a profession and a career. It is a long-term commitment to doing your best to help young people blossom intellectually, emotionally, and behaviorally. It is a position of incredible importance; teachers with passion and compassion can profoundly influence their students' lives. At the worst, teachers also have the power to discourage, humiliate, and crush their students' spirit."* (Partin, 2009: 312-313)

The movie shows how Clark is committed to succeeding his job, how passionate he is about helping his students. For this, he has been named Year 2000 Outstanding Teacher. Besides, Oprah Winfrey interviewed him (the whole interview can be read in Annex Three, page 374) and later called him her *"First Phenomenal Man"* (Winfrey, 2001) for all the positive change he caused in his learners. By the end, he managed to get the best out of each one of them despite their personal and school problems which he helped through.

1.7.4. Dead Poets Society

This is a film about another great inspirational teacher whose method one would wish to bottle and sell. This 1989 movie depicts teacher John Keating, acted by the late Robin Williams (Figure 1.12), as he inspires his students through poetry and literature with his unorthodox approach to teaching that sums up in his widely-quoted: *"Carpe diem. Seize the day, boys. Make your lives extraordinary"* (Dead Poets Society, 1989). He keeps telling them how to see and live life. He allows them the opportunity to teach each other and to share their views freely. In year 1959, he was already ahead of his time with his democratic, learner-centred classroom method. John Keating taught the boys to think critically of authority and to question the status quo (Bramann, 2009).

Figure 1.12: Robin Williams, as John Keating in *Dead Poets Society*, Teaching His Students

(googleimages.com)

Dead Poets Society was written by Tom Schulman, apparently *"based on his experiences at the Montgomery Bell Academy in Nashville, Tennessee, particularly with his inspirational teacher Samuel Pickering"* (wikipedia.com). This movie touched many lives, influencing some to become teachers (Townsend, 2014). Watching it cannot let any teacher indifferent. It shares many messages but mostly that: *"There's a difference between learning how to teach, and how to be a teacher. And Robin Williams as Mr. Keating taught us a lot about being a teacher"* (Rudell Beach, 2014). Being fully present in teaching, passionate, enthusiastic, and caring is what made Mr. Keating different and bright.

Along the movie events, many students are transformed. However, things get complicated and the story reaches a climax when one student commits suicide after being forced by his father to leave Welton Academy in order to join a military one. Mr. Keating is blamed for the suicide and is fired, but when he comes back to collect his stuff from the classroom, the boys tell the truth: that the suicide was not his fault. They stand on their desks and salute him using Walt Whitman's words: *"O Captain! my Captain!"* (Whitman, 2013: 391). Mr. Keating's face changes showing how touched he is (Figure 1.13).

Figure 1.13: Mr. John Keating Touched by his Students' Tribute as He Leaves Welton Academy

(googleimages.com)

This movie can be seen as a tribute to all great teachers who inculcate perseverance and enthusiasm. Partin considers this movie as a source of some unforgettable quotes such as: *"Life is a play and you may contribute one verse. What will it be?"* (Partin, 2009: 342). Using literature, poetry, and such quotes, Mr. Keating kindles and mobilizes his students' interests and potentials (Bramann, 2009). He reminds both teachers and students of some neglected skills like feeling, thinking for themselves, supporting each other, working hard for their dreams, getting rid of the spread negativity and despair, and hoping. About these skills, Rudell Beach says:

> *"In all our talk today about testing and standards and achievement, we sometimes overlook these "softer" life skills that children need for success. These are the skills that help them understand their emotions, cultivate empathy, maintain healthy relationships, and feel worthy of love and capable of action. These skills and mindsets are the foundation for healthy living and thriving."* (Rudell Beach, 2014)

People learn better when they like it, a realization upon which Mr. Keating functioned. Instead of compelling his class to learning, he *"managed to turn knowledge into something they desired—by connecting it to their primal interests"* (Op. cit.). He avoided the practices of

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traditional teaching where the instructor is the all-knower and learners, generally, passive listeners, liberating his students' thinking minds and productive skills which turned them into active participants in the learning process. One more thing to discern, Percy (2011) tells about his Global Studies teacher Sara Wolf, describing this practice:

> *"Ms. Sara got more creative. She made us tell the class about our personal beliefs and then represent them in a painting. This exercise taught us that though we were all from different cultures and religions, each of us is a unique person free from any label."* (Percy, 2011: 30)

Instead of painting, Mr. Keating used poetry whereas Ms. Erin Gruwell employed journals and other classroom activities. The similarity, though, lies in the end state: all three teachers were trying to get the best out of their students, to awaken their passion, to exploit in their capacities, to let them note that though they share akin circumstances, each one is unique, to harmonize their seeming differences, thus, to lead them to respect each other's individuality. It seems that it is common for good teachers to pay attention to students' individuality and to make the most of it.

1.7.5. Beyond the Blackboard

I have heard a teacher once saying to her student*: "you are one of the best gifts teaching has given me"*. The student replied: *"you are one of the best gifts school has given me"*. By now, it is a truism that one of the best gifts a school experience offers is a really good teacher. *Beyond the Blackboard* is a movie, watched in Summer 2017, that offers the experience of such a teacher: Mrs. Stacey Bess (Figure 1.14). She is a contemporary American teacher and an award-winning educator. For eleven years, she taught children in need in a no name school, a classroom in a shelter for homeless people. When she first arrived there, she found no equipment, no desks, no books, and very little support from the school board and parents. Watching her puzzled in front of such a situation, in front of untrusting children, one can only wonder: what can she do? And if it were me, what would I do?

Figure 1.14: Stacey Bess on the Left with Actor Emily VanCamp Who Acted Her

(staceybess.com)

It is hard to imagine that she will paint the classroom by herself, buy materials, and bring her own resources to turn that no name place into a real classroom. It is even harder to imagine that she will turn a cold atmosphere that does not encourage learning nor trust teachers into a warm one where children actually learn, grow, respect, and trust. When kids asked: why learn? She replied that because *"If you know it, it is yours"* (Bess, 2011). Knowing that they owned very little being poor and homeless, she probably realized that giving them pieces of knowledge, letting them feel they own their learning, they own what they learn will empower and motivate them as well as compensate for their lack of material resources. Bongay shares an analogous view:

> *"Her bound, determination and strength helped her did her job so well that she did not only teach her children academics but also important values that influenced them to be a better person. It is good to see how Ms. Stacey's teaching and CARE for her adorable children makes them thrive and yearn to learn."* (Bongay, 2014)

Indeed, she went *beyond the blackboard* in finding resources to teach her students. She used the help of Nelson, a homeless residing in the same shelter with the kids. As a painter, he taught the kids drawing, painting, and self-expression through art. The kids liked it. She also

noticed the leadership skills of Danny, one of her students, so she gave him the leader role. It turned out to be the role that Danny's good side needed to thrive as a responsible protective boy. Moreover, she kept trying to get material support from the school board to her class. When one day she arrives to school and finds that support has arrived, she, the kids, and the parents are all touched and happy (Figure 1.15). Even the parents who gave little interest in their children's education, when they started meeting her regularly and noticing her constant care, they gave in and started believing in her but mostly in their children's education. She even went the extra mile to accommodate one girl in her house when her father had to move away from the shelter.

Figure 1.15: A Shot from the Movie Showing Stacey's Class as It Receives Supplies from the School Board After Many Attempts

(staceybess.com)

Stacey Bess chronicles her story and those of her students in an inspiring touching book (Figure 1.16). She writes the memoir of her teaching in the homeless shelter about her students, about the transformation that takes place once someone chooses to care, to do their work passionately, and to find the humanity in teaching. The 2011 movie *Beyond the Blackboard* is based on the real stories that the book tells, *"stories of love and anger, of fear warmed by triumph, of loss tinged with hope. They are stories you will never forget"* (goodreads.com).

Figure 1.16: The Cover of Stacey Bess' Book
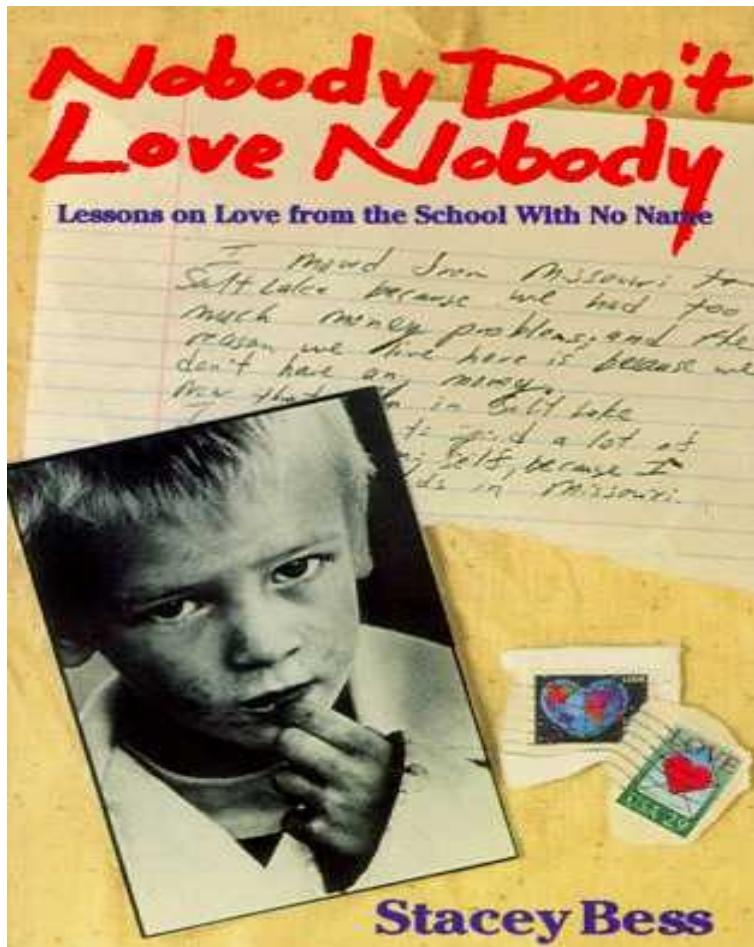
(Bess, 1994)

In the book, there are many interesting passages. Here is one:

> *"We never know who is watching; we never know when what we have to give might meet another's need. No matter how simple the act may seem, we may never get another opportunity to touch someone's life"* (Bess, 1994: 207-208).

Her students were very grateful. They gave her all the little they had *"in return for her teaching and love"* (Bongay, 2014). Apparently, she, too, was grateful for the opportunity to be their outstanding teacher. She chose to not leave, to make a difference, and she did. She also chose to love her learners. In one interview by *thelexperience.com*, she was asked what advice she can give to new teachers. She replied: *"First, love them, love them, love them. Stand up for them, don't use negative discipline wherever possible. Build a safe, happy classroom because children will work for you if they feel loved"* (Bess, 2018). How much relevant is that to the rest of learners, who are not children, probably depends on the teachers per se. It is how they choose to do their job and what they decide to bring to it that counts the most. At the end of the day,

they determine how the teaching-learning operation goes, regardless of our attempts to think that it depends on the learners, the materials, the syllabus, the stakeholders, or else.

1.8. Problem Statement

According to Benjamin Bloom (1956), there are three essential sides to learning: the cognitive, the affective, and the psychomotor. To meet the first two sides, social constructivism[15] and humanism[16] are the underlying approaches to this work. Constructivism believes in active learning where the learner is held accountable and not passive. Because the teacher is not the knowledge provider, learners have a role in constructing their own meaning and knowledge. They deduce ideas on their own, think for themselves, present their opinions, and can question others, including the teacher (Kumpulainen & Wray, 2002: 13-14). This approach, like humanism, has a recent past but a long history, as the saying goes. Humanism, on the other hand, focuses on the learners' potential and the affective atmosphere without neglecting the cognitive one. The Affective-Humanistic Approach is one where the *"class atmosphere is viewed as more important than materials or methods"* (Celce-Murcia, 2001: 8); learning a language is a self-realization leading to self-actualization in Maslow's term. For Gertrude Moskowitz, author of *Caring and Sharing in the Foreign Language Classroom*, humanistic language instruction relates to fulfilling one's full potential, to treating the learner holistically, taking into consideration all their human aspects not just the linguistic one (1978: 11-12), which is why humanistic methodologies tend to focus more on psychological rather than on linguistic directives. In a nutshell, humanism, as put by Earl Stevick (1990: 21), is a system where human interests and potentials rule. Combining both approaches, social constructivism and humanism, can yield effective eclectic methods and techniques for classroom use as it would meet both cognitive -linguistic- and affective needs of students.

Incontestably, learning is one of man's most essential characteristics and innate features. Different learning theories have explained learning and its requirements like behaviorism, cognitivism, as well as the aforementioned humanism and social constructivism. So, there has

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[15] Jean Piaget is the founding father of constructivism, a cognitive approach whose *"main underlying assumption … is that individuals are actively involved right from birth into constructing personal meaning"* (Burden & Williams, 1997: 21). Social constructivism, by extension, is constructing meaning through social interaction. Its father is Lev Vygotsky.

[16] As explained by Burden and Williams*: "Humanistic approaches emphasize the importance of the inner world of the learner and they place the individual's thoughts, feelings and emotions at the forefront of all human development"* (Ibid., p. 30). *"In addition, education is viewed as involving the whole person, the emotions and feelings; it does not involve merely transmitting pieces of knowledge"* (Ibid., p. 33).

been a plethora of attempts to understand and define learning which account for the diverse available perspectives from which learning is regarded. Generally speaking, learning is seen as:

> *"a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and worldviews (Illeris, 2000; Ormrod, 1995)."*
> (Baumgartner et al., 2007: 277)

Learning is not just an outcome but a process too (Ibid.). The process of learning generally includes a teacher and a learner or a group of them. Most teachers wish to have good students; likewise, most students wish to get qualified teachers. The question here is: how can a teacher be good? Or: what does it take to make teachers qualified and prepare them well for teaching?

It is from this inquiry that the research project emanates. The existing literature shows that it takes more than one element to be a good teacher. For instance, the staff at *greatschools.org* found out that kindness, compassion, caring, and goal setting are some of what characterizes great teachers (Great Schools Organization, 2016). As to the importance of good teachers, the same article states: *"Study after study shows the single most important factor determining the quality of the education a child receives is the quality of his teacher"* (Ibid.). Further proof about the effect of teachers was found in another spot. It says:

> *"FORGET smart uniforms and small classes. The secret to stellar grades and thriving students is teachers. One American study found that in a single year's teaching the top 10% of teachers impart three times as much learning to their pupils as the worst 10% do."* (The Economist, 2016)

Indeed, good teachers make successful students and can make all the difference in a learner's life. We have seen varied examples around, on TV, movies, YouTube, or our classes, with our own teachers. We did not know much about didactics or psychology, but we could distinguish a good teacher from others. They know how to do their job, they engage students, and students leave their class happy. It is this good feeling of satisfaction, learning, and positivity that allowed us to naively evaluate our teachers even though armed with no pedagogical knowledge.

It is needless to say that the making of a good teacher requires natural talent and potential. Some people are born to teach like others are born to paint. Teaching is famously known to be an art but also a science (Gage, 1985; Marzano, 2007). It is an art in the sense that teachers improvise, innovate, take instant decisions on complex matters, find ways to reteach and re-

explain the same thing, act, demonstrate, and handle multiple unpredictable stimuli and elements all simultaneously. On the other hand, it is a science for all the research and experiments carried out about it (Ibid.). So, there is a good deal of truth in saying that great teachers are born with the art of teaching, though even the latter is learnable and acquirable. The fact remains that good teaching is mostly a science that perfects over practice. The Economist (2016) blends the two points when it compares teacher-trainers to sports coaches and teachers to athletes, meaning that all teachers, regardless of their capacities and aptitudes, can be trained to become qualified and great by adopting a "pedagogy" of coaching like in sports. In other words, it published that teaching abilities are developable; it is wrong to assume that teachers either have them or not (Ibid.). The newspaper deepens its scrutiny of this persuasion by listing some features that good teaching implies. Besides setting clear goals, good teachers:

> *"… enforce high standards of behaviour and manage their lesson time wisely. They use tried-and-tested instructional techniques to ensure that all the brains are working all of the time, for example asking questions in the classroom with "cold calling" rather than relying on the same eager pupils to put up their hands."* (Ibid.)

No doubt that the list of good teachers' characteristics is long, heavy, and demanding. The formulation of the list is the trigger for this research. Perhaps "liked and respected by most students" is a characteristic that fits in all good teachers' lists of characteristics. Yet, his work does not assume that all good teachers are identical. What makes a teacher good might be different from what makes another one. Thus, the curiosity to get to know and develop a list that includes all possible characteristics is the backbone to this research. As a student and a teacher, one gets to hear many people saying: "S/he is such a good teacher!", but more than that, one might hear many others, angrily sometimes, recklessly other times, judging: "S/he is a no-good teacher!". One can wonder about the basis on which what they are saying lies. How do we get to know if a teacher is good or not? Besides, how do good teachers become good teachers? How did no-good teachers remain no good at teaching? Can they improve, and how?

My previous research focused on the teacher-learner relationship and its importance. It concluded that both teachers and students need to build positive relationships with each other in order to improve the teaching-learning operation. It said that the teacher-learner relationship has to be friendly and positive (Rao & Rumnarayan, 2004; Snehansu, 2013), but also respectful, professional, and businesslike. Harmer (2007: 113) urges teachers to set up proper and fitting

teacher-student bonds which can insinuate another characteristic of good teaching: good teacher-learner relationships. Also, sometimes it is hard to observe that what makes a good teacher is learners themselves. Experience manifests that the challenges learners exhibit are a catalysis for amelioration. They resemble new data challenging old assumptions as they compel teachers to rethink their practices and improve.

Descriptions of a good teacher tend to vary depending on the socio-cultural context, the psychological state, and individualities. Each learner would probably provide a personal answer. It is relative and subjective, hard to generalize, which initiates the salient controversy around which this dissertation revolves. A massive supply of divergent, even contradictory qualities come from different people. Having said that, educators and researchers have been trying to plan an objective inclusive list, one that unifies the profile of a qualified teacher though few variations are accepted in regards to the subject matter. On this account, the kernel of the problem is the framing of an objective list of good teacher's qualities from the subjective views of learners and teachers. There are some corollary queries that trail around like: *"do we care about developing great teachers?"* (Weston, 2015). Do we give teachers any support to nourish their development, to encourage them to better their teaching? Have we created an environment where teachers are pushed and actually can grow to be good ones? (Ibid.). All of these are probes that this research delves in and investigates.

To synopsize, the cornerstone of the in-hand project lies in the previous observations and wonders. The preoccupation of this research paper is how to make and prepare good teachers, how to develop good-teaching characteristics in them.

1.9. Purpose of the Study

The teacher improvement imperative gained the momentum of this work simply because *"Teachers matter"* (Languay & Strachan, 2011: 21) and because *"Good teaching matters"* (Adams & Ross, 2010: 3). Therefore, this research aspires to explore the general problem statement. In fact, concerns with good teaching emerge from the fact that good teaching is a determinant factor for learning. Besides intrinsic motivation, it is the one element that can revamp the learning process, being a source of extrinsic learning motivation. It remodels the institutional operation and heavily influences it. Therefore, this dissertation aims to study, at the first level, the impact of great teaching on learners and learning.

The research work is entitled: "Great Teachers Wanted! Making Them Today: What Does It Take?" since it aims at exploring the making of great teachers by, one, digging through good teachers' practices, routines, and patterns, then by visiting some teacher preparation programs in order to find strategies for efficient teacher training. More, this research envisages approaching teachers and students to collect their views about great teaching as it intends to propose a comprehensive list of good teachers' characteristics. Based on that, it would develop and suggest ideas for teacher training and continuous development. All in all, what is interesting for this research purpose is better understanding of what great teaching is and how it can be assisted. It aims at the professionalization of great teaching, i.e., at finding practical ways to help and train all teachers to become good at their profession, and at making good teaching the rule not the exception.

1.10. Research Questions

The genesis of this investigation lies in the ensuing question:

a- Main Research Question
What does it take to prepare qualified/good teachers?

Other relevant, derivative, and sub research questions are:

b- Sub Research Question One (SRQ1)
To what extent does a teacher affect learners and impact learning?

c- Sub Research Question Two (SRQ2)
How do we recognize a great teacher?

d- Sub Research Question Three (SRQ3)
What makes a qualified / good teacher?

1.11. Hypotheses

The hypothesis to the main question is delivered. After that, the hypotheses are put forward respectively to the order of the three sub research questions. Those predictions are to be tested along this work.

a- Hypothesis to the Main Research Question
The preparation of good teachers takes:

- The selection of members with enough potential and talent for the job. This is to be conducted by a group of specialists and to be based on the scores of relevant aptitude and personality tests and interviews.

- A relevant and efficient training program.
- Continuous awareness, efforts, reflection, and training to improve.

b- Hypothesis to Sub Question One (SRQ1)

A teacher impacts and affects learners affectively, cognitively, humanely, and academically. A teacher's effect on his/her learners is a decisive learning factor.

c- Hypothesis to Sub Question Two (SRQ2)

Basically, a great teacher is recognized through his influence on learners as well as their attestations. S/he is appreciated by most students. In her/his company, they learn, enjoy, grow, and transform. Great teachers do not only produce good marks; they produce good human beings and a good learning atmosphere.

d- Hypothesis to Sub Question Three (SRQ3)

A qualified/good teacher is the combination of potential, talent, a blend of characteristics like humanity and understanding, subject matter mastery, and continuous hard work. S/he has both the art and the science of teaching. There is a list of criteria that are true to all qualified teachers.

1.12. Scope of the Study

The central theme of this exploration is, again, good teaching as the title displays. It is both true and false to say that there is a paucity of research in this area. Several international researchers dealt or are dealing with similar themes such as Caroline Bentley-Davies (2010) and Stephen Brookfield (2006), which is why it is wrong to say little research is done about the theme under the microscope. Locally, though, research about the latter is somehow scarce. The current study aspires to join in that block of explorations by bounding a set of variables as in Table 1.3 where a summarizing description of the research scope is administered.

Table 1.3: Delineation of the Research Title and the Implication of Each Variable

Great Teachers Wanted! Making them Today: What Does It Take?			
Great Teachers	Wanted!	Making them today	What does it take?
Who? What characteristics? What list of qualities? What deeds? What attitudes?	Needed	When? - In today's educational and social context	What and how? - Teacher induction and preparation programs - Continuous development, - Role models, etc.
Investigating a teacher training program in an EFL university domain: questionnaires, interviews, written tasks, classroom observation.			

As seen in the previous table, this is both a descriptive and an exploratory study that investigates good teaching in an EFL milieu. It collects the views of teachers, teacher trainers, and students, reaching overall around 300 of them. Besides, it goes over the writings of numerous authors. Eventually, the assembled segments of data will culminate in objective outcomes, fruitful discussions, and viable recommendations, which can be of relevance to the successively-spelled out audience.

1.13. Potential Relevance and Significance of the Study

The implications of this research paper will hopefully benefit teachers, learners, and educational authorities including curriculum designers, syllabus builders, and teacher trainers.

- The study hopes to ameliorate teachers' practice. Providing a comprehensive list of good teacher qualities might inspire teachers and answer their questions about how to become and do better. Besides, the proposition of recommendations for teacher training programs might find echo and inspire change towards more appropriate and internationally acclaimed ways in the future.
- With better and more qualified teachers, learners will do better.
- Curriculum designers, syllabus builders, and teacher trainers in Algeria have been trying to adapt and renew teacher training programs for a while. This objective is not yet achieved. This research hopes to provide a novel model, inspired by research,

psychology, pedagogy, reflection, and some of the world's best teachers and courses. Indeed, this work hopes to offer insight to teacher training, curriculum and material design, and to teacher-training systems and courses.

This study centers on the making and preparation of qualified teachers. It aims to scan the subject academically and professionally. It will hear from teachers and students to end up in satisfying answers. Hopefully, those answers are to help the myriad of teachers who keep on reflecting how to do better, the millions of learners who wish to have good and nice teachers, and the teacher training programs that suffer from obsoleteness and aspire betterment.

1.14. Operational Definitions

1.14.1. Education

"What is an education that produces knowledge rather than mere belief or opinion?" (Irzik & Nola, 2005: 51). This is a question that implies a temptation in the field to revamp meanings and rethink them from time to time. One of the essentials, though, is what education means and has always meant, its targets and objectives. According to Anderson (1980: 70) and Irzik and Nola (2005: 51), education is a process of knowledge production, one that substitutes surmises and presumptions by scientific evidence, logical thinking, and knowledge. Surmises and presumptions can be a parcel of what the British philosopher and mathematician, Bertrand Russell (1977), dubs *"hampering influences"*. In his book *Education and the Social Order*, Russell states three goals of education:

> *"[…] the first considers that the sole purpose of education is to provide opportunities for growth and to remove hampering influences. The second holds that the purpose of education is to give culture to the individual and to develop their capacities to the utmost. The third holds that education is to be considered rather in relation to the community than in relation to the individual, and that its business is to train useful citizens."* (Russell, 1977: 21)

Earlier, John Dewey[17] highlighted Russell's last goal when he framed the following:

> *"Education should create an interest in all persons in furthering the general good, so that they will find their own happiness realized in what they can do to improve the conditions of others."* (Dewey, 1908: 98)

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[17] John Dewey (1859-1952) is a well-known American philosopher, psychologist, and educational reformer who contributed strongly to the sector of education.

In other words, Dewey is suggesting that successful education gets man to fathom human nature and existence which makes them less selfish, less ego-centric, more empathetic, compassionate, and caring about others, finding their happiness in the strive to help others towards theirs.

1.14.2. The Teaching-Studying-Learning Process

The Teaching-Studying-Learning Process (T-S-L) is an expression that signifies: *"the organic relation between the teachers' and students' intentional and contextual inter-activity"* (Uljens, 1997: 174). Slight differences taken into consideration, it is another way to name the teaching-learning process.

1.14.3. Didactics

This term *"may preliminarily be defined as the science of the teaching studying-learning (TSL) process"* (Uljens, 1997: 30). In other words, it is the science of teaching and learning. Traditionally, *The Didactic Triangle* consists of the teacher, the learner, and the content being taught (Ibid., p. 11). Benhouhou (2012: 7) thinks that we should distinguish language didactics from other didactics like that of mathematics or science which indicates that *The Didactic Triangle* in an EFL classroom would be as follows: the teacher, the learner, and the English language.

1.14.4. Pedagogy

Benhouhou (2012: 11) thinks that pedagogy is different from didactics as the former is concerned with the means, techniques, and procedures through which content is delivered whereas didactics is about the content itself. Pedagogics, as some call it, is: *"A term more frequently used outside Britain than inside, for the systematic analysis and study of teaching procedures"* (Broughton et al., 1980: 225). To be more precise and relevant about this inclusive term, pedagogy denotes:

> *"[…] an art or method of teaching, developed and refined when teachers are confident in their ability to successfully affect their students. This sense of confidence results from knowing what to do and believing you have the skills and abilities to meet those expectations."* (Jackson in Costa, 2001: 224)

The relation between pedagogy and didactics is very symbiotic because some pedagogical processes are indispensable to didactics like: *student-teacher interaction*, *cultural context*, *content*, *methods*, and *intentionality* which infers that teaching is an aimful operation, one that always works towards an objective (Uljens, 1997: 16-17).

1.14.5. Defining Teaching

In the widespread teaching repertoires, teaching is seen as an act that facilitates learning (Uljens, 1997: 19). In the past, classes were saliently teacher-fronted where teaching meant to give knowledge while learning was basically about listening to the knowledge-provider. Smith B. O. phrases that: *"teaching can be defined as an activity such that X learns what Y teaches. If X does not learn, Y has not taught."* (in Dunkin, 1987: 12). Interestingly, Dewey (1934) shares a resembling conviction: teaching only takes place when learning has been successful. Yet, the process is a two-way street where teaching and learning need to meet midway. It has been a constant question of reflection and criticism, the one that says: *"how to put adult knowledge at children's disposal?"* (Barnes, 1976: 80). More than once, this inquiry has been the impetus of transformation in education. Overtime, it has resulted in paradigm shift wherein learning no longer totally depends on teaching, and teaching is more of guiding, monitoring, or coaching, i.e., facilitating rather than spoon-feeding. Therefore, teaching is nowadays equivalent to learning facilitation.

1.14.6. Unpacking Learning

What is learning? This is one of the eldest questions on which educational and psychological research worked and is still working. In attempts to answer it, Uljens writes: *"learning always is a change of something"* (1997: 19), a change of beliefs, of behavior, of mind, of one's self, of surroundings, and by large, of life. Martin et al. illuminate:

> *"Learning proceeds through different layers: of developing understanding of discrete events or pieces of knowledge to becoming aware of ourselves as persons and then, more significantly, our growing capacity to shape ourselves and, with others, the world around us."* (Martin et al., 1996: 48)

It is vital and abecedarian to understand what learning exactly means because it is the supreme aim of education and the capital reason why schools exist (Hudson, 2009: 132-133). The pack of learning encloses a myriad of definitions and facts, going in diverse directions. As

a first instance, learning is affected by a legion of factors such as the teacher and the learning atmosphere. Hudson (2009: 83) propounds positive relationships as a key learning factor, whereas Willingham highlights a rarely-spoken-of factor when he jots: *"Learning is influenced by many factors, but one factor trumps the others: students remember what they think about"* (2009: 60). Being a cognitive psychologist, Willingham focuses on the mind and its role in learning. His statement brings in a second fact: reflection and critical inquiry are imperative so as learning produces long-term knowledge (Irzik & Nola, 2005: 51). Learning that does not stir curiosity nor lead to thinking, to adaptation and to innovation, is mere storage of short-term information and repetition of past scenarios. This type of learning generally accompanies the transmission model of teaching where the learner is passive. Over the recent past years, research has been suggesting the adoption of learner-sensitive instruction within which the learner is more active and interactive in the teaching-learning process, in their own meaning-making and knowledge construction (Wells, 1999). Learning, in this case, happens through assistance from a more knowledgeable other (MKO) and also through collective interactional activities that support learning and facilitate it to learners (Kumpulainen & Wray, 2002: 10; Vygotsky, 1978).

A second old question is: what is learning for? Or, why learning? Figure 1.17 includes two of the most stated answers.

Figure 1.17: Learning as Leading to Competence and Personality Development
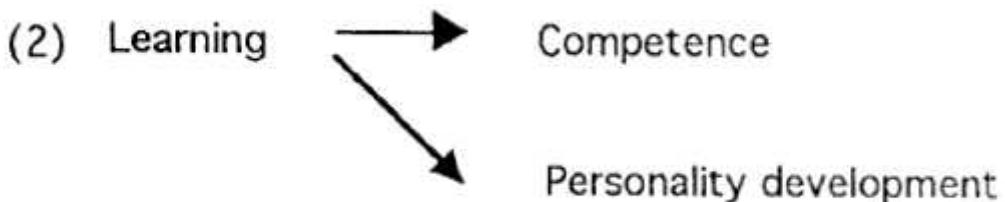
(Uljens, 1997: 24)

It might be obvious for some that learning is for improvement and amelioration, for skill and competence building, though not that obvious to many school students who complain of it and who do not seize why they have to wake up early every weekday, join classes, and do homework. There is a dichotomy that needs clarification right here, that of learning and studying, or of the learner and the student. Uljens writes:

> *"[E]very student hopefully is a learner, but not all learners*
> *are students. Student comes from the verb to study, i.e. refers*
> *to a conscious activity directed towards reaching*
> *competence. But is it possible to say that learning is an*

> *activity in the same sense? Many would probably claim that*
> *learning and studying are synonymous, but to me it seems*
> *that learning is something that hopefully happens when one*
> *consciously tries to learn, i.e. when one is studying."*
> (Uljens, 1997: 25)

This makes studying a conscious and purposeful activity; learning, on the other hand, covers the unintentional acquisition of whatever is being learnt (Ibid.). One may learn while chatting with a friend or admiring a scenery. While learning is not specifically intentional, studying aims at learning (Ibid.), and this is perhaps what students complain about: studying and its hardships.

1.14.7. Teacher-Training Program

This refers to the curriculum taught and applied in teacher-training schools, institutes, departments, or universities where pre-service teachers are educated and trained by teacher trainers and teacher educators to become teachers. It might also be referred to as teacher-education program or teacher-induction program.

1.14.8. Qualified Teacher / Good Teacher / Effective Teacher

By and large, 'qualified teacher' is used interchangeably with 'good teacher', 'skilled teacher', and 'effective teacher' all over this paper. Good teaching translates into being capable of helping students learn (Brookfield, 2006), but there is not just one way to be a good teacher as Willingham inscribes: *"there are many ways in which one can be a good teacher"* (2009: 58). Basically, being a good teacher encapsulates talent, mastery of subject matter, and knowledge of the science of teaching. The following passage deconstructs qualification in teaching into its requirements:

> *"For all courses, those to be awarded Qualified Teacher*
> *Status must, when assessed, demonstrate that they […] use*
> *teaching methods which sustain the momentum of pupils'*
> *work and keep all pupils engaged through […] matching the*
> *approaches used to the subject matter and the pupils being*
> *taught; […] structuring information well, including*
> *outlining content and aims, signalling transitions and*
> *summarising key points as the lesson progresses; […] clear*
> *presentation of content around a set of key issues, using*
> *appropriate subject-specific vocabulary and well chosen*
> *illustrations and examples; […] clear instruction and*
> *demonstration, and accurate well-paced explanation."*
> (DfEE, 1998: 13)

Figure 1.18 sums up the previous quote by schematizing the footings of EFL teaching, which means that a qualified (good/effective) EFL teacher is the one who has good understanding and application of those fundamentals.

Figure 1.18: The Basic Principles Common to All Good Language Teaching
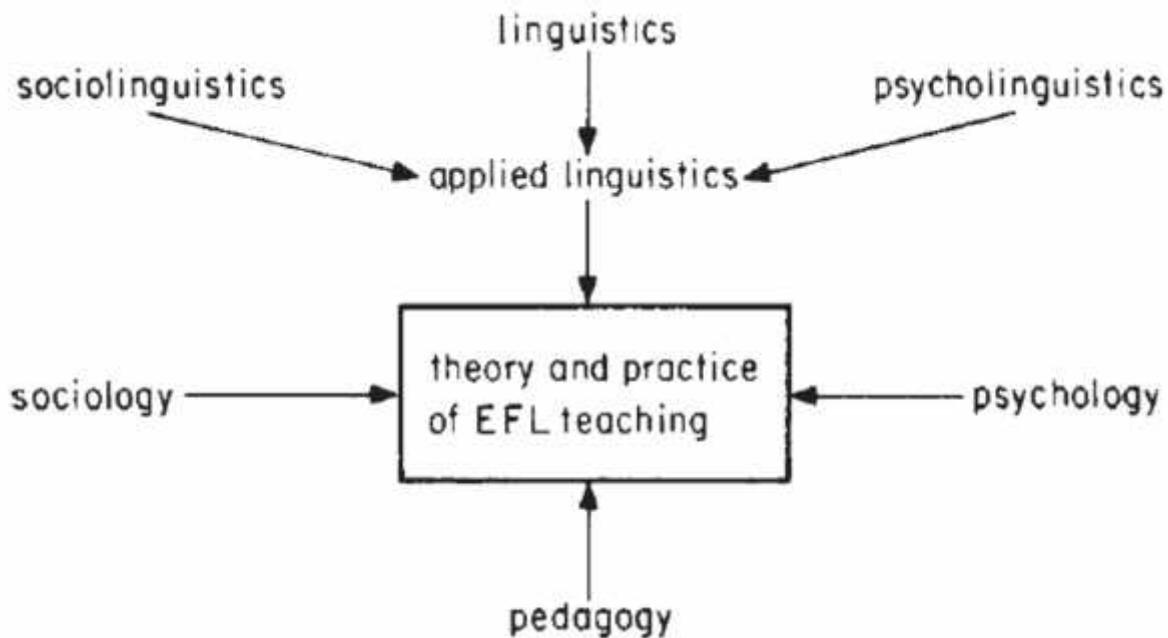
(Broughton et al., 1980: 38)

Psycholinguistics combines between language and psychology to reinforce the teacher's practice. It is:

> *"The study of all psychological issues relating to language, particularly first and second language learning, the relationship between language and concept formation, and language disorders."* (Broughton et al., 1980: 227)

Sociolinguistics, too, guides the teacher as it is:

> *"The study of language in its social setting; typical concerns are class dialects, appropriacy of style and register [...], and social function."* (Ibid., p. 229)

Sociolinguistics is generally allied with knowledge of sociology which allows teachers to comprehend their position and that of school and education in their social cultural context, whereas psychology provides for understanding how the learner's mind and psyche function (Ibid., p. 38-39). Items like memory, intelligence, learning styles, motivation, and cognition are all sections of psychology a teacher needs to know about. As to pedagogy, though already

explained, it is about *"class management, questioning techniques, lesson planning and teaching strategies and the numerous daily tricks of the trade that separate the professional teacher from the amateur"* (Ibid.). All these are part of what the qualified teacher assimilates theoretically whilst they are also required to know how and when to put this knowledge into practice.

There are persistent difficulties when it comes to understanding good teaching, because it is not exactly clear what it takes or what teaching includes in the first place. Besides knowledge of the previously stated domains, Craig Chaudron and Graham Crookes think that *"the teacher is someone with a great number of decisions to make at every moment of classroom instruction"* (in Celce-Murcia, 2001: 29). Those decisions can be informed by research outcomes or pinned on experience and intuition (Ibid.) which authenticates the fact that teaching demands knowledge -science-, experience, and intuition.

Also, qualification in teaching requires understanding of the learning process and its intricacies. It is said that:

> *"We can only be really effective teachers if we are clear in our minds what we mean by learning because only then can we know what kinds of learning outcomes we want our learners to achieve."* (Burden & Williams, 1997: 60)

If teaching is facilitating learning, then qualified teachers are efficient learning facilitators. This is only possible if teachers realize what learning is about.

1.14.9. Great Teacher

In this work, *"Great teaching is defined as that which leads to improved student progress"* (Aloisi et al., 2014: 2). It is considered best or excellent teaching which in turn is a highly creative and reflective practice, always developing and seeking to innovate instead of taking things for granted (Brookfield, 2006). A great teacher is a professional one, one who does not only rely on talent or intelligence. Broughton refines:

> *"Clearly there are people who teach the English language successfully without professional training or rigorous language study, succeeding by virtue of those sensitive and sympathetic qualities which mark the natural teacher. There are also those whose training for and experience of other kinds of teaching is successfully transferred to language teaching. There are students of linguistics whose studies have provided such insights into English that they are better teachers thereby. Ideally, however, the professional English language teacher should have not only*

> *the required personal qualities, but also training in the*
> *disciplines and fields of study appropriate to the language*
> *teaching process. Training of this kind can be stated in terms*
> *of what the teacher should know and what he should do."*
> (Broughton et al., 1980: 37)

Talented teachers who master the science of teaching and their subject matter are the epitome of professional teachers, that is, of great teaching.

1.14.10. Unqualified Teacher

Logically speaking, being unqualified opposes being qualified. Consequently, an unqualified teacher is an ineffective, unprofessional teacher, the teacher who does not master the subject matter, the science of teaching, or the one who is not talented enough to teach. Johnson adduces:

> *"If there are doubts about the level of professionalism in*
> *language teaching, the reason may be simple. Far too many*
> *language teachers are not in fact professionals in the*
> *generally accepted academic sense. Courses in language*
> *teaching methods cannot change this situation, which*
> *relates to the academic prerequisites for admission to*
> *methods courses, and indeed to the language teaching*
> *profession as a whole."* (Johnson, n.d.: 2)

An unqualified teacher is, then, a teacher whose profile does not contain the basics that teaching demands: aptitude to teach, mastery of subject matter, and good knowledge of the science of teaching, that is to say, of didactics and pedagogy.

1.15. The Structure / Organization of the Work

Investigating the making of great teachers will be carried in four major chapters.

Chapter One: An Overview, Background, and Rationale of the Study

The first chapter, being this one, sets the tone of and for the whole work. Its major purpose is to unveil the opening prospectus of the research. It emphasizes on the research scope and background. Also, it deals with the research questions, hypotheses, and purposes. It reveals the directory of the research paper.

Chapter Two: Literature Review

In this chapter, the underpinning research of good teaching will be presented, including the review and analysis of academic literature relating to the research questions. The literature

review of the work will study, analyze, compare, and draw from previous research on how great teachers become and remain so. It is the theoretical study of the subject.

The onset will be about teaching and its partnership with learning as well as the psychology of great teachers. After that, the chapter will tackle what makes good teaching and its different models. It will also examine teacher development and effective teachers' qualities. Furthermore, some famous, successful, and effective teacher training programs will be analyzed to study how they select and train their teachers like the Finnish one. Algeria's English Teacher Training Program will also be investigated theoretically. Other elements in relation to the topic plus some existing lists of the qualities of great teachers will be communicated. Altogether, the second chapter will address the aforementioned points and seek answers by investigating in existing theory.

Chapter Three: Methodology and Data Analysis

The practical side will build up on university English teachers' and student-teachers' views and contributions. The participants will be both interviewed and questioned. The case will be further studied thanks to classroom observation and writings which will be carried in order to maximize the validity and reliability of the work. Chiefly, there is one major question that this part will attempt answering: what makes a great teacher? Investigation here will be directed into practice and given an Algerian context. The practical methodology of this research and the methods of data analysis will be defined. Also at this stage of research, the gathered data will be presented and analyzed through tables, diagrams, and lists, then discussed in relation to the research questions and hypotheses.

Chapter Four: Pedagogical Implications

This chapter will integrate:

- Implications: Hopefully, relevant implications are to be advanced based on the scrutiny of the findings.
- Suggestions: This work hopes to suggest two main things. The first one is a comprehensive list of what makes a great teacher. In other words, it hopes to draw the cognitive, psychological, and academic profiles of what a great teacher is. Second, building on those profiles, it hopes to propose some practical tips to improve EFL teacher training programs.
- Future Research Directions
- Limitations

1.16. Conclusion

In this chapter, we have launched the theoretical side of this research by referring to its background as we elaborated on the spectrum of observations and impetuses behind it. We have also indicated the questions, hypotheses, and purposes of the study. Operational definitions of the keywords were fleshed out in order to make it clear for the reader what they stand for along the thesis. Further, some literature review has been expanded between the covers of this chapter, paving the way for the next chapter which will carry on what this one started. Because there is a lot that can be said in relation to great teaching, the second chapter will delve into more literature about the research theme.

Chapter Two

LITERATURE

REVIEW

"It is a luxury to learn; but the luxury of learning is not to be compared with the luxury of teaching."

Roswell D. Hitchcock

2.1. Introduction

It is weird how writing this coincides with controversial feedback from my own students. Last week was hectic with exam correction, mark posting, satisfaction from some, but mostly a good deal of anger from other students. One of them went to say that I am a bad teacher, someone who demotivates them, who teaches educational psychology but who does not know how to apply it. There are two main reasons for that. The first is their bad marks. The second is the fact that I told some of them that they are not taking it seriously nor progressing, that maybe they should be doing what they really like and can succeed, or start liking what they are doing, take it seriously, and work harder.

I must confess that their reactions angered me, but also changed the course of my reflection because some of the same students who have been expressing their satisfaction with my teaching and describing me as a good teacher, turned out to throw comments like "You did not teach" or "I have never seen a teacher who demotivates their student" meaning that I am the first in their eyes to demotivate learners. There is no teacher who wishes to hear that!

In my defense, I had 488 students this year, and more than the half of that number is saying I taught them right; if anything, they thought, the marks do reflect mostly their work and level of studiousness. In their defense, though, this has been the year where I least knew and loved my students; thus, it has also been the year of little satisfaction and of failure. I could not love them because I did not have enough time to know them. They went on strike for five months, and when they were back, teachers had to rush to achieve at least 50% of the syllabus. All this accounted for inappropriate evaluation. As they did not do much in class, I basically relied on summative assessment not the formative one. All this says that despite all efforts, some students will only judge the teacher based on their marks, not on his/her teaching performance. Only when they get the mark they want, s/he is a fine teacher. This is a pivotal experience in my career and for my research. It will bring other perspectives to this work as it urges us to rethink what has already been stated.

In chapter one, we have gone through the background and purpose of this work, partly saying that good teachers are the passionate ones, the ones who love what they do, and those who teach with all heart. In this chapter, we will question that. We shall try to expand on the review of literature in order to embark on other views. By the end of this chapter, hopefully, some theoretical answers will be found pertaining to the research questions.

2.2. The Educational Partnership

Nowadays, we talk often of learner empowerment, how one should learn autonomy, own their learning, and assume its responsibility. We can also think of teacher empowerment. From our student-teacher experiences, as Heynoski et al. (2014: 8) call them, we can think of the teacher-learner rapport in terms of partnering. More than a relationship, there is a partnership between teachers and learners. Students are *"real partners in the teaching/learning process"* (Heynoski et al., 2014: 169). The notion of partnership strengthens the teaching process as it empowers both learners and teachers. On one side, learners are not passive nor depending on teachers for every learning-related entity. On the other side, teachers are empowered because it is partially their responsibility to empower learners, also, because they are not mere knowledge transmitters, they are leaders and empowering guides: they are 'empowerers'.

Relationships are the basic component of the classroom psychological atmosphere (Dörnyei, 2001: 40). Riley (2011: 1), for instance, holds that little can be learnt if the teacher-student professional bond is not sound. Burden and Williams (1997) focused on this crucial matter. In one of their passages, they referred to the *"interpersonal teacher behaviour"* as *"an important contributor to learner cognitive and affective outcomes"* (Burden & Williams, 1997: 200). That is, the teacher's deeds, words, eye contact, facial expressions, and body language determine, to a certain extent, learners' school achievement. Adams and Ross explain that a working relationship infers not just caring about learners but caring enough to help them rise and attain their expectations, or as they write: *"It means caring enough to have high expectations for children and ensuring that they meet"* them (2010: 10). This is some sort of empowerment which leads up to setting an educational partnership.

Numerous researchers consider relationships the key factor to effective learning, which was discussed in chapter one. Recently though, research has taken the issue a step further by substituting relationships with partnerships. Instead of the jugs and mugs conception of teachers and learners, there is a tendency to consider the *"learner as partner, where the emphasis is shifted from consultation to negotiation and where it is possible in Freire's terms for the teacher to 'take on the role of student amongst students'"* (Op. cit., p. 59). This can be concretised in classroom decision making. Instead of the teacher choosing and deciding what or how to learn, how to approach tasks, what theme to have for a speaking or a writing class, whether to work in pairs, groups, or alone, the decision can be shared and debated between

the students and the teachers, or it can be let to students to take. Same for knowledge and ideas, instead of the teacher introducing them, the learners think, analyze, synthesize, negotiate, and reach them alone, perhaps without even needing to consult the teacher who might interfere only to direct or monitor. Learners, this way, become real partners. They are truly empowered. Meanwhile, the teacher is a student amongst students as s/he learns from and with them.

When the class is more democratic and learners are empowered, the teacher's job is to orchestrate and direct the discussion process, not just orally but mainly through her/his *affective orientation* to the subject matter and lessons, to learners, to teaching, also through their teaching methods and techniques, and through the way they treat students, which altogether have a great impact on the effectiveness of the teaching-learning operation (Gorham et al., 2009: 4) and on encouraging and modelling partnership, decision making, and leadership. It functions reciprocally because the teacher's affective orientation ends up being influenced by the effectiveness of the process (Ibid.). In their book about affect and communication, Gorham et al. accentuate the idea that teachers *"need to like what they are doing"* (Ibid.). Affect is essential to succeeding the job and to improving partnerships. J.F. McCullers, a program administrator in Florida, gives a description of a teacher that may suit many others. He recounts:

> *"Joni Logan taught high school Latin for 18 years before deciding to leave the classroom for administration. She grew up wanting to become a teacher, and she enjoyed kindling in students her own love for learning. Joni was one of those people who seem naturally gifted in the art of teaching, and her lessons in this "dead" language were full of life and excitement."* (in Scherer, 2003: 121)

Another person, Mary C. Brennan, who is an American elementary school teacher, reveals: *"When I became a teacher, I began to understand the passion that had kept my father in the classroom for so many years"* (in Scherer, 2003: 126). Most teachers, indeed, attribute their success in teaching to their passion about it and to their love to learners and learning. It is also part of what partnering and sound bonds require.

Modelling can be just another term for teaching. If one wishes to teach patience, one needs to model it. Likewise, when a teacher wants learners to be good, s/he needs to model it. In this vein, good teaching is the partner of good learning, which could be another way of understanding the educational partnership concept. Not just that, Riley thinks that: *"best*

teaching is also preventative psychology, a deeply human experience for both teachers and students, and that done with integrity allows people to fulfil their human potential" (2011: xi). Perhaps what he means is that good teaching prevents us from failure, thus, it prevents our psyches form the negative mental processes associated to failure like lack or loss of self-confidence, self-efficacy, or self-esteem. In the presence of best teaching, best learning takes place, and both partners get satisfied and self-actualized. Learners fulfil their learning potential and teachers their teaching potential. Put this way, it can be concluded that good teaching is one that helps learners accomplish their potentials.

Such a talk starts a walk back to the meaning of good teaching. Concerning relationships, Beishuizen, Asscher, and others led a study in 2001. Its objective was to find out what students and teachers think of good teachers. They asked two different groups of learners: primary schoolers and secondary school students. The first group, primary school learners, described good teachers in terms of competence, ability, or even personality characteristics whereas high school students described good teachers in terms of relations, of being able to establish sound relationships with their students. The findings from asking teachers were similar to what secondary school students revealed. Unlike primary schoolers who saw good teachers as *competent instructors*, teachers and high schoolers viewed good teachers as good relationship builders with students (Asscher et al., 2001). Riley wraps it up when he writes:

> *"The emphasis on relationships shown by the secondary students and the teachers themselves suggests that both teachers and students view relationships as integral to teaching and learning. It is likely that primary school age children, who work mainly with one teacher on most days, take the relationship so much for granted that they omit identifying it as a factor."* (Riley, 2011: 121)

Classroom relationships and partnerships remain the incubator of success and effectiveness. It is obvious that other factors, such as learners' backgrounds and motivation, interfere in the process; however, as many teachers, learners, and researchers highlight, it is that personal yet professional bond between the teacher and the learner that defines the rest and can even cause change in favour of learning.

2.3. How Much of "Mrs. Russell" in Our Teachers?

The DNA of Great Teachers is a book that generously compares average teachers with the great ones and proposes methods to great teaching and learning. Analogically with DNA, teaching codes step by step into greatness throughout the book. Dr. Olivier Casper, the author, insists that greatness starts in the mind, in how teachers understand education, and in their beliefs about teaching and learning. He calls for *"teachership"*, that is for the professionalization of great teaching. The latter is characterized by passion and a set of competencies and tenets. For instance, while average teachers *"believe learning is about assimilation of information"* (Casper, 2012), great teachers see themselves as enablers and facilitators, 'empowerers' who help students to learn, to learn how to learn, and to think more creatively and critically. They are constantly striving to celebrate their students' abilities and talents instead of just filling them like mugs and vessels.

This same ideology of celebrating talents is what made Mrs. Russell a great teacher. She is the teacher of Jason Wrench, a co-author of *Communication, Affect, and Learning in The Classroom* (2009). In the touching letter, that can be read in Annex One (page 366), Wrench tells of how everyone thought him to be a bad student before sixth grade, how he could not focus, how he was constantly punished at school, and how some teachers were mean to him. This would change at sixth grade because his teacher then, Mrs. Russell, was different. She was, as he describes, friendly and nice. Actually, she was the first teacher who was nice to him. She assigned them responsibilities. Each one of them had something to do in class. She respected their ideas and used some of them for the rest of her career like Wrench's idea of blue and yellow strips to ordered and disordered desks, respectively. The trust Mrs. Russell put in him helped him to carry out his mission with passion, mostly as she complimented him on what he was doing. She also had high expectations for him, and she told him about it which would rise his own self-expectations, self-esteem, and self-trust. It would also improve his grades immensely. *"The dramatic change came simply because one teacher loved and cared enough to take the time to work with me and show me how much she cared"*, wrote Wrench (2009). The psychology and pedagogy that she used allowed her to bring the best out of her students, and to become a role model teacher to Wrench, who is now a specialist in communication and teaching.

The authors concluded Wrench's letter with the following comment:

"We sincerely hope after reading this textbook, that you can be Mrs. Russell for all of your students. Mrs. Russell was a teacher who was like you. She did her job and built affect in her classroom. Building affect in the classroom is unbelievably important. This story could have been about you." (Gorham et al., 2009: 222)

Affect, again! It is inescapable mostly in domains where humans connect and communicate like teaching, schools, and universities. Teachers are some of the most significant nonfamilial adults, for children particularly (Kesner, 2000: 134). It is valid for teens, too. For Jason Wrench, Mrs. Russel is the brilliant teacher who made all the difference; she was his most significant teacher. The analogy is striking because one can wonder: what would Wrench have become if he never had Mrs. Russel? And what about the other students? There are many smart learners who *"never meet their Mrs. Russell and therefore never achieve the potential that they actually have"* (Wrench, 2009). How much of Mrs. Russell exists in the rest of teachers? For sure, there are some who do the same or more. Yet, many others do not care as much as she did, others who do not care at all. What happens to their students?

A bouquet of ideas can stem from that, mostly about the importance of the human touch. In her short article about what makes a good private school teacher, Blythe Grossberg[1] (2017) states four qualities: classroom experience, life experience, innovation, and the human touch. According to her, an excellent teacher must be innovative in her/his methods and techniques so as to meet the needs and demands of her/his students (Grossberg, 2017). S/he must use as well as learn from her/his life and classroom experience. Concerning the human touch, she writes:

"Some things never change. While teachers must be experts in their area and embrace technology, the magical part of imparting knowledge is letting the students know you as a teacher care about them and their learning. The small class sizes in most private schools mean that teachers can truly connect with their students and get to know them as students and learners." (Ibid.)

Some things never change like how when people are asked about their favorite teachers, they do not mention the technology they use but the care they show (Ibid.). Children,

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[1] Blythe Grossberg has a doctorate in psychology. She is the author of *Making ADD Work*, *Test Success: Test-Taking and Study Strategies for All Students, Including those with ADD and LD*, *Applying to College for Students with ADD and LD*, and *Asperger's Rules: How to Make Sense of Friends and School*. (Source: http://thembatutors.com/about/about-blythe/).

repeatedly, make comments about the teacher liking or loving them, about affect and emotions (Ibid.). Teens, older students, and adults talk about relationships. Both comments refer to the human touch not the material one. What made Mrs. Russell Wrench's best and great teacher is her caring, her affect, her love and respect to her students, the fact that she helped Wrench master his learning, her dedication, and the human touch she left on her students.

2.4. Albert Camus' Teacher

Albert Camus (1913-1960) is a prolific French writer, philosopher, and journalist. His most famous work is *The Outsider* or *L'Étranger* (1942). On October 16th, 1957, he was awarded the Literature Nobel Prize. On November 19th, 1957, right after the award, he wrote this to his teacher Louis Germain:

> *"Dear Monsieur Germain,*
> *I let the commotion around me these days subside a bit before speaking to you from the bottom of my heart. I have just been given far too great an honour, one I neither sought nor solicited.*
> *But when I heard the news, my first thought, after my mother, was of you. Without you, without the affectionate hand you extended to the small poor child that I was, without your teaching and example, none of all this would have happened.*
> *I don't make too much of this sort of honour. But at least it gives me the opportunity to tell you what you have been and still are for me, and to assure you that your efforts, your work, and the generous heart you put into it still live in one of your little schoolboys who, despite the years, has never stopped being your grateful pupil. I embrace you with all my heart."* (Camus in Usher, 2015: 50-52)

Another time, credit goes to a life-touching teacher without whom Camus would not be what we know of him today. We do not know much of Camus' teacher, but from the previous letter, Mr. Germain seems to have much in common with Mrs. Russel, mostly generosity of heart, niceness, and their special human touch.

2.5. Professional Biographies

2.5.1. Socrates

Socrates (469-399 B.C.) is probably the most important philosopher and teacher of all times. We mostly know about him and his ideas through his renowned student, another great

philosopher, Plato, who wrote many dialogues with Socrates in them, because Socrates did not write anything. He basically walked in Athens talking to people. Dialogues and questions were his main teaching techniques. He did not even consider himself as a teacher, rather as someone who knows very little, or who does not know. He focused on asking questions, not on giving answers, a method by which he led others to discover answers by themselves, and to find the flaws in their way of thinking (Cooper & Ryan, 2010: 294; Gaarder, 1991: 74-78).

When good teachers are studied, it is some sort of habit to go back in history to the Socratic method and Plato's dialogues that tell of Socrates and his questions (Assher et al., 2001). Socratic questioning is nowadays a teaching and a thinking method that is much employed mostly in the constructivist approach or when autonomy is the aim of learning. How Socrates perceived learning is somehow democratic, very close to today's autonomy-purporting methods. He viewed learning as *""recollection"—that is, a process akin to dredging up knowledge from one's own resources"* (in Cooper & Ryan, 2010: 294), like eliciting and letting learners construct their knowledge by themselves. This way, maybe because his mother was a midwife, he compared the act of teaching to that of a midwife as she aids women to give birth (Ibid.). Similarly, the teacher assists learners to find, construct, and deliver knowledge. The teacher per se is not a supplier of knowledge as Socrates' method was not the traditional information-transmission model. He totally refused to transmit, deliver, or supply knowledge directly, but he was a question supplier. This is how he outstands as a great educator and philosopher throughout the history of education.

2.5.2. Jaime Escalante

Jaime Escalante (1930-2010) is the hero of the 1988 movie *Stand and Deliver* that plays the story of a real Bolivian mathematics teacher who later emigrated to the United States of America. He taught at Garfield High School in Los Angeles where things were not always easy yet he helped revamp the status quo for his students. They went from being at-risk to succeeding national exams and joining college. For him, teaching is a combination of passion and skills, love and knowledge. When interviewed by Anne Meek, he said: *"I have knowledge and I have a deep love for my students"* (Escalante in Meek, 1989: 46).

Figure 2.1: Jaime Escalante

(googleimages.com)

He declared that he only supplies his students with what he dubs *ganas* which means *"the desire to do something"* (Escalante in Meek, 1989: 47). He always said that he taught because he loves learners and his subject matter, mathematics (Cooper & Ryan, 2010: 435), because he is skilful at motivating learners, at giving them *ganas*, and at making them believe they can learn and succeed (Op. cit., p. 46). These characteristics are necessary in a great teacher's profile. They are the fruits of both personality and ability features, and as many recent studies found, personality and ability are the two main determinants of good teaching (Asscher et al., 2001).

The teacher's portrait that Escalante sketches is one of determination, discipline, and hard work, which together make up the way to success, and this was his motto (Figure 2.2).

Figure 2.2: Escalante's Motto

Determination + Discipline + Hard Work = Way to Success

(in Cooper & Ryan, 2010: 436)

The formula above works for both teachers and learners. For him, there is nothing called an unteachable student (Partin, 2009: 342). Using *ganas* and his brains, he accomplished an *academic miracle* for despite all circumstances, his students succeeded at school and at national math competitions (Ibid.). Grimes reports a brief moment of Escalante talking to his students in the following:

> *"Mr. Escalante always impressed on his students the importance of "ganas" — desire. "I'll make a deal with you," he once told his class. "I'll teach you math, and that's your language. You're going to go to college and sit in the first row, not in the back, because you're going to know more than anybody.""* (Grimes, 2010)

Escalante making a deal with his students summons to mind the beforementioned educational partnership. He is, in other words, establishing a partnership via that deal where both sides respect the terms. There is no doubt that Mr. Jaime believes that the teacher's role is primordial to learning as s/he supplies *ganas.* After all, do we not all remember the teachers who encouraged us, who gave us the desire to carry on, to learn, or to become somebody (Escalante in Meek, 1989: 47)? The main resource of those life-touching teachers is *ganas*. *"The teacher,"* to Escalante, *"has to have the energy of the hottest volcano, the memory of an elephant, and the diplomacy of an ambassador"* (Ibid.). Energy, passion, and diplomacy or communication are other features to the teacher's portrait set by Jaime Escalante.

2.5.3. Rafe Esquith

Rafe Esquith (Figure 2.3) is an American teacher who authored a couple of books about teaching. He was 1992 Teacher of the Year.

Figure 2.3: Rafe Esquith Surrounded by His Students

(googleimage.com)

There is not much to say about him though he is one of the renowned teachers, but there are a couple of interesting confessions that he made about his tenets and classroom experience. First of all, he was realistic in acknowledging teaching as one of the toughest jobs mostly when teachers care about what they do (Esquith, 2003). Second, he admitted that despite all efforts, many teachers do not win the battle, not always. They lose many learners to the social circumstances like *"poverty, ignorance, and most tragically, a society that embraces mediocrity"*, a society where athletes and hip-hop singers are more esteemed than teachers, scientists, researchers, or firefighters (Ibid.). Teachers are not superhumans, they can only try and try hard (Ibid.). Given all that, teachers face failure constantly; there are many students they cannot reach even when they lie awake late at night or early in the morning thinking of each learner and their needs (Ibid.). Regardless, this is rewarding because:

> *"With experience, patience, and lessons learned from failure, you can create a classroom based on trust. The students know you to be fair. You're dependable. The kids know that with you around, they're safe and they are going to learn something. A classroom based on trust and devoid*

> *of fear is a fantastic place for kids to learn."* (Esquith, 2007: 13)

Over the years, experience expands and with it expands the scope of the learners a teacher touches, the scope of learning as well as that of teaching. By and large, through experience and many failures, the teacher masters the building of a trustful classroom atmosphere.

2.5.4. Frank McCourt

Learning how to teach takes many years. This is what Frank McCourt (1930-2009), an Irish-American teacher and Pulitzer Prize-winning author of *Angela's Ashes* (1996) and *'Tis* (1999), found after years of trial and error. *Teacher Man* (2005) is the memoir of his teaching career wherein he narrates his attempts, mistakes, and successes at learning how to teach, a book wherefrom passion emanates. Turning the pages, one falls in love with creative teaching and its humane interaction. The book is presented with humor, pleasure, and an easy-going style that makes teaching look both pleasantly heroic and gruellingly life-changing.

He came into the teaching sphere in 1958 (Konigsberg, 2009). Storytelling was the core of his teaching method which allowed him to engage students and make learning amusing to them. He says: *"instead of teaching, I told stories. They thought I was teaching. I was learning"* (McCourt, 2005: 19). McCourt (Figure 2.4) thinks that teaching is not just telling students what the teacher knows then evaluating them based on that (Ibid., p. 41), which is exactly what Socrates refused to do: to supply knowledge. However, instead of disturbing learners' minds like Socrates did, Mr. Frank put his students at ease, told stories, all while delivering a lesson in a fun indirect manner (Konigsberg, 2009).

Like many other students, one of his wondered: *"Why can't teachers treat us like human beings?"* (McCourt, 2005: 69). His method was his answer to that question. He was a firm believer that: *"classes where the lesson was king and the students were nothing"* cannot be successful classes (McCourt, 2008: 10). Students were the center of his classes instead of content, and this is what explains his success in teaching.

Figure 2.4: Mr. McCourt Teaching at Stuyvesant High School in 1983

(googleimage.com)

2.6. What Makes a Good Teacher?

There is one rudimentary idea with which to begin the talk about good teaching. It is that there is not one good teacher epitome, architype, or concretization that the rest of teachers needs to follow or be. Good teaching is variegated with numerous kinds and paints as is the case with good learners and learning (Moore, 2000: 120). Different researchers suggest ideas that might seem unidentical, but at the end of the day, they are more or less saying the same thing. In the following section, we will see the suggestions of three great teaching specialists whose views complete each other.

2.6.1. Greatness in Teaching

Bill Smoot interviewed fifty-one great teachers about learning and teaching. Their responses to his questions were diverse, but he noticed *universals. "More than once,"* he writes, *"I heard a phrase only slightly different from something said in an earlier interview"* (Smoot, 2010: xi). One of those universals is how they consider teaching more than a job; to many of them it is a mission, *"a combination of serious purpose and sacred commitment to that purpose"* (Ibid., p. xii). One teacher said that she did not choose teaching, it chose her (Ibid.). The calling of teaching and learning, as with many other jobs, is enormous and

compelling; yet, many teachers do it out of love not because of the obligation. Smoot expands:

> *"There's the old joke about the person who, when asked if he likes his job, replies, "If I liked it, it wouldn't be a job." The teachers with whom I talked love their work, using words like "passion" and "joy." Teaching is more than what they do; it is who they are, and it defines their place in the world. Several of the teachers now retired kept slipping into present tense when they talked about teaching—not because they wish they were still teaching, but because in their teaching they had been so deeply themselves."* (Ibid.)

This deep total presence in one's teaching is called devotion or dedication which is one characteristic of great teachers. Some call it: *"authentic presence in the classroom"* (Ibid.), perhaps it has also to do with integrity. It is as if the teacher is mostly her/himself in teaching, as if they are *"so deeply in their element"* (Ibid.). Smoot carries on analysing the authentic classroom presence of those teachers, he notices that they have not necessarily been like that since the onset of their career. It is, in fact, one of the lessons teaching experiences build. Teachers acquire, over experience, a *"sense of belonging in the classroom"* (Ibid.) that allows them to be truly themselves in teaching, to feel comfortable in class around learners and learning. Therefore, some of the commonalities in great teachers' answers about teaching is passion, authenticity, and devotion.

Greatness in teaching remains scarce just as greatness in any other domain, thinks Mark F. Goldberg, an education writer and editor in Texas. He holds forth that the qualities of great teachers cannot easily be inculcated or duplicable, yet disclosing those criteria and comprehending them can offer teachers excellence standards to aim at and to measure their performance (in Scherer, 2003: 219). It can also give an idea to induction programs as well as to recruiting departments or schools about what is required in teachers. Consequently, Goldberg proposes a non-exhaustive list of great teachers' qualities. Altogether, they are:

- *Willingness to put the necessary time*
- *Love for the age group they teach*
- *An effective classroom management style*
- *Positive relationships with other adults*
- *Consistent excellence*
- *Expert use of instructional methods*
- *In-depth content knowledge*
- *Capacity for growth*

▪ *Steadiness of purpose and teaching personality* (Ibid., p. 219-224)

Each of these qualities is portrayed distinctly from one teacher to another. All great teachers are not the same. Plus, one can be a good teacher with a certain class but not with another. Indeed, as Goldberg states, a teacher who is great with middle schoolers can be average to high schoolers (Ibid., p. 221). Notably though, good teachers are aware of the constantly-transforming conditions of the profession, so they adapt their methods accordingly (Ibid., p. 222). Besides being passionate and dedicated to teaching, the best teachers are flexible, willing to change and grow (Ibid.).

David Weston[2], too, treats the item of flexibility. For him, it pertains to being perceptive to learners' needs. In a TEDx[3] talk (2015), he asks the following question: *"How do we develop great teaching?"*. After research and reflection, he suggests four ingredients of great teaching: perception, knowledge, practice, and spirit. He also suggests four ingredients to develop great teaching which are: diagnostics, problem solving, collaboration, and professional culture.

Perception, according to Weston (2015), allows the teacher to know and read what is going on in the classroom and to understand students' emotional and cognitive states. Besides, it helps increase the second ingredient, knowledge. *"Really great teachers"*, says Weston, *"have amazing knowledge. They understand the anatomy of learning. They understand the journeys that we take children through"*. They keep learning and growing both their subject matter and general knowledge. They also have great practice. They know how to manage a class, when to talk, when to stop, what questions to ask and how to ask them, how to explain, and how to bring *"students working together in exciting and interesting ways"* (Weston, 2015). The last but perhaps most important ingredient, Weston thinks, is spirit, *what is inside* the teacher. That is, great teachers love learning and teaching, they love seeing students on

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[2] *"David Weston is the founder/CEO of the Teacher Development Trust, the U.K.'s national charity for effective professional development in schools and colleges and one of the foremost voices on teacher development. He has written extensively in top education publications such as the TES and The Guardian, and was recently appointed to chair the U.K. Department for Education's new Teacher Professional Development Expert Group, charged with developing a new set of national standards."* (Source: https://www.ted.com/tedx/events/15007)

[3] TED stands for: Technology, Entertainment, Design. It is a nonprofit organization/foundation committed to spreading "ideas worth sharing" in the form of talks, events, or else. It covers all issues. It started in 1984 as a conference. Their website, *TED.com*, is home for their talks, discussions, and ideas. There are even forums on which people share their views, create questions, and spark conversation. The idea has spread to many parts of the world, and today there is a series of independently organized TED local events: TEDx. For example, there is TEDx Sydney, TEDx Paris, TEDx Boumerdes (in Algeria), etc.

task, reaching the aha moment, and improving. The teacher's spirit is what absorbs them in helping their students passionately, in radiating the joy of learning and the pleasure of teaching, and in carrying on with patience on the tough days (Ibid.).

These four ingredients culminate in a culture of professionalism wherein the muscle of teaching, with knowledge, love, practice, and exercise gets quite strong and flexible. The professional culture is the fourth component Weston proposes to develop great teachers. If such a culture is at disposal, then teachers will be working in places and systems where they can *thrive*, a culture wherein they *collaborate* with colleagues and experts to solve problems. Yet, they also take time to think, reflect, and problem-solve individually in order to personalize learning situations to their learners and environment. But to do that, they need diagnostics, they need to know their learners and to understand their needs (Ibid.). They also need to understand what learning is about, what it includes, and how the whole teaching-learning process functions.

It is probably rare that anyone becomes a great teacher this way: *"Look at this great teacher here, just copy that"* (Ibid.). Despite the fact that it might help, it takes more than following lists and copying models. Just like Goldberg (in Scherer, 2003), Weston thinks that the qualities of great teachers cannot be copied or imitated. It takes more than knowing those qualities and trying to duplicate them for teachers to ameliorate their practice.

2.7. Three Different Models of Good Teaching

Alex Moore (2000) has suggested three capital models that explain the qualities of good teachers and their categories. These are: the communicative, the competence, and the reflective models. These models can be thought of as complementary to each other instead of separate.

2.7.1. The Charismatic / Communicative Model

Given that most classroom time is spent in communication, that the latter is what the average teacher does more than any other task at school (Gorham et al., 2009: 202), this model is the commonest. The teaching-learning process is, by definition, a communication process (Ibid., p. 117) for *"without communication there can be no true education"* (Freire, 1997: 73-74). Communication, on its turn, cannot take place without dialogue (Ibid.), though nonverbal communication is also of great importance and impact in the classroom. Partin

(2009: 169), for instance, urges teachers to be effective nonverbal communicators because humans are always sending nonverbal messages to others. He deems that the understanding of this level of expression, nonverbal, can help teachers to decipher students' nonverbal messages, to respond to them appropriately, to send them valid messages, and to avoid expressing themselves incongruently, inaccurately, or against what they want to communicate (Ibid.). Verbal or nonverbal, communication is the foundation of teaching and learning. The more interactive is the environment, the more it has the power of affecting the person (Leonard, 1968: 39). More specifically, interaction makes the basis of effective learning be it interaction between the teacher and the learner, amongst learners, or with the rest of the world, its objects, people, ideas, and various items (Steels & Tokoro, 2003: 64).

The cardinal objectives of communication can be summed up in two points: *"(1) to influence and/or achieve goals and (2) to develop and maintain relationships"* (McCroskey et al., 2006: 266). These rhetorical and relational goals of communication are valid inside the classroom too. Teaching, let us not forget, is about objectives and bonds, purposeful and communicative relationships, which makes effective teaching equivalent to effective communication (Gorham et al., 2009: 1). Effective teachers are the ones who catch on the interconnection between learning and communication (Ibid.). They clearly understand that what is learnt in class is the result of all the verbal and nonverbal communication taking place (Ibid.). What and how to communicate in class are so important matters to think of and plan that they may translate into a teaching stratagem, something that teachers plan strategically and employ to achieve specific objectives. Furthermore, as teachers, effective communicators are more likely concerned about what is learnt than what is taught because they know that a lesson taught is not always equivalent to a lesson learnt (Ibid.). Learners, in many cases, learn other things except what the teacher intended which makes conscious strategic planning of lessons and how to communicate them rudimentary to the success of teaching and learning (Ibid.). Effective communication not only facilitates learning, it also contributes to *job satisfaction* as it renders teaching-learning objectives attainable (Ibid., p. 4).

Besides its focus on communication, this model suggests that successful teaching is credited to personality (Moore, 2000: 124). Moore believes that: *"It is axiomatic that, in the end, though teaching may always be something of an 'act', the successful teacher has to remain true to 'who they are'"* (Ibid., p. 121). Despite all the strategic planning of how and what to communicate verbally and nonverbally, teaching and communication are deeply rooted in who the teacher is, her/his personality, traits, and background. Integrity, as can be

inferred from Moore's words, is another trait of effective teachers. In other terms, the latter's teaching plans and strategies are compatible with who they are. This sparks off an assortment of interdependent factors within this model: communication, teaching strategies, personality, integrity, and charisma.

Strategic classroom communication and charisma are, sometimes, interchangeable or mutually joined. The teacher who is thought to be endowed with charisma could be, in fact, an effective communicator which means that charisma is the combination of effective communication skills besides other facets like mastery of subject matter and passion for knowledge, learning, as well as for teaching (Ibid., p. 122). Overall, Gorham et al. enumerate six communicative style elements that are simultaneously the charismatic teacher's style constructs. They are: *"the friendly, precise, attentive, lively and animated, relaxed, and dramatic styles"* (Gorham et al., 2009: 173). The first five can easily be understood but what could the dramatic style mean? The authors explain it in terms of the teacher's use of overstatements, understatements, exaggeration, bizarre stories, attractive pictures, jokes, personal anecdotes, sarcasm, suspense, body movements, and all what could keep students hooked and attentive to learning (Ibid.).

A good teacher has a good communicative style. S/he conveys her/his ideas clearly. Indeed, teacher clarity is a prime communicative behavior of good teachers. It would be irrelevant to talk of outstanding teaching if the teaching is unclear because how can students like a teacher if they do not understand her or him? And how can teaching characterize as good or great if it is not clear, very clear that it causes learning and successful classroom interaction? Not just clarity, what many students relate to a good teacher's communicative style is *a strong sense of humour* (Ibid., p. 179). Research has demonstrated that humour has a very positive impact on learning and its atmosphere (Ibid.). Professor Avner Ziv, University of Jerusalem, is a preeminent researcher on humor in relation to learning and a former president of the International Society of Humor Studies. One of his remarkable findings displays students scoring significantly better at exams about what was taught with humor (Ziv, 1988). Students got lower marks in tests about the lessons that were taught without humor (Ibid.). It can be concluded that humor integration in class is more rewarding and beneficial to the improvement of students' scores and achievement than is the traditional humorless style.

Professor Ziv's outcomes can be interpreted by the increase in endorphin levels. Humor and laughter tend to have this effect on the body that causes it to secrete endorphin during laughter, triggering a natural rush which in turn assists long term memory storage. Gorham et al. expound:

> *"When students are later required to recall information associated with the humor that created the natural rush, they have higher recall rates than students who are not exposed to humor. In essence, the addition of humor to a teaching situation allows for better storage in long-term memory and faster recall and retrieval from long-term memory because of the increased endorphin levels at the time of the storage."* (Gorham et al., 2009: 181)

Ludic learning took the traditional educational world by storm. As a novel outlook, learning with pleasure indulges, both teachers and learners, spontaneity, comfortability, and integrity. It even has the potential to fix some dilemmas like classroom stress and tension. Humor gives new colors to the classroom, alleviates tension, and strengthens classroom relationships (Adams & Ross, 2010: 16). Even for the most committed and serious teachers, fun, humor, and laughter are part and parcel of their teaching assets. They are mostly vital to fishing students' attention and keeping them engaged (Ibid.). Additionally, they boost creativity as it has been reported that students are more creative after exposure to comic records (Partin, 2009: 171). It is very likely that humor allows an escape from the *"serious, sometimes tedious, business of learning"* (Ibid.), allowing learners to cope with the learning environment, thus to learn successfully. All the same, teachers and learners might follow the number one rule for humor use which is: *"it must never be used to harm, humiliate, ridicule, or otherwise make fun of students"* (Ibid.). These ethics of humor use make it workable in class.

So far, the charismatic teacher is said to be an effective communicator, with a clear, serious yet fun and engaging style. By contrast, some see that:

> *"the charismatic teacher is often described as coming into the classroom deliberately unprepared—solely reliant on his or her subject knowledge, inherent popularity, and intangible ability to enthuse and inspire students. Not uncommonly, this teacher is configured as something of an institutional rebel, taking up an oppositional stance to such things as petty school rules, and being seen to identify much more closely with the student population than with other members of staff."* (Moore, 2000: 121)

The modalities of teaching welcome both improvisation and detailed preparation. Teaching seems to be proportioned in a way that lets room for charisma, personality, creativity, but also competences, standards, practice, rules, and maxims. Teaching is altogether demanding, professional, hard work on one hand; on the other, it is *"expressive and emergent, intuitive and flexible, spontaneous and emotional"* (Woods, 1996: 6). The charismatic model of good teaching, more or less, prioritizes the effect of personality, intuition, and spontaneity rather than that of metrics, readiness, and practice (Moore, 200: 121). It is based on clarity of communication which is why the notion of charismatic is replaceable by communicative; it is even more practical when put this way (Ibid.). A teacher can improve how they communicate by practice which is not always valid for charisma. Charisma is a nebulous concept, very abstract, vague, and arguable. Merriam-Webster's Learner's Dictionary defines it as: *"a personal magic of leadership"* or *"a special magnetic charm or appeal"* (learnersdictionary.com). It becomes, then, dialectic whether a certain teacher is charismatic or not. Also, there is no recipe for it. How can a teacher learn to be charismatic? Although a method could be developed or even under development, charisma sounds one of those either-you-have-it-or-you-do-not qualities.

Unlike the charismatic teacher who deeply relies on unprecise and difficult-to-measure personal skills, the communicative teacher foregrounds *"easily recognised and more readily imitated communication and presentational skills"* (Moore, 2000: 121). Communication skills such as how and where to pose/stand in the classroom, body language that displays interest in students' contributions, as well as knowing when to speak, when to listen and when to interfere (Ibid., p. 122) are all learnable. Teachers might acquire or improve them easily through training, observation, or experience. They are obtainable and learnable like most competences.

2.7.2. The Competence Model

The competence model is the most reliable and dominant model (Ibid., p. 123). It is the one that underlies teacher education syllabi and courses, and it is factually useful to teachers and teacher educators. The competent practitioner is the one who is good at: *"controlling awkward classes and individuals, making sure that lessons are interesting, accessible and well thought out, planning for and assessing students' work, and working constructively with colleagues"* (Ibid.). Competent teachers have the ability to put things into order, their

classrooms, their lessons, and their whole work. Indeed, one of the items that always appear on the list of good teachers' qualities is organization (Ibid., p.124).

This model has to do with the skills of teaching. In other words, the competent teacher is the skilful practitioner, the one who has learnt how to perform teaching and mastered its competences. Putting it this way demystifies good teaching because it shows that those skills are learnable and developable unlike the first model that gives the impression that a good teacher is naturally endowed with charisma and a good communication style (Ibid.; Woods, 1996: 19). For many teachers, re-learning how to communicate verbally or nonverbally is almost impossible, because it can be thought of as something that people learn from their milieu as they are growing up. It is hard to change it later even through courses and training. This is why the competence model gives hope to teachers more than the charismatic one does.

The competences or what has also been called *standards* by the Office for Standards in Education (OFSTED) and the Teacher Training Agency (TTA) can be considered as a resource to teachers and schools, as directory descriptors for what teachers should know and master (Moore, 200: 124). They even help assess teachers because they serve as criteria of assessment and measurement for the teacher's performance (Ibid.). The list of required teacher competences suggested by OFSTED and TTA will be discussed later in this work along with other lists suggested by other specialists.

Initial professional training generally introduces some of the competences in order to give the trainees the necessary skills to begin teaching (CATE, 1992: 9). Some trainings do not focus on competences, at least not on all of them; others do not consider the development of teaching competences as a priority. Even when novice teachers start with few competences in their luggage, it is daily practice, experience, and research that allows teachers to acquire the sum of competences. Nevertheless, many teachers remain far from good teaching because competences form only one section of what characterizes good teachers.

2.7.3. The Reflective / Reflexive Model

The discourse of reflective teaching became a highlight in the 1980s and the decade that followed thanks to the works of Elliott (1991; 1993), Schon (1983; 1987), Valli (1992), and others. Before that, Combs (1972) and Wragg (1974) traced some research about it. These authors came to see teachers as self-evaluators and auto-managers. Besides the two most held models previously discussed, the reflective model, as the name suggests, is grounded in

reflection. Instead of competences, communication, and charisma, the reflective practitioner focuses on the development of *"skills needed to reflect constructively upon ongoing experience as a way of developing those skills and knowledge and improving the quality and effectiveness of one's work"* (Moore, 2000: 128). It can be closely identified with the theoretical undersurface of education and teaching because a reflective teacher has vigorous consciousness and knowledge of the profession's theory and research which allows her/him to reflect upon their practice (Ibid., p. 129). They tend to dig in learning theories, psychological, developmental -affective, cognitive, psychomotor-, and linguistic in order to solve their classroom problems (Ibid.). To them, classroom issues go beyond where, when, and what to methods, approaches, and reasons, and to how and why (Ibid.) which is why they embrace theory and thought as a long-term teaching procedure instead of instant, unstudied, or impromptu techniques.

As such, the reflective teacher cares more about the after-teaching than the before. Rather than spending much time and effort performing, they spend it evaluating their teaching meticulously which in turn gives them ideas for future planning, performance, behavior, and assessment (Erickson, 1986). This way, they question what is taken for granted in the domain, revise what is assumed and repeated, and revamp the teaching practice (Ibid.). This same way, they can also descry of the *whole picture* of the process starting with the act of teaching in one lesson to assessing its efficiency on the long run (Ibid.; Moore, 2000: 129).

What helps with the reflection process are the techniques teachers employ like keeping teaching journals and diaries, recording, or videoing themselves teaching. The journals, records, and videos feed self-observation, self-analysis, reflection, and betterment afterwards, altogether consisting continuous professional development. In the same thread of thought, peer observation and conversation might serve as an opening to reflection. They belong to what Knight (2007) calls coaching. Jim Knight is a specialist in coaching and has suggested different models for it. He understands coaching as *a partnership* taking place between colleagues who observe each other then converse about it. Coaching, depending on its aim, can tend to either learning new skills or to the examination and refinement of already-existent practices (Arends & Kilcher, 2010: 366).

The notion of professional reflection can dive into deeper dimensions. For instance, it can contrive *"a radical departure for teachers not only in how they perceive their classrooms but in how they perceive and understand themselves"* (Moore, 2000: 132). Moreover, the

reflexive project does not only pertain to pondering upon one's practice but further into a metacognitive process of cogitating about how the teacher is reflecting about it, about the context and background of the reflection itself (Ibid., p. 133). That is, the reflective teacher's main competences are self-reflection and self-evaluation which leaves room to challenging the self and enhancing other teaching competences.

To level up the talk, a little comparison is necessary as teachers wonder about which model to adopt: communicative, reflective, or competent? Rather than opposing them, it would be better if seen as complementary. A reformulation of this would be the famous cliché question: is teaching an art or a science? The science of teaching is mostly configured in the competent and reflective models. Actually, the former perceives teaching as pure science, leaving very little if any room to art; whereas the latter, the reflective paradigm, represents what teaching should be like, its standards and critiques, all towards a more sophisticated science of teaching. It is the constant work on the database of teaching and learning, thus on their science and its applications. Both of them tackle what teachers should know and do, proposing, the competent one more, determined ways and calculated steps for doing it. However, Moore (2000: 131) places the reflective model on the other bank, the one of art, because it pertains to *"the messy complexity of the classroom"* (Goodson & Walker, 1991: xii). He mentions that reflection depends not on what is studied and measured but on people, teachers' and practitioners' contributions to the field (Ibid., p. 1). Burn et al. (1994: 57) have an identical opinion, maintaining that even if it gives credit to learning-teaching theories, much of the school reflective practice does not rely on science but on the *intuitive judgement* of teachers. Perhaps the middle ground is Bill Green's conclusion. He finds in the reflective mode a *"commitment to notions of process, experience and pleasure"* (Green, 1995: 402), which denotes that it combines both science and art. Last but not least, the charismatic model could be said to bear the artistic side of teaching as it lies basically on creativity, personality, and spontaneity.

Briefly, the three models can be summed-up in the standards of the American National Board for Professional Teaching. According to them, teachers:

> *"• Are committed to students and their learning*
> *• Know the subjects they teach and how to teach those*
> *subjects to students*
> *• Are responsible for managing and monitoring their*
> *student learning*

> • *Think systematically about their practice and learn from experience*
> • *Are members of learning communities"* (National Board for Professional Teaching Standards, 2002: 3-4)

Read vigilantly, the three models can be found at the underpinning of those requirements. Teaching, thus, *"is both a science and an art—and more besides"* (Woods, 1996: 31). But *more besides*, what is there to teaching besides its scientific database and artistic creations? This is one question that the rest of the work reflects upon and investigates.

2.8. From Novice to Expert

Although there has been a number of estimates, there is no exact figure of how many years it takes for teachers to move from being a novice to being an expert, even if later in this work, some statistics will be forwarded. Obviously, becoming an expert teacher does not happen in the fortnight that follows graduation or the attainment of a teaching certificate (Arends & Kilcher, 2010: 8). Research indicates that the novice-to-expert evolution process might take a significant amount of time because expertise demands massive experience (Cooper & Ryan, 2010: 166). Still, it is not about how many years as much as it is about how much effort, continuous learning, and *purposeful action* over time (Op. cit.).

Regardless of the domain, being an expert requires skills of planning, organization, and solving problems (Cooper & Ryan, 2010: 166). Teaching makes no exception since the expert teacher knows how to classify problems and how to solve them, how to organize work, and how to plan lessons (Ibid.). Researchers in teacher expertise, like Berliner (1987; 2001) and Glaser (1987), listed a couple of things expert teachers can do that the novice cannot. Some of them are:

- Experts are somewhat on autopilot; they carry out many tasks automatically because they have done them for many years. It becomes second nature to them which is why they are very effective at classroom management. Novice teachers, on the other hand, more often think before performing. They also tend to struggle with classroom management.

- While novice teachers might see only the top of the problem, expert teachers can seize what is truly behind it. Their extensive experience allows them to visualize the hidden part of the iceberg.

- Expertise offers teachers the flexibility that many novices lack. Even if some would think the opposite, novice teachers find it harder to employ new techniques or adjust their practice whereas expert teachers move or transit easier from one plan to another.

- One thing for sure, expert teachers are more confident than novices are. They have more trust in their strategies and abilities because they have already used them. They know what they can do and they know how to do it.

- And because they have done it many times before, experts can connect things better than novices. They are better at inferring and deducing patterns. Also, *"Expert teachers can ignore or influence the flow of classroom events. Novice teachers often allow the flow of events to influence and overwhelm them"* (Arends & Kilcher, 2010: 9-10).

Teacher expertise is, indeed, a solid rock in the path towards being an accomplished teacher.

2.9. Teacher Development

Teachers build expertise over time and effort as they develop cognitively and affectively (Ibid. p. 8). Some theorists attempted to explain the whole teacher development process through stages. Francis Fuller (1969) pioneered this venue by proposing a stage model. Through it, she compartmentalizes a teacher career into phases according to how it progresses. She delineates three stages: the *survival stage*, the *teaching situation stage*, and the *student results and mastery stage* (Fuller, 1969). The first stage, the survival one, explains how beginner teachers try to survive and adapt to the job. It is a time when teachers pay most of their attention to themselves as teachers and to teaching per se (Fuller, 1969; Arends & Kichler, 2010: 8). They care primarily about their teacher image, how students see them, what they think of them, plus their classroom management (Fuller, 1969; Arends & Kichler, 2010: 8). In the second stage, focus transfers gradually to the teaching situation, that is, instead of the teacher, the teaching itself becomes the center. By now, teachers are no longer struggling with survival. They have successfully fared at coping and forming routines, so they start giving more importance to time management, resources, teaching strategies, and field techniques (Fuller, 1969; Arends & Kichler, 2010: 8). With time and practice, the third stage is reached. Here, teachers' concern shifts from teaching to learning, from themselves to students who become the locus of concern; therefore, teachers modify their teaching according to learners' needs (Fuller, 1969; Arends & Kichler, 2010: 8).

These three stages have been tested overtime and proven to be valid (Arends & Kichler, 2010: 9). Today, Fuller's theory is still used when teacher development is under the microscope, enlightening mostly teachers with explanations of what they are going through.

2.10. Can We Frame an Actual List?

If we are to generate a list of qualities, then it is compulsory to take the longer road. Some researchers think that: *"it is impossible to capture something as dynamic and intangible as teaching in a pre-packaged program or sterile list"* (Nieto, 2006: 462). That is a point if what is meant is that the list cannot be a definite precise one; it must always be open to change, additions, and variations. Eventually, setting an incontrovertibly comprehensive list for all teachers without taking into consideration differences in context, time, culture, society, background, and more, is almost unrealistic. There is no one complete list (Ibid., p. 463), and in general, there is no definite exhaustive model for good teaching (Moore, 2000: 127).

Education departments and teacher recruitment agencies, like (DfEE, 1997; 1998), often publish lists of good teaching ingredients insinuating that, if followed, they can turn any person into an effective teacher (Moore, 2000: 126). Teachers and student-teachers train and work hard to learn what the lists dictate, and while they theoretically seem to acquire the competences on the catalogue, many teachers stumble at putting them into practice which is why several practitioners do not agree with the itemization of good teacher qualities (Atkinson & Moore, 1998; Moore, 2000: 126). Another rationale against the list is the fact that it somehow metamorphoses the nature of teaching, limiting it to a bunch of mechanical activities (Moore, 2000: 127). Some of what is on the list can be very vague, intangible, equivocal, and open to creativity like *"communicating enthusiasm"* (Ibid.). Moore wonders: how can teachers execute that? How can enthusiasm be measured accurately? And how can it be sustained along the span of career years? (Ibid.). Qualities like enthusiasm, passion, integrity, and charisma tend to come and go depending on a multitude of impacts some of which are uncontrollable by the teacher (Ibid.). Macroscopically, Moore enunciates:

> *"[H]owever many hours may go into their construction, lists of competences will never, finally, be able to answer the question they set themselves: 'What makes an effective teacher?'"* (Ibid., p. 126)

Opposing to that are all the attempts to concoct a list. Each time someone comes up with a better, more inclusive frame. The first one to present contains eight *"primary characteristics that make up the most effective teachers in the classroom"* (Holtom, 2009: 37). Figure 2.5 shows them all together.

Figure 2.5: Characteristics of Highly Effective Teachers
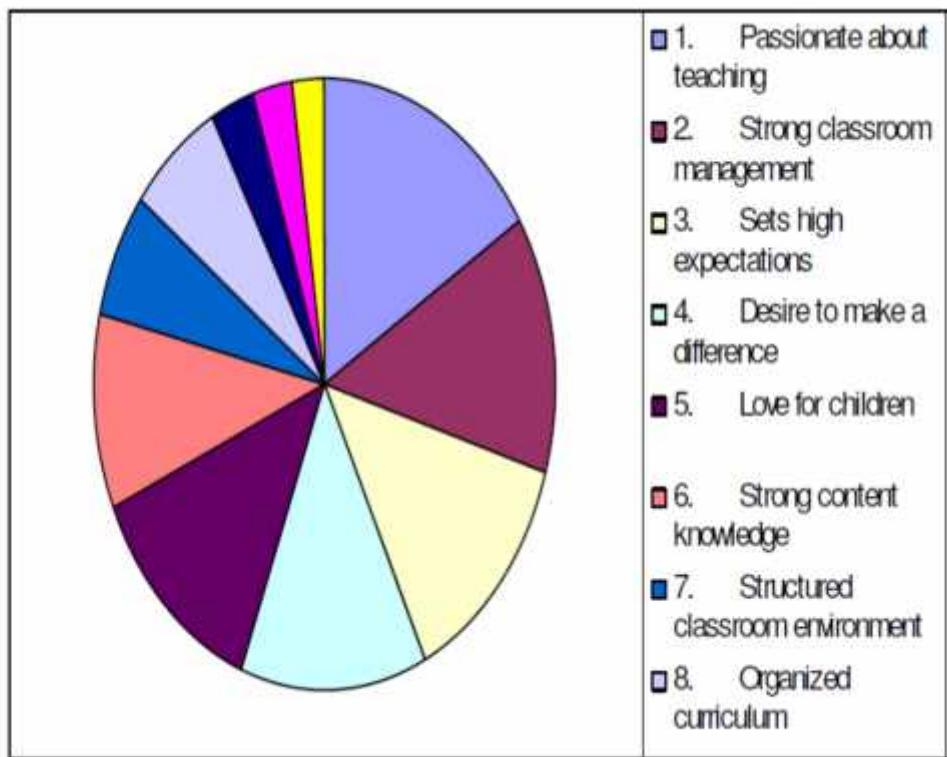
(Holtom, 2009: 59)

Spencer Holtom's items fall into the most frequently stated: passion, organization, and management, and they meet up with what Shaun Killian (2015) proposes. The latter thinks that the answer to 'what makes a great teacher' lies not only in the teaching strategies used but also in teachers' identities, that is, in who they are. He then sets seven qualities in an attempt to answer the question. While most teachers share those qualities *"to some degree"*, great teachers *"show them to a greater degree"* (Killian, 2015). They are:

▪ Passion.

▪ High expectations: *"Great teachers expect all of their students to work hard and to learn"* (Killian, 2015).

▪ Ability and intelligence: *"Smart people make the best teachers"* (Ibid.). Research (Anderson et al, 2003; Earles et al., 1994; Menkes, 2005; Schmidt, 2009) has demonstrated that the higher the teacher's intelligence quotient (IQ) or general mental ability (g) is, the better their performance is.

▪ Knowledge of content and pedagogy: teachers' effectiveness rises when they have knowledge of both the subject matter and of how to facilitate its learning. *"Teachers cannot help children learn things they themselves do not understand"* (Ball, 1991: 5).

▪ Conscientiousness: *"Great teachers work hard"* (Killian, 2015). They are responsible and they go the extra mile.

▪ Care: teachers who care about their teaching and learners tend to be more impactful on students' achievement at school (Cornelius-White, 2007).

▪ A problem-solving approach to failure: *"When faced with the challenge of a student or a group of students not mastering what they are trying to teach, great teachers seek information about alternative approaches"* (Killian, 2015).

Aloisi et al. (2014: 2-3), on their side, suggest six general criteria in which great teachers outstand average teachers. Nearly every quality proposed by Killian (2015) or Holtom (2009) is enclosed in them. They are: knowledge, pedagogy or quality of instruction, classroom climate, classroom management, teacher's beliefs, and professional behaviors like professional development and supporting colleagues. All in all, if any list is to be framed, there are five essential elements to include. These components emerge from the work of many researchers (García, 1999; Gordon, 1999; Haberman, 1988; Irvine, 2003; Knapp et al., 1995; Ladson-Billings, 1994; Lucas et al., 1990; Rose, 1995; Lucas & Villegas, 2002). In an effort to put them together, Sonia Nieto[4] wrote what effective teachers have in common:

> " *a solid general education background*
> *a deep knowledge of their subject matter*
> *familiarity with numerous pedagogical approaches*
> *strong communication skills, and*
> *effective organizational skills."* (Nieto, 2006: 463)

Nieto conducted a project in 2004. Its main concern was to reveal teachers' motives for teaching. She encapsulated 21 teachers' reflections in one book: *Why We Teach* (2005). Her findings culminated in five more items to the list of effective teachers' qualities above. They are: the sense of mission, care and empathy for learners, passion for justice, courage to think outside of the box and challenge old assumptions, and improvisation (Nieto, 2006: 463). Improvisation maybe the amalgamation of all criteria as well as the culmination of experience where teachers start capturing teachable moments, going beyond the syllabus and lesson plan,

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[4] Sonia Nieto (1943-) is Professor Emerita of Language, Literacy and Culture at the School of Education, University of Massachusetts. She is also a prolific author in the domain.

and meeting students' instant needs. The second face of the improvisation coin could be labelled confidence.

2.11. Effective Teacher Qualities in Detail

The practice of effective teaching breeds from two main quality repertoires: personality and professionalism. Effective teachers demonstrate both the ability to well-connect with students personally and the ability of material organization and coherent planning so as to facilitate learning (Willingham, 2009: 51). Generally speaking, being a good teacher is associated with personality more than with professional skills. Personality, how teachers present themselves in class, and the warm decent manners they show are, as Willingham says, *"only half of good teaching"* (Ibid.). That is, for a start, the teacher's personality helps create a comfortable and affectively engaging classroom atmosphere for students, but it is not enough (Ibid.). Teachers need to be able to make students think of meaning (Ibid.), to engage them mentally after they have been engaged affectively. Mental engagement happens by dint of the teacher's professional, not personal, properties which constitute the second half of good teaching.

"The great teacher is steady, intelligent, concerned, interesting, and interested" (Goldberg in Scherer, 2003: 224). S/he likes, even loves, what they do. *"The finest teachers care passionately about their subject. They find joy in talking about the field of study that pervades their lives"* (Galvin, 1990: 200). Aristotle, the famous Greek Philosopher and himself a remarkable teacher, is credited for having said: *"Pleasure in the job puts perfection in the work"* (Quoted in Cooper & Ryan, 2010: 24). Teacher pleasure, love, and enthusiasm are contagious. They are also momentous to learner engagement and to the success of the whole process because their absence renders learning insignificant, that is, learners will neither find it interesting nor learn much in class (Cooper & Ryan, 2010: 179). Besides engaging the learner and keeping her/him involved, there are many other skills that are deemed by Cooper and Ryan primordial to effective teaching like:

- The skill of asking thoughtful and varied questions.
- The skill of giving effective feedback.
- The skill of lesson and course planning.
- The ability to analyze learners' needs and to adapt learning accordingly.
- The ability to personalize instruction according to *"students' experiences, interests and academic abilities"* (Ibid., p. 185).

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- The ability to vary tasks and techniques so as to keep the learner engaged and attentive.

- Assessment and evaluation skills.

- ICT skills (Ibid.).

Moreover, Brown and McIntyre (1992) (in Burden & Williams, 1997: 48) identified ten categories of good teaching indicators. Overall, they listed:

- A relaxed and comfortable classroom atmosphere (created by the teacher).

- Successful classroom management.

- A motivating and attention-grabbing teaching method.

- Learners' understanding of the lessons thanks to the conditions that teachers provide.

- Clarity of instructions and learning objectives.

- Appropriate judgement of what is expected from learners.

- Pushing learners to higher their self-expectations.

- Having mature and positive relationships with learners.

- Pertinent demonstration and use of one's knowledge and talents to facilitate learning and succeed teaching.

On another hand, Goodwyn (1997) suggests a long list with eight quality groups: personal characteristics, professional identity, subject knowledge, planning and review, documentation, contextual understanding, and relationships. They are all explained in what follows.

2.11.1. Personal Characteristics

Andrew Goodwyn[5] listed a cluster of criteria that the highly accomplished teacher possesses. According to him, they are:

- Self-reflection.
- Readiness for experiential learning and exploration instead of lecturing.
- Ability to guide others, respond to their needs, and lead.
- Tolerance.
- Excellence of communication and clarity of articulation.
- Facilitation of learning.

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[5] Andrew Goodwyn is an educationalist and a professor of education at university. He is also the author of many books like *Improving Literacy at KS2 KS3* (2002) and *Expert Teaching: An International Perspective* (2016).

- Motivation, encouragement, and stimulation of learners.
- Respect to the individuality of each learner.
- Use of interdisciplinary knowledge.
- Appropriate material selection.
- Good management of sensitive matters and of behavior problems
- Promotion of learners' moral, mental, spiritual and social development. (Goodwyn, 1997: 123)

2.11.2. Professional Identity

The professional features that Goodwyn enumerated are:

- A solid background in English teaching.
- *Active involvement in English teaching.*
- Continuous professional development.
- Prediction and engenderment of change in teaching.
- Respect to learners and colleagues.
- The ability to mentor other teachers. (Ibid., p. 123-124)

2.11.3. Subject Knowledge

It is no doubt that *"great teachers possess a solid command of content"* (Goldberg in Scherer, 2003: 223). This idea does not divide from the line of professional identity and from what Goodwyn indicated in relation to subject knowledge. The accomplished teacher masters the subject matter which shows up through:

- Complete understanding of English as a language.
- Realization of how complex the language can be.
- Passion and dedication to their subject matter.
- Awareness of the changes taking place in their domain.
- Ability to handle different types of texts, styles, genres, forms, and structures and to teach them.
- Being an effective writer and speaker of the language.
- Ability to help learners develop their language skills like reading, writing, listening, and speaking.
- Through knowledge of the curriculum and the syllabus they teach. (Op. cit., p. 124)

2.11.4. Planning and Review

Highly effective teachers' characteristics pertaining to planning are:

- Setting clear and realizable yet challenging objectives to learners.
- Effective, inclusive, progressive, and coherent lesson and course planning.
- Following the plans all in considering individual differences and context particularities. (Ibid.)

2.11.5. Assessment and Recording

The assessment and recording qualities are:

- Recognition of each learner's achievement and accomplishments.
- Safeguarding and keeping track of learners' advance and progress.
- Ability to vary assessment methods and evaluation techniques. (Ibid.)

2.11.6. Documentation

- High quality preparation of materials.
- Building good-enough resources and materials that can be beneficial to other teachers.
- Development of documents that can serve even the department or ministry of education as well as policy makers and stakeholders. (Ibid., p. 125)

2.11.7. Contextual Understanding

The context that the teacher is concerned with is made up of school, the country, the world, and the learners' personal, social, and linguistic backgrounds. The criteria associated with contextual understanding are:

- Realization of the national and international importance of English.
- Familiarity with school regulations and curriculum aims.
- Understanding of the learners' background, the place of school in their society, plus the local events, circumstances, and influences on their English teaching job.
- Effective communication with parents. (Ibid.)

2.11.8. Relationships with Learners and Colleagues

Relationships have been discussed more than once so far. Goodwyn (1997), like other authors mentioned before, lends great importance to professional bonds by evoking some features that have to do with them. He thinks that the professional accomplished teacher builds relationships around:

- Facilitation of learning.
- Promotion of reflection, independence, and autonomy.
- Engaging learners by stimulating the joy of learning.
- Differentiation of learning based on individual variations between learners.
- Collaboration and coordination with other colleagues in both the immediate and the remote teaching environment.
- Sharing successful practice so that others can use it.
- Respect to others and receiving theirs back. (Ibid.)

2.12. The Learning Atmosphere

The available literature concerning this issue suggests a plethora of guidelines to gain students' liking and to build a safe learning atmosphere, though student diversity does not ease the task. For starters, Brooks made it clear in his TED talk (2011) that: *"people learn from people they love"* and in atmospheres where they feel they belong. High caliber teachers understand this as it is part of the learning mechanism and of human nature. After all, humans are *emotional creatures* whose heart of existence is feeling, emotion, and affection (Brown, 2007: 68). It is still out of our ability to separate feeling from the rest of our operating system, and as much as we wish to be considered objective, rational, logical, and intellectual, we remain emotional or at least influenceable by our feelings (Ibid.). Also, being rational and emotional do not necessarily oppose. It is politically correct to estimate that teachers need to keep in mind the affective side while addressing the cognitive one because they work hand in hand.

There are many things a teacher can do to establish a comfortable and engaging learning atmosphere like having a decent relationship with learners, calling them by their personal names, smiling to them, kindness, trust, respect, eye contact, praise, learning games, humor, and else. Some of these are discussed hereafter.

2.12.1. Smiling

A smile is the first thing we offer the other. For many people, it is a natural behavior that accompanies greeting. Marianne LaFrance is a leading figure in the research field about smiling. She wrote:

> *"Human smiles are designed to captivate. We see smiles, distinguish those that are genuine from those that are not, and move toward the former and away from the latter. All this happens in a split second and typically out of conscious awareness. This, then, is a key fact about smiles. They are consequential – they affect what others feel and do. Far from being merely a nice gesture or a great asset, a credible smile is a force to be reckoned with. Smiles are not merely consequential: they are indispensable to physical health, well-being, and social viability."*
> (LaFrance, 2011: 53)

Smiling can be considered as a *visual hug*, something that shows cordiality, conviviality, and positive regard to the other (Partin, 2009: 170). It is probably our strongest social reinforcer mostly when it is genuinely delivered with the eyes as well as the mouth (Ibid.). Eye contact, indeed, substantiates the warmth of the smile and its honesty.

In a chapter entitled: "Neuroscience of the Smile: A Fundamental Tool in Teaching", Hattie and Yates talk of the science of smiling and how it affects teaching and learning. To them, smiling is one of the most effective tools a teacher can employ because when a teacher smiles at the student, it conveys respect, appreciation, value, and acceptance (Hattie & Yates, 2014: 265). It can simply message that the learner is not invisible to the teacher, s/he is visible and important as a human being. The smile is even more efficient if it is conveyed with some short verbal feedback or positive affirmation like *"thank you for coming today"* (Ibid.) or "how are you doing?".

High school teacher Ralph Salemme says: *"I go to work every day with a smile"* (in Smoot, 2010: 117). He may have realized that smiling is a powerful aid to founding the desirable comfortable learning climate and to setting the context for classroom interaction (Op. cit.). Students, too, can decipher several ingredients from the teacher's smile. Through it, the learners can detect the teacher's mood and possible reactions as well as what kind of person s/he is (Ibid.). It practically serves as an index or an indicator to learners, showing them who their teacher is and how s/he is feeling (Ibid.). Hattie and Yates go to say that it allows learners to evaluate the teacher's *approachability* and to rate it (Ibid.). A teacher who

never or seldom smiles to learners is most likely seen as unapproachable and vice versa. Not just that, a smile can hint to the teacher's methods and teaching style.

A smile is contagious. When the teacher smiles at a student, the latter will tend to answer back, probably even smile at the rest of the class (Ibid.) which will warm the atmosphere. Over time, this is what many teachers get remembered for: how they smile at their students or how often they do it (Ibid.). Some students, when asked about their teachers, mention first thing that s/he never smiles in class, or the opposite, that s/he is always wearing a smile!

2.12.2. Kindness

Another trait frequently mentioned by learners is the teacher's kindness which is also contagious. Danielle, a science teacher and mentor, says: *"The influence that a teacher has in the lives of children can be considerable"* (in Wendy, 2004: 153). S/he can impact their interest in learning, their self-concept, self-confidence, and kindness (Ibid.). Whatever a teacher does or says is noticed by at least some learners. Teachers like parents are great influencers, which is why they can use modelling to inculcate or teach qualities or favorable behaviors. For instance, if they wish to teach learners to respect others' opinions, to be grateful, or to be polite, they can start with it by respecting opinions, being grateful, and being polite around learners who can catch or pick the behaviors. Learners, and humans in general, are most likely to repeat what has been modelled in front of them as shows the Bobo Doll Experiment[6], that is, people learn by observation (Bandura, 1977). All this is to say that kindness is contagious and learnable through modelling, mostly that many schools complain of behavior problems and of bullying.

It is salient for teachers to be kind with their students because the latter need to feel valued, respected, and well-treated (Op. cit.). Actually, the teacher's kindness renders learning

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[6] The Bobo Doll Experiment is one of the most famous experiments in psychology. It refers to a collection of experiments done by psychologist Albert Bandura between 1961 and 1963 in which he tested how children learn aggressive behavior through imitating others. He put 72 kids, aged between 3 and 6 years old, in three groups of 24 members each: the control group (with no model), the non-aggressive role model group (kids saw an adult playing with the Bobo Doll in a non-aggressive manner), and the aggressive role model group (children observed an adult role model hitting the doll with a hammer, treating it in an aggressive way). Each group included 12 girls and 12 boys. The results proved that children who noticed an aggressive model tend to be more aggressive and to repeat the same behavior they witnessed whereas those who viewed an adult playing with the doll non-aggressively imitated what they saw, that is, they played with the doll non-aggressively. The study showed that children learn by imitation and through observation. They repeat what is modelled to them (Mann, 2016: 158).

more pleasant, pleasurable, and effective (Ibid.). The teacher's care, in Smoot's opinion, is like the *"current that carries"* learning (Smoot, 2010: xii). Eventually, caring and kindness come to define the teacher's style; besides, they help to identify learners' needs and to engage them in the learning process.

2.12.3. Personality

There is no specific personality type to become an accomplished teacher as Hattie and Yates indicate:

> *"To become a fine teacher, you do not have to have a particular type of personality. Over the past 90 years, with studies stemming back into the 1920s, attempts to describe the ideal teacher in terms of personality traits have proved unfruitful. If there is any secret to becoming a fine teacher, it does not lie in the type of personality you have brought to the profession, as least as defined by traditional measures of personality."* (Hattie & Yates, 2014: 26)

However, students do not stop mentioning personality traits when describing their best teachers. It has even been universally found that students have some preferences regarding teachers' behaviors and personalities, but it is not yet exactly known how learners build those views or how they rate teachers (Ibid., p. 27). How can they, for example, *"create a favourable persona"* (Ibid.)? Hattie and Yates give one possible reply to that question: the favorable persona to learners is the teacher who views their learners as real valuable individuals with their own lives, stories, interests, and aims (Ibid.). Ideally, *"The degree of personalisation is an important component in determining satisfaction in all interpersonal relationships"* (Ibid.). It is not quite genuine to treat all students the same way, as if they are the same person while they are not. The teacher's *nonverbal behaviour* is another component in the personality traits learners state because it shows mostly how they treat people (Ibid.) which in turn provides insight into the teacher's personality. What is more, it has been found that children specifically, and learners in general, *"lose respect for any adults who do not know and respect basic social rules"*, who are cruel or misbehave, or who break agreements and already-set pacts (Ibid.). As such, there is no typical personality to be a good teacher but some treats are banned from the personality profile of fine teachers, treats like cruelty, disrespect, and dishonesty.

The teacher is a role model. To many learners, s/he is the immediate exemplar or *visible representative* of adulthood and its particularities (Ibid.). If s/he is going against the social or

behavioral standards, s/he may lose her/his position as a credible idol; that is, the learners may disqualify him from being their favorite teacher persona or from being their mentor (Ibid.).

2.12.4. Showing Trust

Besides kindness and respect, trust facilitates the establishment of a comfortable learning climate. Adams and Ross hold that successful teachers plant confidence in their learners mostly if they candidly believe in every learner's potential (2010: 7). It is generally motivating to have someone else believe in us; in some cases, it even becomes the reason why we succeed and believe in ourselves (Ibid.). Indeed, having a teacher who listens, tutors, guides, and advises is an intriguing opportunity to learners and to their growth and progress (Marlow, 1999: 136). Nevertheless, to let oneself talk to a teacher, be guided or advised by them, or be taught and changed by them, demands trust. A learner does not open up to a teacher unless they trust them. Smoot (2010: xii) maintains a parallel opinion, adding that the teacher ought to be authentic because it is the keystone to trust. Students like being treated with authenticity in the classroom. They also esteem fairness, dignity, and respect which *"have emerged strongly in all studies in which students are interviewed and surveyed as to what they expect of their teachers"* (Hattie & Yates, 2014: 26). It is due to these aspects that learners come to trust their teachers, to feel safe in the classroom, and to focus on their learning.

2.12.5. A Solid Teacher-Learner Rapport

Manfred Schertler from The University of Erlangen-Nuremberg, Germany, affirms that the teacher's attitude affects the learning process (in Cartelli, 2006: 224). This might remind us of, again, building a strong teacher-learner bond because it paves the way to learning, meaning that it facilitates the journey to learners. A good bond between the teacher and the learner is a pillar to a safe classroom atmosphere. Liberante (2012: 8) spotlights this and prompts teachers to give importance to positive teacher-learner rapports because they can have *immeasurable* impact on learners' achievement and behavior.

Figure 2.6: The Rapport that Effective Teachers Establish with their Students often Goes beyond the Classroom Learning Environment

(Cooper & Ryan, 2010: 166)

Generally speaking, the good teacher-learner bond is built around caring and authenticity (Knoell, 2012: 5). Teaching is a job of caring, a job of reciprocity and relationships whose members are constantly evolving, interacting, and connecting (Allen et al., 2004: 483). The way teachers behave, their attitudes, feedback, strategies, decisions, and the content they bring to learners are "*a primary influence on students' affect toward a subject*" (Gorham et al., 2009: 4). Not just that, their influence goes beyond the classroom sometimes (Figure 2.6). Genuinely good relationships last outside the classroom and stand the test of time. One way to set them is through positive feedback or praise. Martha Jo Price, an English and French teacher in the state of Virginia asks a pertinent question. *"Are you a morale booster ... or buster?"*, she rhymes (in Scherer, 2003: 190). Teachers who know how, what, where, and when to praise gain their learners' respect and love whereas teachers who are continually blaming learners, either in private or mostly in public, lose students' affection and interest. To keep decent rapports, teachers might follow the old adage: "praise in front of others; criticize in private". Adams and Ross explain:

> *"Successful teachers look for the positive. Every day is a new chance for a positive experience. These teachers notice positive behavior and reinforce it regularly. While seeing themselves as highly structured and consistent and even strict, they noted that reinforcement and seeing a positive tone in the classroom was critically important in establishing their expectations for behavior."* (Adams & Ross, 2010: 14)

At the end of the day, it is crucial to remember that good teachers relate better than average teachers to their students and profession. Somehow, they understand better the *emotionality of teaching* as Riley (2011: 40) dubs it.

2.13. The Facets of Teaching

2.13.1. The Affective Side

It is true that teaching and learning are cognitive operations; yet, constructing knowledge and its facilitation intersect with affective processes (Cartelli, 2006: 17). Intellect and affection are no opposites mostly because learning itself occurs where the two meet (Ibid.). Emotions regulate learning by stimulating the amygdala in different manners: when positive, like joy and comfort, emotions facilitate learning and remembering, whereas when negative, like fear and anxiety, they block learning, cause forgetting, and inhibit other mental processes like understanding and perception (Arends & Kilcher, 2010: 36-38). Authors like Arends and Kilcher believe that understanding the impact and importance of affect in the instruction process and planning accordingly can be the key to effective learning (Ibid., p. 36-37). McCroskey and authors corroborate:

> *"If an individual does not have positive affect for the content or teacher in a classroom, it will be very hard for that person to learn [on a cognitive or behavioral level]. For this reason, the authors of this text strongly believe that affective learning is by far the most important domain of learning because it is the foundation of the other two types of learning."* (McCroskey et al, 2008: 346)

Sonia M. Nieto is a Professor of Language, Literacy, and Culture at the University of Massachusetts and the author of *What Keeps Teachers Going?* (2003). She said in reference to how teachers love their students: *"Love, then, is not simply a sentimental conferring of emotion. Rather, it is a combination of trust, confidence, and faith in students and a deep admiration for their strengths"* (in Scherer, 2003: 208). To her, the genesis of teaching and learning is hope, faith, and love as teachers display them towards the future, their own potential, the potential of learners, and that of colleagues (Ibid.). She also mentioned Junia

Yearwood, an American teacher, who compares her classroom to a *haven*, a sanctuary for her and her students on whom she concentrates once in class (Ibid., p. 209). The metaphor is strongly eloquent and suggestive notably because the classroom world is not a desirable one for a good deal of students and teachers. A classroom can turn into a safe haven when both the teacher and learners care about what they are doing and about each other which is why great teachers exhibit clearly their care for learners' learning.

2.13.2. The Creative Side

When doing research like when teaching, many tend to hold to certainty. Yet, in today's education like in most fields, the doors are open to many possibilities. Moving *"from a pedagogy of certainties to a pedagogy of possibilities"* (Pugliese in Vassalo & Xerri, 2016: 19) is the new course. It is debatable whether creativity is an inherent feature of good teachers or not. While some think it is part and parcel of what makes a good teacher (Clare in Vassalo & Xerri, 2016: 46), others are not sure if being creative is a constant trait or plan on the teaching agenda; the latter stand is due to the current pedagogy of certainties that seems to adhere to clear-cut laws, dictated methods, and ready-made syllabuses, which leaves little if any room to new possibilities, initiatives, or to creativity (Op. cit., p. 22).

Figure 2.7: The Creativity Cycle
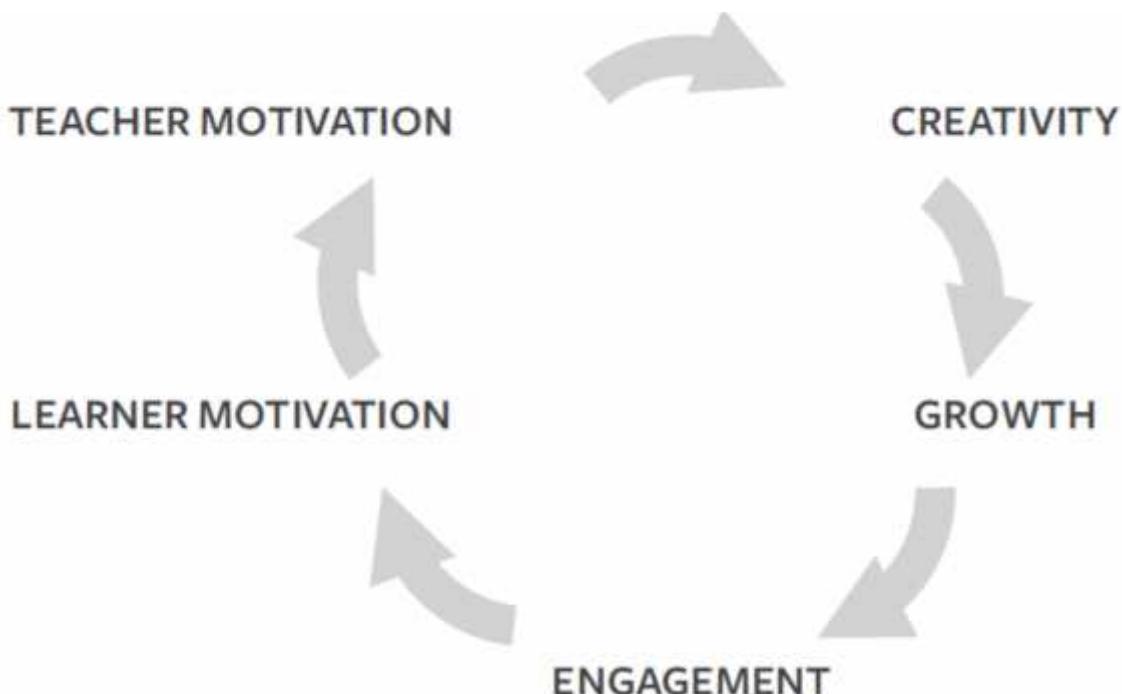
(Vassalo & Xerri, 2016: 46)

The creativity cycle in Figure 2.7 shows broadly how creativity leads to engagement and motivation. It yields growth and success. In their book about creativity in language teaching, Vassalo and Xerri (2016: 4) say that good teaching has no recipe, same as the perfect lesson. According to them, no guidebook or approach can guarantee the success of the same lesson with all learners (Ibid.). Learners have individual differences and needs that require personalized treatment. To personalize teaching, the teacher needs creativity meaning that they need to trust their personal expertise more than they trust in a common certainty or practice (Ibid.). Being creative also takes good understanding of the learning context, the subject matter, and the available approaches, methods, as well as techniques (Ibid.). *"Being creative means we do not let the dictums of others straightjacket us"*; it means the rules are not taken for granted, certainties are questioned, and things put into several perspectives (Ibid.). To synopsize, the authors state:

> *"Creative teachers are not just born creative. Creativity is a state of mind. It is a boundary that we need to cross in order to discover our potential to do things differently and be an inspiration for others."* (Vassalo & Xerri, 2016: 4)

Creativity is developed by practice, trial and error, failure, daring and braving the norms, briefly, by transcending the fear of being wrong and erring (Ibid., p. 5). Teacher training can assist teachers in their creativity attempts by cultivating not only pedagogy and subject knowledge, but also *"the belief in the potential of creative teaching to engage language learners"* (Ibid.). Creativity works in a milieu of possibilities and only under some factors like cooperation, interaction, optimal leadership, and organization that should all be part of teacher training programs (Ibid.). Creativity can be fostered by giving good training in those sections. Also, when teachers are well equipped for learner empowerment, teaching thinking, directing learners to reflection and to owning their learning, the end result would become innovation and creativity (Ibid.).

Teaching is known to be a highly-creative domain where one thing is rarely done the same way more than enough times simply because of learners' and teachers' individual differences. This is why Vassalo and Xerri (2016) urge teacher trainers to provide practice on innovative activities in order to kindle the trainees' creativity and prepare them to teach in a creative manner.

2.13.3. The Teacher's Self-Concept

One of the basics that impact teaching is how the teacher regards her/himself, the ideas s/he has about their person which together make the self-concept. Gorham and co-authors expound:

> *"A teacher's self-concept is the teacher's total view of her or his cognitive, behavioral, and psychological capabilities as a teacher. It is the teacher's view of her or himself in terms of overall self-worth in the classroom. It is the teacher's assessment, evaluation, and valuation of her or himself in the classroom environment. It is the teacher's perceptions, attitudes, beliefs, and values about her or himself as a teacher and how others perceive her or him in the school environment."* (Gorham et al., 2009: 153)

Two types of self-concept can be sorted out from this definition: positive and negative, or as they are commonly-called, healthy and unhealthy. On the first hand, teachers with a healthy self-concept have a positive impact on learners and learning as they project confidence and self-assurance, are generally self-collected and easy-going, are good communicators, and are efficiently productive (Ibid., p. 161). Furthermore, a teacher with a healthy mental image of the self faces less misbehavior issues in class because they know how to make students feel relaxed and at ease in class; yet, they are firm and *"can say "no" to students without backlash"* (Ibid). On the other hand, an unhealthy self-concept affects learners and their learning negatively as it reflects lack of self-confidence (Ibid.). The teacher appears to be shy, uncertain, worried, distressed, tense, or even unable to control their self which leads to misbehavior (Ibid.). For that and because this teacher is less productive, learners find it easy to misbehave. An unhealthy self-concept results in ineffective communication (Ibid.) which is why this teacher seems to be a laissez-faire, permissive teacher. S/he is generally worried about how others view her/him, what students think of her/him so s/he rarely refuses what learners say or do. The opposite too can be true, that is, the teacher can adopt the authoritarian style so as to cover her/his deficiency or inadequacy.

It is plausible to wonder: how can teachers' self-concept be improved? Gorham et al. suggest the use of *cognitive restructuring and coping statements* (Ibid., p. 162). They mean that the way teachers view themselves needs to be mentally altered. Perhaps teacher training can include sections about it, wherein teachers' self-concept is restructured in a healthy way and their self-confidence is boosted.

2.13.4. The Intellectual Facet of Teaching

Teaching remains one of the intellectual jobs that, besides affect, creativity, and self-concept, requires lots of thinking, mental work, and readings. High caliber teachers are intellectually active and involved in their job; they are aware of change which is why they keep track of research updates, present-day theories, and newborn practices (Goldberg in Scherer, 2003: 223-224). Great teachers are lifelong learners who remain open to change and its facilities. It is worth mentioning that all change is not to be adopted, and that teachers ought to wisely decide what is to take and what is to leave (Ibid., p. 224).

The intellectual facet of teaching can be an alternative name to continuous professional development through which teachers stay intellectually active and professionally progressing. As modern education is about personal potential, individual differences, and learners' active participation, it opens doors for teachers, as for learners, to pursue growth, to explore, and to adventure away from of classics of teaching and learning. One good question to ask here is: how can teachers nourish their teaching intellect and keep progressing professionally? Some answers lie in the following quote:

> *"Participating in the inquiry group, these teachers took part in individual and collaborative curriculum development, wrote journals, conducted research in their classrooms, attended conferences, were active members in professional organizations, and mentored new colleagues. They also presented workshops for colleagues and visited other schools. In short, these teachers are constantly updating their craft and their knowledge."* (Nieto in Scherer, 2003: 210)

Great teachers seize opportunities to strengthen their teaching database through experience, reading, research, training, workshops, and discussions. The sum of it is that sharing is part and parcel of their growth strategy.

2.14. Material Organization

A good teacher is a good material organizer which is what makes some specialists like George Shultz, a political mentor, think that one of the best methods of teaching is *"to arrange things so that people are learning"* (in Smoot, 2010: 240). Teachers spend so much time planning materials, matching, adapting, organizing, and reorganizing. Some of them have checklists for reviewing lesson plans, what they should contain, and how materials should be, things like authentic, clear, practical, significant, and relevant. Willingham advises

teachers to revise plans and materials according to the thoughts the plan might spur in learners' minds, or in his words: *"in Terms of What the Student Is Likely to Think About"* (2009: 61). Accommodating lessons and materials to learners' needs is itself part of the planning where the teacher tries to predict learners' possible questions and reactions and to find ways to answer or meet them beforehand. Improvisation is undeniable, unexpected reactions are unavoidable, but so are the meticulous preparations that demand lots of time and effort outside school, preparations that are part of the fabric of great teaching. As they get content ready for class, *"the best teachers select from the methods that are well researched and widely practiced at their grade level or within their subject area, and become expert in several that fit their style and the needs of their students at that time"* (Goldberg in Scherer, 2003: 223). The preparations and selections teachers make are not only about content, materials, or learners' needs, they also include methods, techniques, even syllabuses, and curriculums. Smoot (2010: xiv) sees that great teachers are *natural curriculum designers.* They can be natural or trained experts in prioritizing, deciding what to take and what to leave, how learning is to be cut into sections, plus building transitions and gradation between learning elements. In Smoot's words, good teachers *"have a keen sense of what is more important and what is less: what elements are most essential, how to divide learning into steps, and how to present those steps in a sequence"* (Ibid.). The question is: if they are not naturally gifted in material or syllabus design, where and how can teachers be trained in them? Do teacher training programs offer to develop this sense of dividing learning into steps and sequences?

Some programs do. Material Design and Syllabus Design are modules that students take for one and two years respectively, the equivalent of two and four semesters, and that are still taken in the Teacher Training College in Algiers and other training schools in Algeria. They are also part of many other training programs that teachers-in-the-making receive around the globe. Matter of fact, material design is such an important dimension of teaching that teachers spend most their time on it. By the end of a career, a good teacher would end up with a barrage of information and mines of materials, many portfolios, cut-outs, posters, postcards, booklets, plays, audios, videos, texts, tasks, drawings, pictures, and tips.

2.14.1. Attention Grabbers

Some of the many tips teachers accumulate thanks to experience, research, and design are about how to fish students' interest once it is lost, or how to attract their attention so as to

launch the lesson, what is known as attention grabbers or warm-up activities. To that, Willingham reports:

> *"Almost every teacher I have met likes, at least on occasion, to start class with an attention grabber. If you hook students early in the lesson, they should be curious what is behind whatever surprised or awed them."*
> (Willingham, 2009: 61-62)

An attention grabber could be also an icebreaker, a warm-up activity, an affective or a cognitive filter. It serves the establishment of a comfortable atmosphere in the class and in setting learners to a positive emotional state prior to learning (Arends & Kilcher, 2010: 39). Case in point, Arends and Kilcher go along with that when they talk of *brain filtering* (Ibid., p. 38). With experience, teachers come to realize that for teaching and learning to occur effectively, attention is compulsory which is why before teaching, competent teachers grab or capture their learners' attention, meaning that they need to filter their brains (Ibid.). Learners, like most people, have thoughts and feelings on their minds, mental processes that are not necessarily related to the learning about to happen, and a teacher needs to filter those processes leading learners and directing them to the course of thought that the lesson demands. According to Arends and Kilcher, *"this is true and important because the brain filters all incoming stimuli and makes decisions about what to attend to and what to ignore"* (Ibid.). They also propose some strategies for brain filtering and attention grabbing like: drama, humor, fun, the effect of surprise, organizers, stories, music, and seizing teachable moments (Ibid., p. 38-39).

A teachable moment is *"an unplanned opportunity that arises in the classroom where a teacher has an ideal chance to offer insight to his or her students"* (Lewis, 2016). Havighurst sees that a teachable moment is the right timing when learning becomes easy and possible (1953). He explains that:

> *"When the timing is right, the ability to learn a particular task will be possible. This is referred to as a 'teachable moment.' It is important to keep in mind that unless the time is right, learning will not occur. Hence, it is important to repeat important points whenever possible so that when a student's teachable moment occurs, s/he can benefit from the knowledge."* (Havighurst, 1953)

As such, a teachable moment can also be considered and understood as a divergent path from the original lesson, a moment when a student asks about something that is not directly related to the lesson. It is like opening the brackets to talk about and teach an extra point, then

closing them to come back to the lesson. For example, we had once a lesson about Abraham Maslow's Hierarchy of Needs. In the middle of the explanation, the teacher used the word 'ideology'. One student asked: "What does ideology mean?". It was a teachable moment, one that the teacher had to seize to teach the meaning of ideology which is not thematically related to the original lesson about motivation and Maslow's theory, nor was it in the lesson plan. Effective teachers are good at improvising, seizing a teachable moment as an extra opportunity for learning (Adams & Ross, 2010: 21).

On the flipside, seizing a teachable moment is not just a matter of great performance or improvisation because great teachers do not rely only on these two; they keep learners attentive through other professional means like the mastery of content, practical and efficient lesson plans, or through humanistic means like their caring gestures and genuine personality which they disclose through honesty (Goldberg in Scherer, 2003: 224). Human and humanistic means are such an operative tactic to hold learners' attention. Again, a good teacher is not solely knowledgeable about subject matter, s/he is also knowledgeable about psychological and pedagogical strategies; s/he is not necessarily highly charismatic in a way that makes learners scared of him (Hamidi et al., 2013: 50). Rather, s/he is the antithesis of fear to learners; that is, s/he is safe to them. A good deal of Algerian teachers nowadays keeps their class under control by fear, mostly in the sector of National Education[7]. They manage to have quiet, assumedly attentive learners, by making the latter afraid of the punishments they impose. Following behavioristic methods might work as it did in the first half of the twentieth century, yet, it is very valid to doubt its functioning in a digital age. After a long walk for schools of thought after behaviorism, including humanism, social constructivism, cognitivism[8], and now connectivism[9], how can we expect the cycle to close back to the school that embraced mechanical learning, imitation, repetition without understanding, and drills? To put it in simple words, creative, communicative, and effective learning, as needed for the third

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[7] This is a general remark made by the researcher. Yet, after discussing it with some teachers and other people, and after informally interviewing hundreds of university students about it, it has been confirmed. The majority of them agreed that at least one teacher in their schooling tried to manage them by fear. They also noted that it is done mostly by some primary and middle school teachers.

[8] Cognitivism is a psychological school of thought that studies mental processes like how people think, remember, perceive, learn, pay attention, solve problem, etc. It became popular in the 1960s thanks to the work of Jean Piaget, but its official father is the American psychologist Ulric Neisser. (Source: https://www.chegg.com/homework-help/definitions/cognitivism-13)

[9] Connectivism is an educational theory established by Dr. George Siemens and Stephen Downes. It explains how people learn through technology and how *"Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves"*. (Source: https://www.learning-theories.com/connectivism-siemens-downes.html)

decade after year 2000, rarely happens under fear. Learning demands comfort, caring, and warmth, which evokes humanism. It demands mental processes and critical thinking as seen by cognitivism, the involvement of learners in constructing their knowledge as constructivism purports, plus their communication and collaboration; and for our digital times, it demands technology, creativity, and choice. Altogether, they make up the main six skills or aims that education must develop in learners nowadays. They are known as the six **C**s: **c**ritical thinking, **c**ollaboration, **c**ommunication, **c**reativity, **c**aring, and **c**hoice (Ruhl, 2015).

This talk keeps us on the verge of humanism as it confirms that good teaching is more than passing on content. It is argued that:

> *"[H]umanistic education does not need teachers who are merely good academic ones, rather it prefers to take advantage of those teachers who not only know the academic topic and methods well, but also recognize and respect the psychological and emotional states of their students."* (Hamidi et al., 2013: 50)

Therefore, in order to grab students' attention to language learning, teachers need to prioritize their affective and cognitive factors (Ibid.) by any means that is safe psychologically and pedagogically.

2.14.2. Story Telling

Another tip to hook students' attention is stories, and who does not like them? When I was at primary school, I had a teacher who rewarded us with stories. He would say: *"Finish this task, then I will tell you a story"*. It used to motivate us to finish fast looking forward to hearing it. Better yet, Willingham suggests that: *"organizing a lesson plan like a story is an effective way to help students comprehend and remember"* (Willingham, 2009: 51-52). He argues that the human mind is predisposed to comprehend and retain stories (Ibid., p. 51). To hear it from him:

> *"The human mind seems exquisitely tuned to understand and remember stories — so much so that psychologists sometimes refer to stories as "psychologically privileged," meaning that they are treated differently in memory than other types of material."* (Ibid.)

The cognitive privileges and advantages of stories are a strong reason to use them in lessons. Not just using them, Willingham (2009: 54) urges teachers to design their lessons in the form of stories, plotting them with the four Cs any story must contain. These are: *causality*, *conflict*, *complications*, and *character* (Ibid.). Nevertheless, this does not insinuate

that the lesson will be teacher-centered (TC), where the teacher talking time (TTT) exceeds the student talking time (STT); instead, the teacher can employ group work, projects, or any other learner-centered (LC) technique (Ibid.). Willingham expounds that story-telling should not necessarily refer to the method used to teach but to the way we make learners think of the content (Ibid.). The latter may be thought of by learners in a story structure; that is to say, their thoughts can be organized causally, around a conflict, with complications and a climax, and it is always better if the lesson includes characters. The latter could be names of authors, artists, critics, scientists, examples, or even learners themselves.

In synopsis, the story structure has the power to keep students attentive, to build connections between ideas, to understand the lesson, as well as to keep it in mind.

2.14.3. Discovery Learning

One of the internationally influential books has been Gibran Khalil Gibran's *The Prophet* where he wrote the usually quoted: *"If the teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind"* (Gibran, 1991: 76). The interpretation of these words paves the way to what is known as discovery learning.

For a while now, pedagogy specialists have been researching the question of whether teaching should be transmitting knowledge or facilitating learning by merely establishing the environment that allows learners to make up their own knowledge. *"Is teaching about the 'transmission' of knowledge from teacher to student, or is it about creating conditions in which, somehow, students learn for themselves?"*, wonders Jeremy Harmer (2007: 107). To put it in other words, the question of whether the teacher should be the center, lecture, and do it almost all, or let the learner in the spotlight, assume, and learn actively is still being asked mostly that both sides of the equation have their advocates. Attempted answers to this question brought in new methods, and some of the highlights of modern education, all in relation to that iconic query, is discovery learning. Some other highlights are autonomy, democracy, cooperation, and learner-centeredness. Dörnyei and Murphey have blended in some of these together when they said:

> *"[A] group conscious teaching style involves an increasing encouragement of and reliance on the group's own resources and the active facilitation of autonomous learning that is in accordance with the maturity level of the group."* (Dörnyei & Murphey, 2003: 99)

Besides group dynamics and cooperative work, the authors underline autonomy which ultimately puts the learner in the center. This way, teaching translates into leadership. This standpoint actually evokes Luke Meddings and Scott Thornbury's book: *Teaching Unplugged: Dogme in English Language Teaching* (2009), where they identify that the first and best resource in teaching is learners themselves. The book is not specifically about discovery learning or project-based education, but the methods and techniques suggested evoke the basics of education: a teacher, learners, and content to be passed from one to another in a direct meeting. Their method might seem plain or undeveloped from the outside, but it is a method that revolves around discovery, democracy, and reflection. Instead of spending time designing materials, it focuses on giving learners the chance to think about their learning and its content. It engages them mentally and emotionally.

Autocracy vs. democracy in teaching is not a new matter; yet, it has slowly brought in new concerns to education. It can be said that it is behind the Freirean concepts and pedagogy. Paulo Freire (1921-1997), the Brazilian pedagogue, authored many books about pedagogy starting with the famous *Pedagogy of the Oppressed*, first published in 1968, then *Pedagogy of Freedom* (1996), and later *Pedagogy of the Heart* (1997). Freire elucidated that traditional education is narrative, filled with the narrator's verbosity. The narrator is the teacher while learners are *containers* or *receptacles*; traditional education is, thus, mere depositing (Freire, 1997). These metaphors culminate in what Freire calls the banking system or concept of education. What he means by the banking concept is that the teacher deposits some of his knowledge in learners who store and stock that knowledge with little if any understanding (Ibid.). Banking education is characterized by teacher-centeredness: the teacher knows, does, thinks, talks, chooses, disciplines, and teaches everything, which means that the main subject of the process is the teacher while learners are considered as objects upon which teachers act (Ibid.). Simply put, it is characterized by teachers' activity and learners' passivity.

One way to solve this, according to Freire, is by letting students inquire and discover instead of filling them up passively. He suggests for students and teachers to reconcile rather than stand in opposite poles, and to be each, both teachers and students at the same time (Ibid.). The problem-posing education he and others propose is dynamic as it reverses roles, it empowers learners and enables them to be depositors rather than being oppressed followers. This is one of the major beliefs of discovery learning where learners explore, observe, inquire, think, hypothesize, experiment, discuss, and reflect. As an alternative to being told things by the teacher, *"the teacher ideally serves more as a resource than as the director of the class"*

(Willingham, 2009: 63). Discovery learning is much recommended nowadays thanks to its ability to engage learners (Ibid.). As Willingham expounds, when learners get to choose and decide what they learn and how they learn it, they tend to become more engaged in what they picked (Ibid.). In other terms, when they are let to explore the problems and questions that are meaningful to them, they are more likely to be involved and absorbed in their exploration. However, discovery learning has some secondary effects like:

> *"[…] what students will think about is less predictable. If students are left to explore ideas on their own, they may well explore mental paths that are not profitable. If memory is the residue of thought, then students will remember incorrect "discoveries" as much as they will remember the correct ones."* (Willingham, 2009: 63)

This does not denote that learning through discovery is not to be used but that it had better be used with supervision and feedback about how and what the learner is doing (Ibid.). Learners need to know whether what they are trying is sound and if it is time-efficient. Evidently, learners can seek answers, undertake things and experiments, and make mistakes in the process, then reconcile *"what he (or she) finds one time with what he (or she) finds at another, comparing his (or her) findings with those of other children"* (Duckworth, 1964: 2). A good example of discovery learning is learning to use a computer or a new software (Op. cit.). Willingham writes:

> *"[W]hether they are learning an operating system, a complex game, or a Web application[, k]ids show wonderful ingenuity and daring under these circumstances. They are not afraid to try new things, and they shrug off failure. They learn by discovery! Note, however, that computer applications have an important property: when you make a mistake, it is immediately obvious. The computer does something other than what you intended. This immediate feedback makes for a wonderful environment in which "messing around" can pay off. (Other environments aren't like that. Imagine a student left to "mess around" with frog dissection in a biology class.) If the teacher does not direct a lesson to provide constraints on the mental paths that students will explore, the environment itself can do so effectively in a discovery learning context, and that will help memory."* (Willingham, 2009: 63)

Immediate feedback is an essential element in discovery learning because it helps direct learners and encourage them to carry on actively. Discovery learning is a vigorous process

that holds the learners active not passive, doing things on their own which leads to the next title.

2.14.4. Active Learning

Many teachers work much harder than their learners. While the latter sit, listen, and do nothing, teachers think, plan, choose, decide, show, do, act, perform, model, own, run in all directions, teach, and learn. At the end of the day, they leave school or university exhausted. I have had occasions where I was passing by a school door at the same time students were leaving. One can notice that they run out of the door with lots of energy, they fight, shout, play, and laugh. A good metaphor for them leaving the school door is explosion. The energy, freedom, and actions they have been keeping all day while sitting explode once they are out of their 'prison': the classroom. Teachers end up doing what learners are meant to do so as to learn, which is why a good deal of our students leave class full of energy and almost empty of meaningful learning. Teachers own the majority if not the totality of the teaching-learning operation leaving very little to learners. This is so real in the Algerian context that the success or greatness of a certain teacher or class is measured by how quiet and passive students are, how authoritarian and dominant the teacher is, and probably how tired they are when they leave the class. More than one teacher report that when they try active learning, where learners are free to move around and make things happen, the neighbouring classes or the administration staff complain of noise and too much action[10]. They even categorize the teacher as incompetent and incapable of controlling their class.

Nonetheless and as the old saying goes: "you can lead a horse to water, but you cannot make it drink", the nugget of significant learning is about wanting to learn and pursuing it. Meaningful or relevant learning is the result of owning one's learning, the product of an experiential active learning process. It is not reflected only in pitch-perfect grades or quiet attentive students. Humanism, constructivism, and social constructivism believe in active learning where the learner is held accountable not a passive recipient. S/he has a role in constructing their own meaning and knowledge as the teaching-learning process spins around them. They learn at their pace, through discovery, and democratically. They are enabled to quench their thirst and go after their curiosity by asking questions then building potential answers. They are assisted by their teachers in their active learning not the other way around.

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[10] The researcher had some informal interviews in the form of casual discussions with colleagues, where teachers reported this.

Figure 2.8. is a caricature which echoes the paradox of passive traditional learning that leaves the learner feeling disconnected and puzzled.

Figure 2.8: A Student Wondering How He Can Learn If He Does Not Get to Ask Questions

" HOW DO YOU EXPECT ME TO LEARN ANYTHING WHEN YOU'RE THE ONE WHO KEEPS ASKING ALL THE QUESTIONS ? "

(Cooper & Ryan, 2010: 291)

It is not just the questions, some teachers ask the questions, answer them, and even do the practice that learners are supposed to do. Efforts need to be exerted by the person who wants to learn or who is expected to learn, but in the case of the teacher depriving the learners from making efforts because it is costly in terms of time and noise, then who is learning while the teacher is teaching? Are we even sure all learners are present mentally and attentively? Are they engaged if all that we are allowing them to use is their ears as they listen to the teacher or their eyes as they see what they are asked to see? Are they seeing what they are asked to see or just making the teacher believe they do while they are mentally planning their weekend fun? And what about their feelings, their creativity and imagination, their preferences? Are they motivated and willing to learn? Do they like it? Are they safe? Is what they are asked to pay attention to relevant to them?

Active learning is rejected by many teachers not only because learners need more time in class than available nor because of the noise they make, but also because it demands re-planning lessons, rethinking and renewal of methods and techniques, re-designing syllabuses,

less authority from the teacher, more readiness and responsibility from learners, and more flexibility from education boards and ministries.

2.14.5. Personal Relevance

It is quite possible that all active learning is not relevant learning, but active learning is a valid entrance to what Carl Rogers names personal relevance and significant learning. Carl Rogers (1902-1987) is an American psychologist and humanist. He forwarded a couple of principles for learning like natural potential for learning, significant learning, personal relevance, active participation, and unconditional positive regard (Rogers, 1969: 114). According to Rogers, humans are born with an inherent capacity to learn. Also according to him, most significant learning takes place through doing and when the student is a responsible active participant in the learning process (Ibid.). Another learning condition set by Rogers dictates that:

> *"Significant learning takes place when the subject matter is perceived by the student as having relevance for his/her own purposes, when the individual has a goal he/she wishes to achieve and sees the material presented to him/her as relevant to the goal, learning takes place with great rapidity."* (Ibid.)

The Rogerian understanding of education is learner-centered, empathetic, and humanistic which is why Rogers considers the teacher as a facilitator who should regard learners positively no matter what they do. The aspiration of education should be to facilitate learning rather than to judge learners. He says:

> *"I see the facilitation of learning as the aim of education, the way in which we develop the learning man, the way in which we can learn to live as individuals in the process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today."*
> (Rogers, 1983: 105)

Overall, Rogers cared more for learners' feelings, selves, and motivation than for content and teaching (Zimring, 1994: 417). He accepted that each learner has an inner and innate growth ability which must be freed and triggered so as to instigate self-initiated learning which is, to Rogers, faster, *"more thorough and lasting than traditional learning"* (Ibid.). We have probably all had a moment in the middle of a lesson or a course when we wondered: "How am I ever going to use that in my real life?". Some might find a whole subject matter or module irrelevant. Still, does learning have to be relevant, significant, and

self-initiated all the time? Willingham expresses his personal outlook on the matter in the following:

> *"I've always been bothered by the advice "make it relevant to the students," for two reasons. First, it often feels to me that it doesn't apply. Is the Epic of Gilgamesh relevant to students in a way they can understand right now? Is trigonometry? Making these topics relevant to students' lives will be a strain, and students will probably think it's phony. Second, if I can't convince students that some material is relevant, does that mean I shouldn't teach it? If I'm continually trying to build bridges between students' daily lives and their school subjects, the students may get the message that school is always about them, whereas I think there is value, interest, and beauty in learning about things that don' t have much to do with me. I'm not saying it never makes sense to talk about things students are interested in. What I'm suggesting is that student interests should not be the main driving force of lesson planning. Rather, they might be used as initial points of contact that help students understand the main ideas you want them to consider, rather than as the reason or motivation for them to consider these ideas."*
> (Willingham, 2009: 65)

School is about learners, but it is also about learning, teachers, and teaching. The latter is about helping learners learn even if what is being learnt does not have a directly applicable link with their lives and interests. It can also be about discovering and embracing new pursuits. For many learners, part of the unforgettable magic of school and their best teachers is that they initiated them to unaccustomed perspectives and familiarized them with inexperienced domains that were not originally an interest to them.

2.14.6. Cooperative / Collaborative Learning

Brody, Cohen, and Sapon-Shevin (2004) believe that cooperative learning is a great fix to many educational issues such as large and heterogeneous classes, diverse learning styles, and individualized instruction. They write about teacher education programs that train teachers on both cooperative and collaborative learning. Since schools are progressively multifarious, *"demands on teachers have changed accordingly"* (Sapon-Shevin, 2004: 1). Education schools and teacher preparation programs are incorporating training on how to teach mixed-ability classes (Ibid.). They realize that teachers should have the necessary skills and strategies to deal with such groups (Ibid.). With practice and experience, it became clear that cooperative learning is one of the best tools and techniques in educating both large and assorted groups of learners (Ibid., p. 3).

Cooperation in class is profitable to both teachers and learners. First, it decreases prejudice and achievement differences between students (Sudzina, 1993). It is a substitute to competition and its inferiority-superiority downside. It allows students to help and teach each other which enriches their knowledge and talents (Ibid.). Cooperative work offers learners the possibility to use what they know, teach it to others, master it, and become experts in it. It offers them expertise. Sudzina deems that: *"[a]ll students need to learn and work in environments where their individual strengths are recognized and individual needs are addressed"* (Ibid.). Acknowledging individual differences can be justified by Multiple Intelligences Theory (MIT)[11] and also by personalized instruction as more and more teachers refer to them and follow them in planning lessons (Armstrong, 1994; Gardner, 1993; Tomlinson, 1999). Multiple intelligences account for many differences between learners as do their background, their social lives, personalities, and perception.

There is another type of intelligence that was suggested by Daniel Goleman: emotional intelligence. The latter is central to classroom interactions (Goleman, 1995). Broughton et al. imply that emotional intelligence is crucial to good teaching. They say:

> *"[T]he good teacher will always be sensitive to whether the class is alert or sleepy, whether discussion is appropriate or irrelevant, whether he is being ignored or listened to."* (Broughton et al., 1980: 176)

What allows a teacher to sense if learners are attentive or disinterested, in pain or confused is emotional intelligence which, according to Daniel Goleman (1995), has five dimensions: self-awareness, self-regulation, empathy, motivation, and social skills. All the latter are indispensable elements for persons whose job demands interacting and cooperating with other people like teachers.

Cooperative work creates a bridge between learners by melting their individual differences and multiple intelligences in the pot of learning. It helps improve their emotional intelligence, their social skills, and their communicative abilities as they socialize and share with their mates. Through it, they gain empathy and manage to see things from other perspectives as well as learn new things. It augments their achievement, motivation, and

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[11] MIT is a theory of intelligence first outlined by Howard Gardner in his book : *Frames of Mind: The Theory of Multiple Intelligences* (1983). He initially suggested seven types of intelligences and added two other later. Altogether, they are: linguistic-verbal intelligence, logical-mathemathical intelligence, visual-spacial, bodily-kinesthetic, musical intelligence, interpersonal, intrapersonal, naturalistic, and existential intelligence.

participation in learning (Patton et al., 2001). Its advantages are the reason why cooperation is advocated by many scholars. For instance, Sapon-Shevin (1999) advises that: *"All students need to learn within a supportive community in order to feel safe enough to take risks"*. Moreover, the famous educators Jean Piaget (1954), Lev Vygotsky (1978), and David Kolb (1984) all supported cooperative learning and investigated the social aspects of learning. The Russian constructivist psychologist and educator Vygotsky added the social dimension to constructivism after its establishment by Piaget who stressed cognitive growth and how it shapes learning. Vygotsky (1978) accentuated the primordiality of social interaction in the process of learning, constructing ideas, and cognitive development. Meanwhile, Kolb (1984), a contemporary American educational theorist, besides the American educator John Dewey (1916, 1938) looked into experiential learning and inquiry-based education. They pointed out that humans learn better by doing, by experiencing, and by being involved, which means, eventually, by cooperating with others.

Cooperative work frees learners from the constraints of teacher-centered instruction and rules, yet it also emancipates teachers from the effortful and arduous process of doing it all alone. It turns the teacher into a *"Guide on the Side"* instead of a *"Sage on the Stage"* (King, 1993: 30), which is less grueling than having to assume the total responsibility of numerous learners, and more effective than lecturing or showing from a front stage.

2.15. Evidence from Neuroscience and Cognitive Psychology

A good teacher to many students is the one who makes learning *interesting* which does not transfer only to learners' interests but to the teacher's engaging way in interacting and dealing with learners (Willingham, 2009: 50). Good teachers have a unique way in stimulating learners' brains and making the whole class follow then teach each other (Nutini, 2012: 24). *"Everyone"*, says Nutini, *"is expected to participate and work hard to be a good teacher to one another"* (Ibid.). Neuroscience and brain research prove that humans learn better when more of their senses are employed. We learn better by seeing, hearing, talking, touching, and doing (Biffle & Vanderfin, 2009) than by seeing only, or hearing only. Biffle and Vanderfin explicate:

> *"When we see information, we employ the visual cortex near the rear of the brain; when we say and hear information, the language centers, Broca's area and Wernicke's area in the brain's left hemisphere are active. When we engage in a physical learning activity we employ*

> *the motor cortex, our most reliable memory storage area,*
> *located in a band across the top, center of the brain."*
> (Ibid.)

Using the whole brain in learning makes it more likely for it to be effective and lasting. Nonetheless, learners' minds have different preferences when it comes to how to learn. Some prefer doing to hearing, others seeing to touching, learners who prefer moving, and so on and so forth. These mental preferences account for what is notoriously known as learning styles and strategies.

2.15.1. Learning Strategies

Rebecca L. Oxford considers learning strategies and styles as substantial factors that dictate how students learn in general and learn a foreign language in particular (in Celce-Murcia, 2001: 359). Language learning strategies and styles do not only determine how a second language is learnt but also how well it is learnt. Learning strategies are:

> *"[S]pecific actions, behaviors, steps, or techniques -such*
> *as seeking out conversation partners, or giving oneself*
> *encouragement or tackle a difficult language task- used by*
> *students to enhance their own learning."* (Oxford &
> Scarcella, 1992: 63)

A skilled teacher assists his students in discovering their own learning styles and behaviors; s/he would raise their awareness of their learning strategies which enables them to use more of them and to use them appropriately (Celce-Murcia, 2001: 362). Learning strategies generally descend from learning styles, and are compiled in six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social (Celce-Murcia, 2001; Oxford & Scarcella, 1992). The six will be partially explained along with learning styles in what comes.

2.15.2. Learning Styles

Learning styles are: *"the overall patterns that give general direction to learning"* (Cornett, 1983: 9). They are generally imposed by biological, developmental, and cognitive traits that may also have a bearing on learning strategies (Dunn & Griggs, 1988: 3). They are what makes a certain teaching method favorable and viable for one while unfavorable and ineffectual for another (Ibid.). By and large, teaching styles and methods have a tendency to be prescribed by teachers' own preferences and nature which is normal and acceptable (Hudson, 2009: 88). All the same, once they comprehend their students' learning preferences,

skilled teachers adapt to them by making changes and innovations in their teaching styles even if they go against their own teaching patterns, increasing this way the effectiveness of their teaching and that of learning (Ibid.).

Indeed, Willingham (2009: 118) approves that students learn better when the teaching style is compatible with their learning or cognitive style. A cognitive style is not a cognitive ability. A cognitive ability is the *"capacity for or success in certain types of thought,"* like the ability to learn mathematics or languages rapidly (Ibid., p. 114). Abilities are like intelligences. Cognitive or learning styles, on the other hand, are *"biases or tendencies to think in a particular way,"* such as thinking of something *sequentially*, one thing after another, or *holistically*, all things together (Ibid.). Concisely, learning styles are mental learning preferences: how a person favors to think and learn (Ibid., p. 115).

Table 2.1. shows a collection of cognitive learning styles as has been suggested by educational psychologists over the past years.

Table 2.1.: *Some of the Many Distinctions Among Cognitive Styles That Have Been Proposed and Tested by Psychologists*

Cognitive Styles	Description
Broad/narrow	*Preference for thinking in terms of a few categories with many items versus thinking in many categories with few items*
Analytic/nonanalytic	*Tendency to differentiate among many attributes of objects versus seeking themes and similarities among objects*
Leveling/sharpening	*Tendency to lose details versus tendency to attend to details and focus on differences*
Field dependent/field independent	*Interpreting something in light of the surrounding environment versus interpreting it independently of the influence of the environment*
Impulsivity/reflectiveness	*Tendency to respond quickly versus tendency to respond deliberately*
Automatization/restructuring	*Preference for simple repetitive tasks versus preference for tasks that require restructuring and new thinking*
Converging/diverging	*Logical, deductive thinking versus broad, associational thinking*
Serialist/holist	*Preference for working incrementally versus preference for thinking globally*
Adaptor/innovator	*Preference for established procedures versus preference for new perspectives*
Reasoning/intuitive	*Preference for learning by reasoning versus preference for learning by insight*
Visualizer/verbalizer	*Preference for visual imagery versus preference for talking to oneself when solving problems*
Visual/auditory/kinesthetic	*Preferred modality for perceiving and understanding information*

(Willingham, 2009: 116)

The most-known learning styles amongst teachers are the last ones in Table 2.1. They are commonly stated as: the visual learning style, the auditory, the kinesthetic, and the tactile.

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Amongst these, each person has a dominant type for data reception through one of the next senses: seeing, hearing, and kinesthesia (Ibid., p. 118). Kinesthesia is:

> *"[T]he sensation that tells you where your body parts are. If you were to close your eyes and I moved your arm as though you were, say, waving, you would know where your arm was even though you couldn' t see it. That information comes from special receptors in your joints, muscles, and skin. That's kinesthesia."* (Willingham, 2009: 118)

The remaining style, the tactile learning style, has to do with the sense of touching. This visual-auditory-kinesthetic-tactile theory is broadly-known and globally-used; yet, many psychologists admit that it is quite false and with vague or doubtful evidence (Ibid., p. 121). The same goes for nearly every learning style theory (Ibid.). Later in his book, Willingham debunks the theory of learning styles claiming that it does not have a solid cognitive ground. Not just him, numerous educational and cognitive psychologists believe the same. Cambridge English[12] has decided to take that theory from their Celta[13] and Delta[14] courses. Professor Paul Kirschner, who works at Open Universiteit in The Netherlands and who is one of the opponents of the theory, said: *"Urban legends such as learning styles should not be part of the curriculum for teachers"* (in Civinini, 2017). Learning styles are being substituted with the term 'learning preferences' to avoid limiting and reducing learners to one or two styles. This is due to the fact that receiving information in the same way constantly kills learning (Civinini, 2017). Actually, humans learn better when content is being presented in varied styles and when they are *"taken out of their comfort zone"* (Ibid.). Still, learning preferences might be relevant in that they help teachers design better lessons. Also, trying a mixture of teaching styles to meet all possible cognitive styles enables learners to strengthen the styles they are either not used to or they do not prefer.

On the whole, teachers ought to be able to weigh learners' cognitive abilities and styles; they also need to determine which of these abilities and styles help them better grasp the content of the lesson and of the subject matter (Dembo, 1977: 273). They can find out about learners' preferences through questionnaires, quizzes, surveys, interviews, and observation. Kenneth Dunn, an expert on learning preferences and styles, urges teachers to teach the way

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[12] A department at the University of Cambridge.

[13] Celta: Certificate in Teaching English to Speakers of Other Languages. It's a Cambridge TEFL qualification. According to *cambridgeenglish.org*, *"It's the practical English language teaching qualification that gives you the essential knowledge, hands-on teaching experience and classroom confidence to qualify as a teacher of English as a Second Language (ESL)"*.

[14] Delta: Diploma in Teaching English to Speakers of Other Languages.

learners learn mostly if the latter cannot learn the way teachers teach (in Cooper & Ryan, 2010: 72). Successful teachers are aware of learning modalities which is why they resort to a plethora of teaching strategies and techniques in order to make sure every student's needs are met (Adams & Ross, 2010: 20).

Skilled teachers help their learners succeed their learning experience. *"Their challenge is to find the right technique to reach each student and unlock the potential for motivation and learning"* (Ibid.). It is an ongoing process for them. They are incessantly and devotedly experimenting thoughts, testing new methods, and striving to be fair with all learners. Being fair does not mean being equal: the treatment learners receive from the teacher can be different as long as it is fair (Ibid.). Each learner obtains what works for them and what suits them better. That treatment is based on learners' learning preferences.

2.16. Individualization of Learning

After all the elements discussed, it would make sense to culminate in personalization, else dubbed differentiation or individualization of learning. There are, indeed, people of varied colors, identities, values, and goals; similarly, there are teachers and learners of *"all shapes and sizes, with a wide range of different personalities, beliefs and ways of working"* (Burden & Williams, 1997: 47). Those differences are the crux, heart, and motive of learning individualization. The latter is a teaching approach or method that cares about learners' needs, takes them into consideration while teaching, and is adapted totally to them in terms of pace, way, and materials of learning (Broughton et al., 1980: 221). It is in contrast with the one-size-fits-all teaching which is how most traditional teaching was conducted, whereas today's globalized world turned school and the classroom global with unique individuals, and that requires new methods (Kusuma-Powell & Powell, 2011: 2-3). Thus, the individual needs of learners are behind the practice of adjusting means, teaching and assessment techniques, curriculums, and the classroom atmosphere (Arends & Kilcher, 2010: 106). The new personalized method is also opposed to lockstep teaching which is defined as:

> *"A pattern of teaching in which all pupils move forward at approximately the same rate, carrying out the same tasks and procedures at the same time—like soldiers marching together."* (Broughton et al., 1980: 222)

Even learners who have almost the same needs, personalities, and learning styles would probably prefer to not march through learning the same way; it is not merely a matter of preferences and interests, but mostly one of benefit meaning that students would benefit more

from tailored instruction (Droege et al., 2001: 24). Differentiating learning allows learners to grasp the same point from a myriad of perspectives and through more than one medium; it allows them to teach and help each other. Besides, it allows them to explore, naturalize, and consolidate the styles and strategies they are not used to. So, differentiated instruction is *"responsive and proactive"* unlike the standardized teaching that is *"prescriptive and reactive"* (Arends & Kilcher, 2010: 106). That is, instruction is to respond to learners' needs, and it does not follow one inflexible prescription or plan; it is rather discerning of the differences and cautious to them. For this, Carol Ann Tomlinson (1995, 1999), who has been researching personalization since the 1990s, suggested a framework for differentiated instruction. Tomlinson's Framework mentions that instruction ought to be framed and guided by learners' *academic readiness*, *interests*, and *learner profiles* (Arends & Kilcher, 2010: 107). Furthermore, she elucidates how learning *content*, *processes*, and products may be modified so as to fulfil needs (Ibid.)

General education teachers know how time-consuming and effortful it could be to adapt instruction to learners' diverse profiles. Despite its numerous advantages, turning a teacher-centered class into one where the learner is the center through an individualized teaching-learning process is highly-demanding, laborious, and rigorous (Ibid., p. 128). One justification for this is that a thorough implementation of differentiation would radically metamorphose not only teaching techniques but also thoughts and beliefs about teaching and learning (Ibid.). It would require an approach-revolution to convince teachers and learners that it is worth trying, the teachers who have been playing the role of wise on the stage for decades, and the learners who are so used to being the guest in the nest, who are most probably unwilling to leave that comfort zone and assume the responsibility of their learning. Other challenges that might turn the application of differentiated instruction difficult are: *"how to deal with state and national standards"*, time, and resources (Ibid.).

From another side, it is not possible to personalize teaching and learning without knowing learners. A teacher must deeply know their students not only be superficially acquainted with them (Kusuma-Powell & Powell, 2011: 21). Part of knowing them encompasses knowing their needs. Gorham et al. suggest that every student has the following basic academic needs:

1- Each student needs to have an understanding of instructional goals and objectives.

2- Instruction should match the students' cognitive development, potential, and learning styles.

3- The need or desire to be active participants in the learning process.

4- The need to see how the content relates to their lives and to pursue interests of their own.

5- The need to experience success in the classroom. (Gorham et al., 2009: 44-47)

In reference to the last need, the authors expound that students are supposed to have *more successes than failures* at school; they also write that: *"If all they experience is failure then our system is failing them"* (Ibid., p. 47). Success in the classroom falls within Abraham Maslow's concept of self-actualization which is:

> *"[T]he need to use our abilities, potentials, skills, and talents to achieve and be all that we can be. For example, a good teacher makes good students, and then good students make us better teachers."* (Ibid., p. 54)

Maslow (1908-1970), an American psychologist and the founder of humanistic psychology, explains it by giving the following examples: *"A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself"* (Maslow, 1970: 46). That is, if there is something that a person can do, they will not feel self-actualized till they do it which is why self-actualization is generally understood as the full use of potentials and talents (Maslow, 1970). Maslow contends that: *"self-actualization is the ability to become the best version of oneself"* (1943: 370). This is why self-actualization is on top of the Hierarchy of Needs (Figure 2.9). The latter is sometimes demonstrated in a pyramid and known by the name of the Pyramid of Needs. The basic needs like food and sleep are found at the bottom of the pyramid, then comes, in this respective order, the need for safety, the need for love and belonging, self-esteem needs, cognitive needs like thinking and learning, aesthetic needs, and last self-fulfilment needs.

Figure 2.9: Abraham Maslow's Hierarchy of Needs
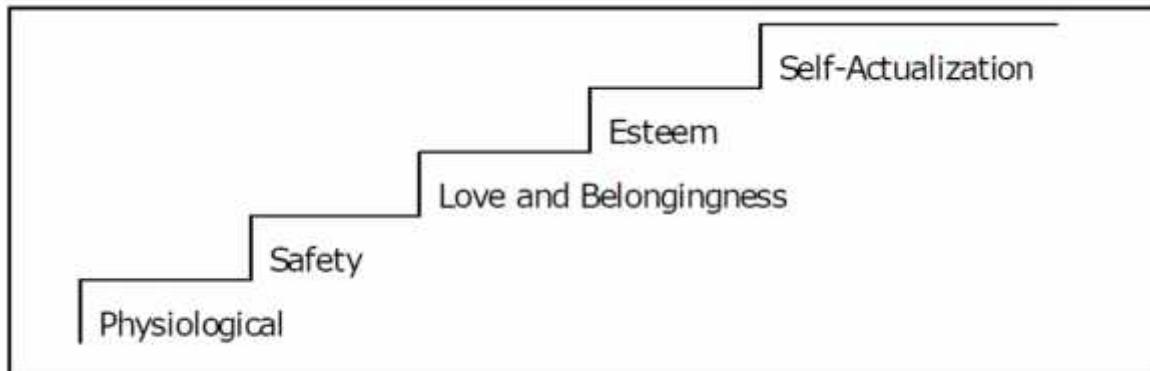
<div align="right">(Maslow, 1970)</div>

At the end of the day, coming to know learners and their needs well enough as the process of personalization demands is not an easy task. Both educators and researchers know that there are no definite truths when it comes to the possible learner profiles. Willingham, for example, admitted that:

> *"It would be wonderful if scientists had identified categories of students along with varieties of instruction best suited to each category, but after a great deal of effort, they have not found such types, and I, like many others, suspect they don't exist. I would advise teachers to treat students differently on the basis of the teacher's experience with each student and to remain alert for what works. When differentiating among students, craft knowledge trumps science."* (Willingham, 2009: 126)

Teaching is a job of innovation, a work of trial and error where we seldom meet the same learner's features and group's specificities more than once per career (Wendy, 2004: 142). For example, there is always this student or class that are too special a teacher knows s/he will not get again as long as they teach; likewise, every student is special in a certain way which makes them unmatchable. Not just that, society and the world are shifting, and learners are part of it (Ibid.). Each learner or at least each bloc of learners has their own vision to things; each of them has their own interaction with and effect on others (Ibid.). On the long run, some of those effects might change, some of what has been learnt will be forgotten, things like *"what happened on a particular date in history, or how to conjugate a French verb"*, but the needs Maslow theorized about and how a certain teacher responded to them will not (Hurt et al., 1978: 188). Those needs are ever-lasting and teachers' contribution to

their fulfilment has a life-long mark and significance. Hurt et al. mention some of the repercussions of teachers' assistance of learners' needs in the following:

> *"At the very minimum, we may thwart the possibility of interpersonal needs interfering with the satisfaction of academic needs, improve communication, and promote interpersonal solidarity. At the same time, we also may be assisting our students in satisfying interpersonal needs when classrooms, for them, have long been a thing of the past."* (Hurt et al., 1978: 188-189)

The healthy relationships teachers build with their students facilitate learning, help satisfy interpersonal needs for some learners, and offer some of them a dose of self-esteem. Plus, they could constitute a gateway to learning personalization simply because they allow teachers to know their students better as well as they allow learners to trust their teachers and their methods.

2.17. Good Teaching and Technology

Prensky[15], a digital learning expert, entitled an article published in *Connected* Magazine: "Use Their Tools! Speak Their Language!" (2004). Learners of our time spend lots of time using technology mostly their smart phones. *"If we are smart, the mobile phones and games that our students are so comfortable with will soon become their learning tools"* (Prensky, 2004: 8). Indeed, today's kids are digital natives (Prensky, 2001: 3). Unlike their teachers who are either millennials or digital immigrants, they were born into technology and they grew up using it. Digital immigrants grew up in an analog society, later they started using technology. It does not matter how well they master its use, they can be very advanced and better than digital natives at it, but if they did not grow up using it, then they are not natives, they immigrated to it at a certain point in their lives.

Today, technology is a necessity whether we are digital natives or immigrants. Many educators and teachers insist on its use in order to make learning more engaging, fun, and suitable for learners who are most of the time on a device (Adams & Ross, 2010: 20). Great teachers use technology but only as a tool (Smoot, 2010: xv). They cater it to their learners' demands and preferences without making of it a substitute to them and their teaching.

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[15] Marc Prensky is an internationally acclaimed speaker, writer, consultant, futurist, visionary, and inventor in the areas of education and learning.

Effective teachers understand that technology is a double-edged sword and must be used with caution.

2.18. Reflective Teaching

Reflection is a mental process that allows teachers to revise and analyze what they plan, teach, observe, and improvise. John M. Murphy observes that reflective teaching has three main goals. The first one is to improve the teacher's comprehension of language teaching and learning, the second is to supplement one's stock of *"strategic options as a language teacher"*, and the third one is to ameliorate the language teaching and learning they provide in class (in Celce-Murcia, 2001: 499-500). In short, reflective teaching is about teachers deliberately contemplating their teaching actions and practices and pondering about their learners' successes and failures and what led to them. It is something that good teaching demands.

Reflective teaching, though, is not only a thinking operation. Teachers may use recording, classroom observation, teaching journals, and action research to help reflect about their practices. Recording, to start with, shows teachers how they teach. It serves as an *estrangement device* (Celce-Murcia, 2001: 510). The latter is "*any tool we might use to gain an outsider's perspective on what we may be doing in the classroom. Anthropologists refer to such a vantage point as an etic perspective (an outsider's view)*" (Ibid.). This outsider's view helps with evaluating one's teaching and can be administered through both recording and classroom observation. The teacher might ask colleagues to observe her/his class then later gather their feedback. Besides, more etic perspectives can be amassed from learners. Learners are vital elements in the reflective teaching process because they are regular participants in class (Ibid.). Some would even consider learners as the best inspectors. Their opinions might be gathered through questionnaires, surveys, or interviews. When the teacher per se is in charge of the research that would serve the improvement of her/his own practice, it is called action research. This type of research is the most helpful one to reflection in education and it is defined as: "*research […] which is carried out by practitioners on their own practice in response to a perceived problem or set of problems*" (Moore, 2000: 139). Its key purposes are to find solutions to classroom problems as well as to enhance and develop the teaching-learning process (Ibid.). Figure 2.10 shows the process of action research which can also be seen as the cycle of reflective teaching.

Figure 2.10: The Action Research Process
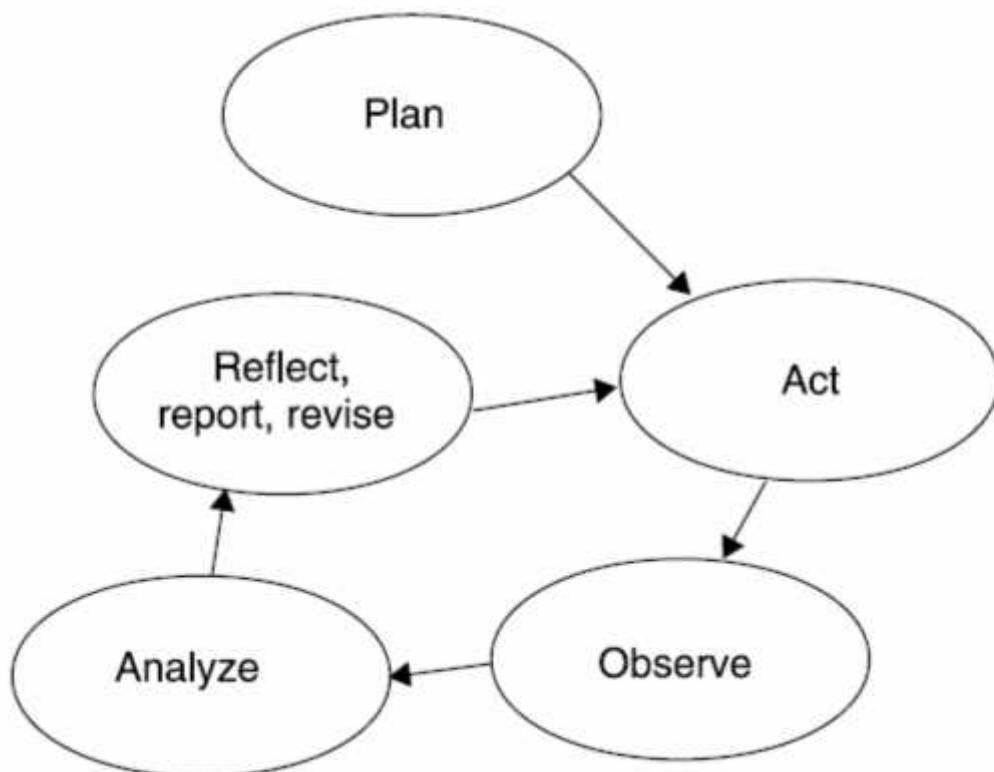
(Arends & Kilcher, 2010: 371)

Currently, there are many available resources that assist teachers in reflecting about their job. For example, *myteachingpartner.net* is a website for a project named: My Teaching Partner. The teacher tape-records their class, then uploads it to the site in order to discuss it with an educational consultant. This project was launched at the University of Virginia so as to help teachers evaluate their practice, and the institution to better their instruction methods and results (Willingham, 2009: 160). Moreover, one classic reflection technique for teachers has been journals. Many teachers keep a journal to assess their progress and the effectiveness of their lessons over time.

Reflecting about one's teaching enables teachers to discover their dominant teaching styles, their weaknesses, their strengths, and their teaching favorites, no wonder why great teachers are also reflective teachers.

2.19. The Best Part of Teaching

Thanks to teaching and its reflective practice, *"[t]eachers can also create new knowledge"* (Arends & Kilcher, 2010: 13). The process and outcome of making one's

knowledge is one of the best parts of teaching, but nicely, teaching is more about others than about the self. It is about allowing and making knowledge for others. This, like many best teaching practices, is valued by both teachers and learners. Summarizing teaching beautifully, Joann Grandall[16] said: *"That's the best part of teaching –the learning"* (in Celce-Murcia, 2001: 535). To learn and to help others learn, to grow and to contribute to the growth of others, to interact and construct in collaboration with others: these are the three-fold reasons that keep many teachers going.

The best part of teaching is perhaps the joy of teaching. Frank W. Powers, an assistant professor at the University of Idaho-Coeur D'Alene, wrote a chapter named: "Restoring the Joy of Teaching" in *Keeping Good Teachers* (2003), a book edited by Marge Scherer. He recalls:

> *"Like most teachers, I entered the profession with a sense of altruism and the desire to make a difference in children's lives. But my new career almost came to an end before it had a chance to materialize. Five weeks into my first teaching assignment at a middle school, I wanted to quit. The atmosphere was cold and uncaring, with few smiles, little laughter, and virtually no opportunity to become part of the team. If not for the intervention of two experienced teachers, Stan and Steve, I would have become a statistic—one of the large percentage of teachers who leave the profession within their first five years."* (in Scherer, 2003: 176)

This quote is the antithesis of teaching joy. However, it is almost the story of every other teacher. Not long after they embark on teaching, they regret it and begin thinking of quitting. No doubt, teaching is one hard job and learners' attitudes vis-à-vis school and university do not generally help. Teaching gets even unbearable without sound bonds between teachers and learners, without kindness, humor, gratitude, and respect. These ingredients are what makes the classroom and school joyful and warm places (Ibid., p. 177). Innovation and talent are also essential to foster an atmosphere of passion, enthusiasm, delight, and efficiency (Ibid., p. 179). Indeed, schools are about industry and productivity. They are *"the world's best source of potential success stories"* (Ibid., p. 177). This is one of the best rewards of teaching: witnessing students learning and succeeding. Pertaining to that, Powers recites:

> *"No business success could ever equal the accomplishment of seeing one of your students experience*

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[16] Joann Grandall is an experienced teacher serving as a Peace Corps volunteer in Kiribati.

> *an "Aha" moment in the classroom. As an educator, I had many opportunities to help students make good choices in their lives. What could be more important than having a positive influence on the life of a child? The chance to make a difference in a caring atmosphere is one of the most powerful rewards of teaching."* (in Scherer, 2003: 177)

Powers also tells of a pleasing personal encounter. He recounts that he stayed at a hotel where all the staff members were treating the guests very well. The employers and employees were sensitive to the guests' needs and wishes, they knew everybody's name, they smiled at them, treated them politely and courteously. He found out later that this is not just how they treat clients but also how they treat each other. *"Laughter"*, he says, *"was the hotel's background music"* (Ibid.). The guests could feel a warm comfortable pleasant atmosphere in the hotel. Powers ended up asking a front-desk employee about the secret behind their niceness and constant happiness. He writes:

> *""How do you do it?" I asked. "Do what, sir?" he responded. "How do you manage to get all the employees to treat your guests so well?" The reply was simple but profound: "You think we treat our guests well? You should see how we treat one another." I had one last question: "How do you get the employees to treat one another well?" The response: "We have fun!""* (in Scherer, 2003: 177)

This is an anecdote to inspire teachers and classes! Fun and humor are appreciated by many students. They alleviate tensions and reduce school stress for both teachers and learners. They certainly help establish a warm and joyful classroom atmosphere which is not something that can be seen with eyes; however, one can see it in figure 2.11. The teacher, standing on the right side, seems to be enjoying herself, but mostly, students look happy learning. They are wholly involved in the activity, and they are enjoying it. The class atmosphere seems to be very friendly, inviting, cheerful, and lively. Who says learning and teaching cannot be fun?

Figure 2.11: Who Says Learning and Teaching Cannot Be Fun?

(Cooper & Ryan, 2010: 503)

At the end of a teaching day, many devoted teachers feel that the best part of teaching is happiness and pride. They feel proud of their learners and happy that they are making a difference. They also feel better-informed and more experienced about teaching, learning, and life in general (in Cooper & Ryan, 2010: 466). William Gass, a philosophy professor, says: *"That's what teaching does ... It teaches the teacher"* (in Smoot, 2010: 53). The growth that comes with teaching can be splendid.

2.20. Performance Indicators in Teaching

How can good teachers be identified? How is strong teaching distinguished from poor teaching? What is an excellent teaching performance? These questions triangulate this research work. The answers provided by the available literature are not always similar, close, or even definite and purely objective. Teaching with effectiveness can be measured through more than one yardstick. To this end, Hudson (2009: 9) estimates that a key performance indicator in teaching is students' academic progress. This has been the most used and cited standard in teacher evaluation probably due to its reliability, easy access, and consistency. In

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retrospect, can teacher evaluation rely only on learners' academic or intellectual progress? What about their personal and human development? What about other measures and standards like learners' autonomy and morality? What about teachers' efforts, integrity, and job satisfaction?

To demystify performance indicators, first there needs to be a settlement concerning the existing bewilderment between effort, good intentions, humanity, and decent bonds in teaching on one side, achievement, skill development, attained knowledge, and academic improvement for learners on the other side. Hudson thinks that many teachers, parents, and even schools feel guilty for such a confusion (Ibid., p. 43). *"Effective classrooms are all about learning, they are not about teaching and the teacher who focuses on him/herself has the wrong focus"* (Ibid., p. 20). The purpose of the teacher's efforts, of relationships, humanism, and good intentions is learning, and the teacher who forgets about learning for them would be missing the point. Hudson, like many members of the educational staff, finds it unacceptable from the teacher to prioritize good relationships with learners over their learning, making them work hard, and assuring they assume their responsibilities (Ibid.). It seems sensible to ponder: what is the point of teachers' efforts if learning does not take place or if students do not learn industry and accountability for their learning?

It all comes down to two questions: is it possible to measure good effective teaching? If yes, then how? It might be declared as a subjective process mostly that there is no definite understanding of good and effective teaching. However, some see that good effective teaching can be measured through efficiency in learning (Broughton et al., 1980: 24). The setting up of a well-thought, well-studied list of criteria for effective learning and another one for effective teaching might clear up the issue. The lists would help elucidate the usual vagueness in assessment paradigms which do not support learners' and teachers' understanding of learning and teaching (Moore, 2000: 125). Moore supports:

> *"The provision of lists of competences may thus be viewed as an advance in the areas of teacher entitlement, teacher access and equality of opportunity. In the case of national lists of competences, it may also be seen as a way of ensuring that student teachers are likely to cover the same ground and be assessed against the same criteria, regardless of where they undertake their studentship."*
> (Moore, 2000: 125)

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Besides unifying evaluation for all teachers, the lists can also help teachers grasp why a certain practice is effective whereas another one is ineffective. Arends and Kilcher (2010: 195), for example, declare that an effective face-to-face instruction is the one that engages learners actively, helps them attain success, also the one where teachers are respectful towards students and their failures, errors, and attempts to learn. Price (2000: 84), on the other hand, identifies caring only for attentive learners as one ineffective teaching practice. He urges teachers whose method does not reach or involve all their students to alter it otherwise it is a failure (Ibid.). Cooper and Ryan encapsulate the topic when they clearly state that:

> *"[A] teacher's only real problem is his or her students'*
> *failure to learn and to develop. All other conflicts,*
> *triumphs, and defeats pale in significance if the children*
> *are learning and developing their human potential. The*
> *degree of the children's success as learners is the best*
> *measure of a teacher's success or failure."* (Cooper &
> Ryan, 2010: 466)

Subsequently, effective teaching can be measured by effective learning. A teacher's success is decided based on her/his students' success as learners. Seeing teaching through this lens leads to amending both teaching and its measurement norms. It makes the process focus on learning rather than on teaching for its own sake, putting the learner in the center, personalizing instruction, and modifying methods according to the requirements of learning.

Succinctly, effective teaching performance indicators cannot be unearthed by caring only for quantity through asking questions like: "how much good are you as a teacher?", instead by taking interest in the quality of teaching through questions like *"in what way are you a good teacher?"* (De Freitas & Yapp, 2005: 43) or "what makes you a good teacher?". The list or set of attributes can be assembled through the investigation of similar questions.

2.21. Schools, Staff, and Classrooms

Schools are defined by their staff. The teaching and administrative personnel determines the school's success. Teaching is a group job. No teacher is an island of their own. Teachers need all the professional support that might come from learners, co-teachers, administrators, and students' parents. Indeed, teachers' relationships with their entourage affect and regulate their teaching (Galvin, 1990: 197).

Good teachers and good administrators make good schools. According to Hudson (2009: 24-25), a good school is a safe successful learning atmosphere, is collaborative,

learner-centered, committed to common values and aims, and continuously-learning from day-to-day experiences. A good school is aware of multiple teaching styles and learning modes, of learners' rights and duties, and of teachers' obligations and value (Ibid.). Its staff has respect for one another and high expectations for each member (Ibid.). A good school gives prominence to positive reinforcement and feedback, and to strong links between its members and with students' families (Ibid.).

In their book *Young Children Learning*, Hughes and Tizard stipulate that: *"home provides a very powerful learning environment"* (1984: 249). This is because, first, children have a wider scope of activities to do at home than they do at school; second, home activities are significant to kids due to the communal collective life and to realistic contextualized outcomes, whereas in school, activities seem unauthentic and disconnected from real life; third, there are less people at home than there are in school or in the classroom; fourth, parental rapports are warm, close, convivial, and genuine which highly motivates kids to pursue their best (Hughes & Tizard, 1984). Schools can try to replicate home. Teachers may learn from the previous four reasons how to turn the classroom environment into home for more effective learning. Better yet, school can be made into a real-world set where learners have real-life-like encounters. School can be a place that does not just mimic life artificially, but that is life as it is outside school.

The classroom needs to be a space where the learning atmosphere is convenient for success and improvement, where the teacher and learners are candidly supportive of each other, also where individuality is accepted, respected, and nurtured (Hudson, 2009: 84). Indeed, the classroom ought to be a place of common purpose and good intentions, where creativity and innovation are encouraged and praised, and where *"people adopt a 'can do' rather than a 'wait and see' approach"* (Ibid.). The quality of the classroom can be enhanced by taking into consideration the previous requirements, but also by increasing the school staff, including teachers, all while decreasing the number of students per class. In fact, reducing the size of classes enables teachers to focus on their teaching and their students' learning needs (Ibid., p. 53). This can help teachers get better at teaching, while employing qualified teachers and their aids or support staff helps schools and universities become better learning poles (Ibid.).

Furthermore, Kathleen Webbert Glaser, an educational consultant and an instructor in educational studies at St. Mary's College of Maryland, recommends four strategies to help

teachers improve their practice and their classrooms. Those strategies are quite similar to what Hudson (2009) as well as Hughes and Tizard (1984) suggested: establishing a supportive school environment for teaching and learning, arranging for personalized professional development, inciting innovation, and setting up *"institute-family friendly policies"* at work (Webbert Glaser in Scherer, 2003: 153). These strategies work also for the rest of the educational staff. Teachers benefit a lot from their school's support, be it material, professional, mental, or emotional. Teachers who get support and assistance from their co-workers get better at teaching eventually. O'Pry and Schumacher illuminate:

> *"Teachers who feel as though they had a principal or appraiser who was knowledgeable about the system; who valued the system; who took time to make them feel supported and prepared for the experience; who was someone with whom they shared a trusting, collegial relationship; who gave them an opportunity to receive valuable and timely feedback; and who guided them through thoughtful reflection on the appraisal results perceived the evaluation experience as a positive, meaningful one. When any of these factors was absent or lacking in the experience of the teacher, the perception of the teacher regarding the process was quite negative as a whole."* (O'Pry & Schumacher, 2012: 339)

Correspondingly, having a professional support system aids teachers through the hurdles of teaching. It helps them sustain their job and promote its quality. In other words, supportive environments in educational institutes build up good teachers. Hudson (2009) posited that good teachers make good schools; the reverse can work quite well too: good and supportive schools make good teachers.

2.22. Recruiting / Hiring Teachers

The process of hiring teachers generally relies on their academic credentials, experience, and job interviews. However, are these enough to guarantee the recruitment of qualified teachers? Holtom found out that: *"The best indicator of what a teacher will do in the future is to see what they did in the past"* (2009: 67). Nieto exhorts recruiters to vividly seek teachers with potential, enthusiasm and passion for teaching, predilection for learning and learners, and brilliance in teaching skills (2006: 471). It should not be forgotten, though, that many teachers start with little if any liking to teaching, but they end up becoming great teachers. Others get into the job with little knowledge of its requirements and skills, but they learn how to teach thanks to efforts, experience, and, when found, proper guidance.

Hudson thinks that not recruiting is probably better than recruiting unqualified teachers (2009: 53). Quality in staff building should override quantity as incompetence in teaching is far way more threatening to learners than is lack for teachers (Ibid.). This is perhaps due to the damage unskilled teachers cause like decreasing students' motivation and engagement which might eventually lead to school dropout. Therefore, when recruiting teachers, it is highly recommended to focus on the what and how rather than on how many. Even if the person applying for the job has taught for years, it is insistent to dig into their qualifications, attitudes, and aptitudes through interviews, questionnaires, tests, maybe even trials, inspection, and continuous check-ins. Figure 2.12 displays what recruiters are supposed to look for in teaching job interviews.

Figure 2.12: What Are You Looking for in a Job Interview?

Attitude	Pedagogy	Learner	Management	Collaborator
• Likes kids	• Student centered	• Reflective thinker	• Treats students with respect	• Can work with others
• Positive	• Multiple techniques	• Comfortable with risks	• Can keep students engaged	• Can flow with a situation
• Flexible	• Can match technique to student	• Can fail and try again	• Puts students at the center	• Willing to share
• Supportive	• Good knowledge base in field	• Accepts criticism	• Can handle difficult students	• Respectful of others
• Understands need to work with parents		• Desire to learn and improve	• Handles most of own problems	

(Heller, 2004: 48)

Detecting these criteria may demand a series of interviews with more than one specialist. It might even require to give the job applicant a trial period before officially hiring or refusing them. In order to look for all the aspects appearing in Figure 2.12, Heller suggests asking the coming questions in the interview:

> *"1. How do you feel when a student challenges your opinion or statement of fact?*
> *2. What are the three most important skills or ideas all students should learn?*
> *3. What skills are necessary for successful participation in a democracy?*
> *4. In what classes should communication skills be taught?*
> *5. What would you say is an optimal ratio of student to teacher talk in a class?*
> *6. What does respect look like?*
> *a. Between teachers and students?*
> *b. Between students and students?*
> *c. Between teachers and teachers?*
> *d. Between teachers and parents?*
> *e. Between teachers and administrators?*
> *7. How can teachers help each other?*
> *8. Tell me about a time when you felt ignorant, uninformed, or stupid. What did you do about the situation?*
> *9. How do you deal with the diversity of types of learners in a class?*
> *10. Who has had the most influence on your thinking and philosophy?*
> *11. How do you take care of yourself?*
> *12. What are the steps you would take with a student whose acting out behavior is escalating?*
> *13. How do you deal with people who disagree with the beliefs you hold strongly?*
> *14. What have you done that you are most proud of?*
> *15. What was your greatest failure and what did you do about it?*
> *16. Briefly explain at least three different teaching methodologies. Do you have a favorite one?*
> *17. Why do you want to work here?*
> *18. What do you have to offer the school community?*
> *19. What do you hope to gain from working here?*
> *20. What are your career goals?"* (Heller, 2004: 51-52)

When employing teachers, it is, indeed, imperative to retain the most qualified candidates (Hudson, 2009: 54). The list of questions above can certainly help; to add to it some trade tricks, the school headmaster or the head teacher must attend the interviews (Ibid.). Hudson contemplates that the head teacher's most urgent duty is to form the most competent teacher team for their school. Next, the interview ought to include teaching; that is to say, the interviewers need to observe the interviewee teaching a full lesson at the interview

phase (Ibid.). Another recruitment strategy is about timing. It is advisable for recruiters to seek applicants by the end or beginning of the school or academic year so as learners start their lessons early, stably, and stay with the same teacher all year long instead of interrupting the course halfway (Ibid.). In addition, digitizing recruitment information and job calls has become a modern necessity (Ibid., p. 55). The information had better be presented on an official website and emailed to the potential candidates; the same data can be provided in hard copies, too (Ibid.). It is also necessary to look for connection, coordination, and collaboration in teachers when recruiting as teachers can be needed for many tasks in a school besides their original responsibility of teaching (Ibid.). All in all, the interview is the best means recruiters might rely on, and in average, it lasts from thirty to forty-five minutes (Ibid.). There is no precise method for how to hold conversations in these minutes, how to plan interviews, what questions to ask, how to assess the answers, and how to evaluate the interviewee's performance, it is primordial to set well-thought and much-structured interviews, though. It is also vital to remember that even *"the world's best interviewer will 'get it wrong' from time to time"* (Ibid.). There is a combination of items, *peripheral considerations* as put by David Hudson (2009), interfering with teacher recruitment like bias, prejudice, sometimes even bribery and nepotism, which corrupts the educational system. If we want to give the job to the qualified ones and improve our schools and universities, it is a must to put these considerations aside, seek professionally, interview objectively, and assign fairly.

2.23. Teacher Preparation Programs

Before they go into the profession, many teachers go through training. Teacher preparation and training programs exist all over the world. The form, quality, content, and time cycle of the training they provide vary from one place to another. According to *Times Higher Education*'s 2019 World University Rankings, the best teacher education programs in the world are, on top, Stanford University, U.S.A., followed by Harvard University, the University of Hong Kong in third place, Oxford University, U.K., in the fourth place, University of California-Berkeley, then Pennsylvania University, Cambridge University in the seventh spot, University of California-Los Angeles, and University of Wisconsin-Madison in the ninth rank (timeshighereducation.com, 2019). Peking University, China, has the thirteenth best teacher education program, followed by Toronto University, Canada (Ibid.). Maastricht University, Netherlands, and National Taiwan Normal University share the twenty-third position, followed by the University of Melbourne, Australia (Ibid.). The ranks in between are dominated by American universities. The ranking went up to 200, yet no Arab university

showed up in it. Malaysia and Turkey are the only Muslim countries that ranked, Malaysia from 101 to 125, and Turkey from 126 to 150 (the ranking was based on rank groups after the hundredth position).

The reasons why some pre-service teacher training programs are better than others are not yet crystal-clear. There is not enough attention given to what can make teacher education more effective than it is or to what could be the strongest tradition in teacher training (Department for Education, 2010: 19). However, teacher educators have managed to collect some facts about it. For example, it is known that teachers learn better from experts (Ibid.). It is also proven that "*an 'open classroom' culture is vital*", meaning that classroom observation, cooperation with colleagues, discussing, designing together, reflecting upon teaching collectively, even teaching with each other, all help pre-service teachers learn how to teach (Ibid.). Indeed, it enables teachers to develop even after their training time is over. It is important to note that only the quarter of teachers observe other professionals teaching or get observed while teaching by a colleague (Ibid.). On another hand, the majority of professional development, two-thirds, does not include any practice or active learning; most of it includes no more than sitting passively and listening to what is presented or lectured (Ibid.).

Matter of fact, there are various prosperous teacher induction programs like the High Performance in Teaching and Learning Department which is part of a professional development program at the San Diego Unified School District (Heller, 2004: 29). The chief technique they rely on in this professional development school is "*job-embedded learning*", which means that teachers continue to learn even after they start teaching (Ibid.). This is explicit in their mentoring plan thanks to which each new teacher is assigned a *mentor teacher* and a *university coach* (Ibid.). New teachers are assisted in numerous ways as needed and it is the role of mentors and teacher-educators to attend to that. Mentors need to know "*the needs, problems, and phases of beginning teachers; observation and feedback strategies; and effective teaching strategies*" (Brooks, 1999: 55). Also, just like teachers, they should have "*strong interpersonal skills, credibility with peers and administrators, a demonstrated eagerness and curiosity to learn, respect for multiple perspectives, and outstanding instructional practice*" (Baron at al., 1999: 112-113). Having a mentor teacher or a coach allows novice or pre-service teachers to observe and to be observed by professionals. It allows for collective discussion, planning, and reflection as mentioned earlier, which improves teacher training and education.

The pre-service education of teachers generally takes place over a couple of years in universities. The problems that teacher education face are not only in relation to methods and ways. Beare (2001: 167) thinks that more equipment and better infrastructure are needed for the domain, and even if there is a smaller number of student-teachers per group or class, the number still needs to decrease in order to ameliorate the quality of training. We also need to rethink what learning to teach and what teaching signify (Sapon-Shevin, 2004: 8). It is beyond dispute that the contemporary educational theory pushes us to reconsider teacher training programs and their approaches in preparing future teachers (Ibid.).

"How will the teachers of the future differ from the teachers we have now?", probes Beare (2001: 166). All over the world, teacher training has altered so much in the course of the previous decades (Ibid.) owing to transfiguration in our understanting of teaching and learning. Teacher service obtained more weight and prominence and its budget has increased. In the not-far past, candidates were able to join teacher training without having passed high school (Ibid.), sometimes middle school. All they needed was probably to be able to read, write, and count better than the others. Once in teacher education, they would spend at least six months in training, high school teachers got a training of two years, while some were sent to teach without any training (Ibid.). Ultimately, the conditions for both admitting a teacher induction program and for training have metamorphosed. Nowadays, teacher education access is quite selective, basically demanding the same entry level university requires (Ibid.). It has become longer where courses, in Algeria, take up at least three years for elementary school teachers, four for middle school teachers, and five years for secondary school teachers. The courses are provided in autonomous universities called: Ecole Normale Supérieure for teachers, after they were given in teacher institutes known as I.T.E.: "Instituts de Technologie de l'Education" or "The Institutes of the Technology of Education". It is quite similar for other countries as teacher training used to be conducted by the educational staff in teachers' colleges while it is now administered in specialized universities for at least four years (Ibid.).

In Algeria, the last decade witnessed the same prominence in teacher education. Teacher training started attracting the attention of some of the highly-ranked students. The teacher training programs are a magnet to some of the finest students of the country. The ministry of Higher Education and Scientific Research has been spending more on building, establishing, equipping, and funding new places for teacher training all over the country, like in Bechar, M'sila, Laghouat, Oran, Ouargla, and Setif. They recruited new teachers; eventually, the new teacher training departments became an interest to some of the finest teachers. Some of them

transferred from their original departments to the new places, and others sought to be recruited at them. Today, it can be firmly said that teacher training programs have a decent status among the other university programs. Point of fact, in the past three decades, the most developed countries as well as the majority of the world countries made of teaching a *graduate profession* (Ibid.). The graduate teachers are considered as professionals in many countries; they are recruited immediately as teachers and remunerated (Ibid.). In some developed countries, teachers *"have around them a range of paraprofessional and support staff to do the work which falls outside what is deemed professional"* (Ibid.). Not just that, in Algeria and the rest of the world, there are even Master programs in teacher education nowadays.

To exemplify, Nancy Schniedewind writes typically about a Master's program in Humanistic Education. This program, as she describes, provides teachers with practice and knowledge of humanistic teaching. It acquaints them with its notions like learner-centeredness, safe classroom and school atmospheres, cooperative and active learning, fairness, leadership, facilitation, material and syllabus design, problem solving, action research, reflective practices, creativity, diversity, empathy, learners' needs, nurturing emotions and intellect, as well as caring for the whole person (in Brody et al., 2004: 48-49). The efficiency of such a Master training can be appreciated through teacher anecdotes like this:

> *"Formerly, she had a monthly pizza party for those students who did not miss a homework assignment all month. Some students did not get pizza. She changed that practice to one in which cooperative groups were responsible for devising a system to help all group members remember to bring in their homework. Since the homework would be used in cooperative group activities the next day, students were motivated to remember their homework; it had a practical purpose. They strove for success in doing homework as a class, not as individuals. On occasion the teacher would plan a celebration for their efforts. Only sometimes did the celebration include food. These types of classroom changes emerge from course-based reflection."* (Brody, Cohen, & Sapon-Shevin, 2004: 52)

This is a report of a humanizing case where the teacher altered her motivating strategies to turn the class into a learning community, a place where everyone can succeed, cooperate, teach, help, solve problems, empathize, and care for others. Thanks to the Master course she

took, the teacher reflected upon her classroom practices and adjusted her techniques so us to involve all learners and to fulfill their learning needs each.

2.23.1. China, France, New Zealand, and Switzerland

Edward Britton, Lynn Paine, David Pimm, Senta Raizen, and Suzanne Wilson did an investigation about new teacher induction programs in four countries: China, France, New Zealand, and Switzerland. Their global findings show that the four countries have similar teacher training goals. All four highlight the following list of purposes:

> *"• Effective subject-matter teaching.*
> *• Understanding and meeting pupils' needs.*
> *• Assessing pupil work and learning.*
> *• Engaging in reflective and inquiry-oriented practice.*
> *• Dealing with parents.*
> *• Understanding school organization and participating in*
> *the school community.*
> *• Understanding oneself and the current status of one's*
> *career."* (Britton et al. in Scherer, 2003: 71)

Besides, they found that these countries' teacher preparation programs stress equally both the upgrading of the quality of teaching and the fostering of personal continuous development (Ibid., p. 72). The programs support novice teachers emotionally and psychologically, and enable them to deepen their teacher skills and knowledge (Ibid.). They offer teachers opportunities for gaining extra comprehension, mastery, and expertise in teaching, as well as for re-learning the competences they could not fully acquire in pre-service teacher education (Ibid.). The programs do not deliver teachers and leave them to teach unassisted. Their duty is not done once teachers graduate. They keep an eye on new teachers, offer support, re-teach, and guide all in considering beginner teachers as continuous learners (Ibid.). This is unavailable in Algeria and in many other countries where new teachers are left on their own, offered little to no support and orientation. Some teachers stop learning when they start teaching; others seek development chances, which are not many, on their own. Sometimes, there is an inspector or a colleague to help, but many times, teacher development is left to luck. It is probably sound to say that, in countries like Algeria, strokes of luck that offer new teachers a mentor, be them a helpful colleague, a supportive headmaster, or an available inspector, do not come often.

Some of the activities that make teacher training efficient in China, France, New Zealand, and Switzerland can be read in Figure 2.13.

Figure 2.13: Dominant Induction Activities in China, France, New Zealand, and Switzerland

France

- Work with mentor or pedagogic advisor in own school
- Assist an experienced teacher in another school (*accompanied practice*)
- Take courses at the University Institute for the Formation of Teachers one day each week in subject-area groups and half a day in general pedagogical issues
- Conduct a yearlong research project (*professional memoir*) assisted by a memoir mentor

New Zealand

- Work with a supervisor
- Be observed and observe others
- Work with a buddy teacher
- Attend advice and guidance group meetings
- Have release time/free periods
- Outside of school: attend new-teacher workshops

China (Shanghai)

- Work with mentors—specifically, a subject-specific mentor who supports instructional work, and a class director mentor who supports learning how to serve as a *banzhuren*, or director for a homeroom or class of students
- Observe others' teaching and participate in debriefing discussions that follow—within one's own school and at other schools
- Prepare a report lesson (an open lesson given by the novice)
- Participate in teaching competitions
- Attend district workshops and seminars for new teachers

Switzerland

- Participate in practice groups
- Participate in classroom observation
- Develop a *Standortbestimmung* (a self-evaluation and reflection), usually with help from a counselor or mentor
- Receive individual or group counseling, often about the daily life and work of teaching

Figure 2.13: Dominant Induction Activities in China, France, New Zealand, and Switzerland (continued)

- Attend courses and professional development classes—in Zurich, a four-week summer course; in all cantons in the study, short-term and needs-based seminars and courses

- Receive mentoring (dominant in Lucerne; available but not a prominent part of induction in Bern and Zurich)

Note: *Although patterns vary within each country, these represent the major components of induction activity that are part of most novices' experience. In Switzerland, differences between canton induction programs complicate the portrait, as does the fact that novices tend to choose from a menu of options instead of feeling obligated to participate in everything.*

(Britton et al. in Scherer, 2003: 73-74)

A mentor is *"someone who helps someone else learn something that he or she would have learned less well, more slowly, or not at all if left alone"* (Bell, 2000: 53). In all four countries, new teachers have a mentor or a supervisor. They have opportunities of observation, reflection, collaboration, cooperation, and continuous professional development. In Shanghai, China, new teachers are guided by two mentors:

> *"The subject-specific mentor supports the novice's instructional work through collaborative planning, observations, and post-observation debriefings. Another mentor helps a beginner learn to take on the diverse duties of a "class director.""* (Britton et al. in Scherer, 2003: 75)

In France, there are pedagogic advisors who offer instructional and teaching advice, whereas in New Zealand, the advice and guidance advisors besides other buddy teachers mentor novice teachers through an advice and guidance program (Ibid.). This program is directed to teachers who are in their first and second year of teaching; it takes them in like a *mother hen* where teachers meet together or in one-to-one with the advisor, observe, counsel, get observed and notified on professional development occasions (Ibid.). Buddy teachers, on the other hand, are considered a second source of help as they supplement extra skills and knowledge; they are generally a colleague teacher who is more experienced yet younger than the advisor, even close in age, someone who can provide quick support or spontaneous advice (Ibid., p. 76).

In Switzerland, mentoring is more than teacher support; it is the key procedure for teacher induction, generally upheld in one-on-one between the mentor or the supervisor and the teacher (Ibid.). The beginner teacher gets observed by the mentor once per week, then they discuss it (Ibid.). Despite variations in descriptions, the purpose of mentoring in the four countries remains the same: to assist new teachers and help them do better. All things considered, the purpose of teacher induction, as put by Britton et al., *"is not primarily to fix problems, but to build something desirable: effective teachers, a strong teaching force, a vital profession, and optimum learning for students in schools"* (Ibid., p. 80). The purpose of both induction and mentoring is having good teachers.

2.23.2. The United Kingdom

In Britain, teacher qualification takes one year of teacher training to obtain the Post Graduate Certificate of Education. The Council for the Accreditation of Teacher Education, CATE, communicated a circular in the early 1990s wherein it documented the *basic requirements* for teacher induction courses (Moore, 2000: 123). Its gist lies in the following passage:

> *"The main objective of all courses of initial training is to enable students to become competent teachers who can establish effective working relationships with pupils. To do so, they will need to be knowledgeable in their subjects, to understand how pupils learn, and to acquire teaching skills. […] It is recognised that […] the acquisition of competences is not the totality of training [and] each competence is not a discrete unit but one of many whose sum makes for a confident start in teaching."* (CATE 1992: 9)

Five years later, in the academic year 1997/1998, The Teacher Training Agency (TTA), also called OFSTED, issued two more documents: *Framework for the Assessment of Quality and Standards in Initial Teacher Training* (OFSTED/TTA, 1997/98) and *Teaching: High Status, High Standards* (DfEE 1998). The documents explain the standards of qualified teaching. The latter document, typically, demarcates the benchmarks for the *award of qualified teacher status* (Moore, 2000: 125). They are divided into four skill categories:

> *"• Knowledge and understanding of subject area(s);*
> *• Planning, teaching and class management;*
> *• Monitoring, assessment, recording, reporting and accountability;*
> *• Other professional requirements."* (Ibid.)

Teacher education and accreditation have been witnessing many initiatives and schemes. The University of Reading in the United Kingdom, for instance, initiated the Advanced Certificate in the Teaching of English so as to acknowledge and acclaim the accomplishments of remarkable teachers of English (Goodwyn, 1997: 122). Other schemes include the selection of a set of competences to develop in teachers, that is, adopting an approach based on competences for teacher training (Moore, 2000: 125). Some of these competences are: effective assessment and evaluation of learners' work, planning learning goals and objectives in harmony with evaluation and remedial work, sequencing lessons gradually based on both individual and collective learners' needs, updating one's general and teaching knowledge constantly, and the ability to employ a variety of teaching techniques, strategies, and resources so as to meet the varied learning objectives as well as learners' needs (Ibid., p. 125-126).

To nurture these competences and schemes, the Department for Education in the United Kingdom has fixed a stratagem with many articles for teachers, teacher trainers, and teacher preparation programs to follow. First, it decided to improve the quality of the applicants for teacher positions and for teacher training by raising the degree required for initial teacher training, also through launching Teach First which is a charitable financial plan aiming at enticing and attracting the best and talented graduates into the teaching profession (Department for Education, 2010: 20). Second, it targeted reforming teacher training by including more field practice instead of theoretical talk about teaching, and by addressing major teaching skills like classroom behavior management and meeting learners' school needs (Ibid.). Third, it founded a national network for teacher training schools which allowed the latter to share experiences and consolidate each other (Ibid.). Fourth, it gave schools more prerogatives to praise teachers' good performance and reward them by adding to their payment (Ibid.). Also, it extended the number of educational leaders who are chosen based on their excellent functioning as head teachers (Ibid.). Last but certainly not least, the Department for Education decreased bureaucracy drastically by eliminating excessive duties, pointless conditions, constraints, and red tape which improved its work incredibly (Ibid.).

The most operational teacher training models, like that of Finland, Singapore, Teach First in England and Wales, and Teach for America, rely on *"assessments of aptitude, personality and resilience as part of the candidate selection process"* (Ibid. p. 21). The Department for Education has been road-testing, evaluating, and using these assessments in its teacher training selection process (Ibid.). After Teach First, it designed Teach Next which

is a *"new employment-based route to attract high-fliers from other professions"* (Ibid.). The amount of people who drop another career to opt for teaching has acutely augmented, they are people with potential, aptitude, bright academic records, interpersonal understanding, and readiness to teach; however, what keeps them off it is the fact that they have to start training from the bottom (Ibid.). Teach Next offers such gifted candidates, who are professionals in other sectors, the possibility of an accelerated training to teaching (Ibid.). Teach Next started enrolling and training in 2011; its first promotion of teachers, who were initially career-changers, was enlisted in schools in September 2013 (Ibid.).

The Department for Education has been advancing many incentives to encourage the right candidates and best graduates into teacher training (Ibid., p. 22). It has given the latter, teacher training, a good deal of importance and improvement trials as it believes that teachers ought to be trained well both before and during their careers (Ibid.)

2.23.3. Finland

The Finnish educational system has been the highlight of educational talk for a couple of years now. It is known as the best, as a success, and as a resource for any country that wants to improve its own educational system. A successful educational system might mean many things, but it has to mean that teachers are doing it right and well. The success of education reflects the efficiency of teachers, therefore, the efficiency of teacher training. In many systems, teachers try to *"do more and More and MORE"* (J. Kelly, 2015) in order to teach better. In Finland, it is the opposite. Teachers adopt *"less is more"* in order to be as efficient as they are demonstrating. J. Kelly testifies:

> *"When I arrived in Finland I did not find big flashy innovative thought provoking math lessons [...] The instruction and classroom structure of a ... classroom in Finland follows the basic formula that has been performed by [...] teachers for centuries: The teachers go over homework, they present a lesson (some of the kids listen and some don't), and then they assign homework."* (Ibid.)

Teachers and students spend less time in the classroom; there is less homework and less standardized testing (Biggam, 2015). Teachers have less paper work to finish which means they have more time to focus on teaching and on learning per se. Not just that, teachers deem it their duty to care for learners' emotions in school so they support them almost like a parent

(Ibid.). Curiously, kasvatus[17] is the Finnish word used to designate both *"the process of raising a child and the skill and knowledge of the adult contributing to their upbringing"* (Ibid.). All these contributed to push the Finnish educational system to the summit (Biggam, 2015).

The Finnish universities that offer teacher education or education sciences function in accord with schools, also somehow like them, which is why they are referred to as teacher training schools (Department for Education, 2010: 24). Future teachers are required to fulfil a teaching practicum under the consistent guidance and close observation of veteran teacher trainers (Ibid.). In a teacher training school, prospective teachers find themselves in direct practice of teaching as well as with the latest education research findings and advances (Ibid.). The training school is the meeting point between academic theoretical ideas and the challenges of a real teaching practice.

To illustrate, there is the Jyväskylän Normaalikoulu, the Jyväskylä Teacher Training School, which is located in central Finland. Based on Kirsti Koppi, its director, its main purpose and duty towards learning are to train *"highly motivated and skilled teachers who are able to make educational decisions based on theory and research -in addition to intuitive argumentation-"* (Ibid.). Teacher training schools in Finland have in target to offer the best learning process to learners which necessitates forming teachers who are well able to teach. They do it through the inclusion of both teaching theory and practice in their teacher education.

2.23.4. Singapore

The educational system in Singapore has been through reforms side by side with updates in beliefs about what learning is. In September 2018, Singapore Education Minister, Ong Ye Kung, announced that being number one or two in class or school should no longer be the focus of learning and teaching (buhayteacher.com, 2019). First and second grade pupils' achievements, he insisted, should no longer be indicated in terms of classification and rankings; this way, they can understand that learning and school are not a field for competition and comparison but one for self-discipline, progress, and other life skills they need to manage (Ibid.). This way also, learning can be promoted through opting for

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[17] *Kasvatus* in Finnish translates to *education* and *upbringing* in English.

qualitative descriptors instead of quantitative measurement with the rest of students and levels.

In Singapore, teachers have a high social and professional status. It is well believed by educational leaders that good teaching is at the heart of educational and economic success. One education official stated:

> *"You can have the best curriculum, the best infrastructure, and the best policies, but if you don't have good teachers then everything is lost […] If you do not have inspired teachers, how can you have inspired students?"* (in Barber and Mourshed, 2007)

This conviction is the reason why teachers are offered, each year, 100 hours of professional development. The department of education makes sure to provide it to all teachers in Singapore. Besides their regular pre-service teacher training, teachers receive ongoing training throughout their careers, making it clear that better teaching calls for continuous learning and professional development.

2.23.5. Algeria

Teacher training in Algeria is administered in teacher training schools, "écoles normales supérieures"; yet, it is not a requisite to be a graduate of one of these schools to teach in an Algerian school, be it elementary, middle, or secondary. Teacher training schools are university-level, so to enrol in one of them, students need to obtain their baccalaureate exam. In the last decade, the average needed to be accepted in one of these university-level normal schools got quite high, going up to 16 for some branches like teaching English at high school. The schools cover training in most subject matters: Arabic, Amazigh, English, French, history, geography, philosophy, chemistry, physics, mathematics, biology, music, and for all school levels: primary, middle, and secondary schools. They prepare primary school teachers over three years, middle school teachers over four, and secondary school teachers over five years.[18]

The training combines lots of theory with some practice, plenty of research with some workshops. Some teachers rely on micro teaching, presentations, or discussions for their

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[18] There are no references in this section, 2.23.5., because it is written based on personal experience. The researcher was a student at one of the Algerian teacher training schools, and is now a teacher at one of them. This is what allowed her to know these details without having to refer to any document, author, or person.

classes. In their last year, all student-teachers are required to fulfil a teaching practicum in their specialty and level, in a real school with a teacher trainer or a mentor. The period of the practicum is one full month, fifteen days in block in January, and fifteen days in April. Some schools, like ENS Bouzareah, compel students to have classroom observation with their mentor each Thursday of their last year, starting late October or early November generally, till the end of April.

Once the training is achieved and right after they graduate, the new teachers get recruited, and the mission of the training schools is done. Each new teacher is dispatched to an inspector who is often in charge of not less than a hundred teacher and thousands of learners. The inspector is not often present for the teacher. S/he rarely visits[19]. Yet, if teachers do not seek professional development opportunities, the inspector's observation, feedback, discussions, and meetings, would be the only available official opportunities.

2.24. The Weight of Experience and Expertise

Professional craft knowledge is what teachers assemble and build along their careers; it is what helps them decide how best to teach and to get to grips with their profession (Cooper & McIntyre, 1996: 75-76). According to Professor David C. Berliner[20] (2004), it takes from 5 to 10 years to collect enough of that knowledge so as to become an expert teacher. Marge Scherer interviewed him about how teachers' practice can be improved. He said:

> *"[W]e've verified that it takes between five to eight years*
> *to master the craft of teaching. Only through experiencing*
> *the complexity of the classroom does a teacher learn. We*
> *now know that we cannot completely pre-train teachers. A*
> *college degree in education only takes you so far. It*
> *prepares you to be a beginner in a complex world.*
> *What expert teachers have is case knowledge. They can go*
> *back in their memory banks to compare situations and*
> *figure out what to do. When expert teachers encounter a*
> *new student, a new learning problem, or new curriculum*
> *materials, they have references stored in memory. Expert*

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[19] In my first year of teaching at high school, I had to ask the inspector to pay me an hour of classroom observation. In my second and third year, he did not visit at all. This is not only my case, in a school year, many Algerian teachers get observed only once or twice by their inspector, or not at all. Generally, there is a thorough discussion after the observation. Moreover, from time to time, inspectors call for meetings or seminars with all teachers or with some of them.

[20] "*Professor David C. Berliner began studying teacher expertise in 1977. His observations of extraordinary teachers had profound implications for teacher training. By contrasting the well-trained, confident expert with the beginner who received the worst placements and the least support in the classroom, he made a case for providing more field-based experiences and mentoring for teacher candidates and beginning teachers [...He] is Regents Professor of Psychology in Education at Arizona State University*" (Scherer, 2003: 14).

> *teachers are also much better at impromptu responses. They're much better at capturing teachable moments. They know what's going on in the classroom all the time. They know how to get the class from point A to point B. Novices have no such experiences stored in their memory banks."*
> (Berliner in Scherer, 2003: 14-15)

Case or craft knowledge comes with experience. Expertise enables teachers to bring in new knowledge to the field, to innovate and design, not just take in the existing knowledge (Willingham, 2009: 108). What is more, expert teachers retrieve and employ data faster than novices; they can multitask and adapt better, think in a versatile manner, find more ways to explain, and in general, they are more flexible, efficient, and rapid than new teachers (Ibid., p. 101). When faced with misbehavior or another classroom management issue, beginners rush to find a solution or a way to control the problem but expert teachers try first to understand the nature of the problem, and if needed they do data collection and classify the problem because they realize that there are categories of classroom management issues and they cannot all be handled through the same procedure (Ibid., p. 102). Experts understand, for example, that some behaviors are to be ignored not fixed while others are unfixable by them and demand the involvement of the school's administration staff, more colleagues, friends, parents, therapists, doctors, or even the police. When the problem is solvable, they attempt to tackle its genesis and source not just scratch its surface or handle it only instantly (Ibid.).

Over time, practiced teachers set up their work routines, things like how they launch a lesson or end a class, how they grab learners' attention and get it back when lost, how to manage misbehavior (Ibid., p. 104), and how to get students curious and full of suspense. While expertise grants teachers knowledge, comfort, and confidence to improvise, innovate, and seize teachable moments, new teachers need to plan their lessons thoroughly, sometimes they even rehearse what they will say, which does not insinuate that expert teachers do not plan, but that they plan many ways to teach or that they do not follow the plan to the letter (Ibid.). They allow themselves to follow learners' lead and the unplanned path learning might take when teaching. They also try to predict students' reactions, questions, and interpretations, and find ways to encounter them. They allow themselves moments to think while teaching, to deal with ideas that were not planned, and to deviate from the original lesson plan. All this implies that teaching has become more natural and automatic to them (Ibid.).

Skilful teachers can reason in different forms, meaning that they can understand things from more than one perspective which enables them to see things from their diverse learners'

vantage points. Intelligent teachers *"learn from their experiences"* (Ibid., p. 132) which means that the more time they spend into teaching, the better teachers they turn out to be. Nonetheless, time and even expertise are no guarantee that enthusiasm for teaching remains. Burnout, mainly in an emotionally-draining job like teaching, is a fact. In his inspiring book: *The Courage to Teach* (1998), Parker Palmer puts such issues under the microscope. He wonders:

> *"Many of us became teachers for reasons of the heart, animated by a passion for some subject and for helping people learn. But many of us lose heart as the years of teaching go by. How can we take heart in teaching once more so that we can, as good teachers always do, give heart to our students?"* (Palmer, 1998: 17)

There is little doubt that experience makes better teachers, but years of teaching can carry off what initially makes a teacher good: their passion and enthusiasm for teaching and learners.

2.25. Is It Possible?

"What if we could get a great teacher for everyone?" (Weston, 2015). This question might be criticized for perfectionism. However, since good teaching is proved to be the leading caliber and determinant of school effectiveness, it is a necessity to make it possible and available for all schools, universities, and learners.

To review some of the theoretical research this chapter communicated, the best educational systems select their teachers carefully and based on many criteria. They need to be academically well-able, to have high qualifications, the required intellectual attributes, and the proper personality as well as the right aptitude for teaching, which is why their teacher induction programs use many incentives to attract excellent candidates into teaching (Department for Education, 2010: 19). After the mindful attraction and selection comes the rigorous training where focus is on the practical skills needed for teaching (Ibid.). The training in such systems never stops actually; as teachers, they continue to learn, train, and develop throughout all their careers (Ibid.).

Some American research has proved that learners who are taught by a high-performing teacher, by a good or an effective teacher, can progress and do much better than learners taught by a low-performance teacher (Ibid.). *"Good teaching makes a difference"* (De Freitas & Yapp, 2005: 42), unquestionably. Even if the roles of future teachers will differ from their

present roles, it is believed that their impact will not. The requirements of effective teaching will probably not change much. Then again, what makes a teacher good is manifold. The skills needed for effective teaching now combine both being a 'sage on the stage' and a 'guide on the side', as De Freitas and Yapp contemplate (Ibid.). Partin agrees that effective teaching is an arrangement of complex skills. He says:

> *"It is not enough to be a scholar; a good teacher is also part salesperson, entertainer, psychologist, counselor, leader, mediator, conductor, guide, evaluator, advocate, and cheerleader. Different teachers develop different combinations of these talents, but all are helpful."* (Partin, 2009: 313)

On the whole, it is quite difficult to attain perfection in teaching and build up the desired number of great teachers mainly that the status of teachers in many countries, like Algeria, does not match their impact and effort. It is low. They almost all receive the same feedback from society and their superiors, the same wages and titles, the same slow, protracted, or absent promotion opportunities, be them good teachers or careless ones. Perhaps if excellent teachers were offered a high professional, social, and economic status, it would tempt the rest of teachers into excellent teaching performance which would make it possible for each learner to get a good teacher. *"In the highest performing countries, teachers and teaching are held in the highest esteem"* (Department for Education, 2010: 19). They are well-respected, well-treated, privileged, and well-paid, because they have deep impact on generations, they construct society, improve economy, and they literally change the course of things and the lives of some.

2.26. Conclusion

This chapter was about the existing research on skilled teaching, efficient learning, and their requirements. It tackled topics and themes that the effective teaching-learning process relies on or expands to like pedagogic partnerships, human links, rapports, affect, and caring. Greatness in teaching, its models, qualities, and features have been investigated theoretically as we delved in the literature review. Questions like "what does it take to be a good teacher?" were answered through some lists and analyses. Other questions this chapter went through are: how do good teachers individualize or personalize teaching in order to facilitate learning to students? And how does this make them better teachers? Many parts were about these two questions. Other parts in this chapter were about teacher development, training, and recruiting. Some teacher training programs were probed like the Finnish teacher training schools, mentoring in China, France, New Zealand, and Switzerland, and some of the British teacher induction systems. By the end, it became quite evident that qualified teaching is a possibility as it needs to be a goal. It is the fruit of diverse ingredients like personality, willingness, determination, training, research, experience, cooperation, incessant learning, support, and encouragement.

The next chapter will look into the practical research design, its tools, procedures, and findings.

Chapter Three

METHODOLOGY

AND

DATA

ANALYSIS

3.1. Introduction

The train station is a meeting pole for many people. While waiting for a train, much can be witnessed. Waiting for one, I once attended a scene where one passenger pointed a finger at another. In a fraction of a second, the scene turned many silent as it got their attention when the first person, a young adult probably in the early twenties, started shouting at a mid-aged lady. He said: "You teacher, you are the reason why I dropped school! You ruined my life!". It became clear to the audience that the lady is a former teacher of the young man who was blaming her for his school dropout. Even when one tries to mind their own business, it is not avoidable to start wondering about what she did that made the man say that she ruined his life. After years, he still remembered and recognized her the moment he saw her. What did she feel hearing that accusation? Did she feel guilty? Is the man right in his accusation?

The woman remained silent, tried to walk away from the scene, while it was clear that the young man is in pain and rage against that teacher, probably against himself, and against the system that condemned him to failure at such a young age. It was a painful incident for the man, the teacher, and certainly to some of the onlookers. It is inescapable to understand that teachers have power: the power to shape lives, change them, improve them, or ruin them. But to what extent is that power relevant? In which context? And how?

It is in this third chapter that these questions and similar ones are to be answered. This chapter shows the practical research done in order to find some answers to the questions. The chapter is arranged in two sections. The first, Methodology, deals with the research design, its framework, procedures, data collection tools and instruments, sample, setting, and methodology. Besides, it mentions informed consent and research ethical issues. Alternatively, the second division, Data Analysis, reveals and classifies the research findings, both quantitative and qualitative, which are to be discussed later in this part in relation to the research questions, hypotheses, and purposes.

PART ONE: METHODOLOGY

3.2. Research Design

The main objective of this part is to display the data collection procedures and details. Collecting the primary source data for this research started in December 2015 with general observations and informal interviews. Later, we sought to rely on more instruments like questionnaires, interviews, both formal and informal, writing tasks, classroom observation, informal discussions, besides reflecting on personal teaching and learning encounters. It continued till January 2020 when more classroom observation sessions were held to assemble more data.

Overall, the data collection focuses on finding answers to some basic questions and hearing from the participants about good and great teaching.

3.2.1. Research Questions

There are five questions underlining this chapter. They are:

1- To what extent does a teacher affect learners and impact learning?

2- Do Algerian teachers and learners value good / great teaching?

3- How do they recognize a good / great teacher?

4- What makes a teacher good and qualified in the eyes of Algerian learners and teachers?

5- What does it take to prepare qualified / good teachers?

3.2.2. The Population, Sample, and Setting

The target population of this study is EFL university teachers and students. The sample of teachers is made up of teachers from the Departments of English at three universities. They are from the Department of English at the University of Oran 2, the Department of English at the University of Ain Temouchent, but most of them teach at the Department of English at Ecole Normale Supérieure, Bouzareah (ENSB), also known as the Teacher Training School. Furthermore, two-hundred (200) students participated in this research. They are from different promotions, yet from the same department, that of English at ENSB, that is at the Teacher Training School, Bouzareah, Algiers, Algeria.

Sampling was mostly deliberate, thus not totally random. Most teachers were selected based on their reputation among students for being qualified teachers. The choice of students, too, was specific. Conducting this research among students at a teacher training institute is

thought to be more relevant to the purposes of the current study. Choosing third year students was due to their availability, easy access, and their willingness to contribute.

Table 3.1. shows more details about the demographic information of the participants, their way of participation in the study, as well as the exact numbers of participation.

Table 3.1: Demographic Information of the Participants and Their Way of Participation

Teachers / Participants	Total number	35
	Age	[25 - 75]
	Male / Female	- Male: 4 - Female: 31
	Specialization	- Intercultural studies: 15 - Didactics: 20
	Teaching experience years	[3 - 48]
	Way of participation	- Questionnaire: 24 teachers - Interview: 12 - Classroom observation: 7
Students / Participants	Total number	200
	Age	[19 - 32]
	Male / Female	- Male: 30 - Female: 170
	Academic year	- Third year
	Way of participation	- Questionnaire: 100 - Writing task: 100

As it can be read in the table above, the total number of the teachers who took part in the study is thirty-five (35), thirty-one (31) women and four (4) men. Their ages range from twenty-five (25) to fifty-seven (75), while their teaching experience years go from three (3) up to forty-eight (48) years. Fifteen (15) teachers major in intercultural studies whereas the remaining twenty (20) are specialized in didactics and language studies with their multiple branches like TEFL, pedagogy, educational psychology, ESP, sociolinguistics, applied linguistics, and phonetics. Four (4) of them received training in a teacher training school or through a teacher training program. All in all, twenty-four (24) teachers were asked to answer a questionnaire, twelve (12) were interviewed, and seven (7) were observed while teaching. Some teachers participated in the three research tools; that is, they took the questionnaire, were interviewed, and classroom-observed. Some others joined in two: questionnaire and classroom observation, questionnaire and interview, or interview and classroom observation. That said, other teachers opted in through solely one of the research tools.

Students' participation, on the other hand, was larger than that of teachers. Two-hundred (200) is the total number of students who played part in this research, one-hundred-seventy (170) women and thirty (30) men. These students are EFL pre-service teachers at ENSB, in their third academic year. Students were asked to participate through two means and throughout three academic years: one-hundred (100) through questionnaires in 2016/2017 and another one-hundred (100) through writing tasks in 2017/2018 and 2018/2019. Thereby, three promotions contributed their views and thoughts to this study.

The surveyed teachers and students represent a large population, that of EFL learners and teachers besides pre-service teacher training schools and EFL departments in Algeria. The sample is selected purposefully to probe the status quo of EFL teacher preparation and making. It is also selected based on its availability, accessibility, and willingness to take part.

3.3. Data Collection Procedures

This research was conducted over the course of four academic years. It is a non-experimental, a non-correlational study. Instead, the topic dictates a mix of qualitative research with quantitative measures. This study explores qualified teaching and its profiles from different angles; hence, it is an exploratory one. To state it again, the aim of the study is to look into excellent teaching, what makes it, and how to recognize or measure it. To reach these ends, thirty-five (35) teachers and two-hundred (200) students were approached and asked to participate.

The corpus of this study is built by means of five research tools. The collection of the quantitative data is done mainly through close-ended and scale questions in the teachers' and students' questionnaires. In other quarters, the gathering of the qualitative data is achieved through open-ended questions in the questionnaires besides other research tools like the interviews, classroom observation, and writing tasks. Both teachers and students are asked about their great teachers' profiles, what make great teachers, and if they are satisfied with the actual teacher-qualification standards.

The procedures of data collection started with classroom observation and student questionnaires in 2017. The procedure persisted till 2020 with classroom observation; the other research instruments were introduced in the interim. All student questionnaires were administered in a direct meeting with students over separate days and hours. Writing tasks were given to students as homework. They finished it at home and submitted it after a week or two

from distribution. Correspondingly, questionnaires were distributed to teachers while others were interviewed. The operation took a fair amount of time, about two years because the selection of participants was calculated, not random. Whenever the researcher found or heard of a good teacher, she asked whether they could participate.

3.4. Methods of Data Collection

The corpus of this study is collected through five research tools. The methods used are believed to generate complementary, corresponding, and symbiotic results. They follow in line with the content of the literature review as well as with the objectives of the research in hand. The latter makes use of an exploratory method in order to further understand the research topic and to acquire findings to help answer the questions that emerged along this study and before it. Although the results of exploratory research are inconclusive and ungeneralizable, they allow us to deeply and flexibly understand the research problem.

3.5. Research Instruments

The research instruments used in this study are:

- Questionnaires with university teachers
- Questionnaires with university students
- Interviews with university teachers
- Essays and writing tasks with university students
- Classroom observation with EFL university teachers

These instruments' adequacy to the study is due to the richness of data they allow, both qualitatively and quantitively. They are also reliable and valid means of research that go well with exploratory research.

3.5.1. Piloting

The interactive nature of exploratory research made it easier to pilot the research tools. Pretest interviews and questionnaires were conducted with a group of teachers and students from the same sample and/or population to examine the clarity and feasibility of the research design. For instance, the writing task was piloted with over one-hundred (100) students from the same population, EFL students at the Department of English, University of Oran 2. Some questions and instructions were modified or made clearer thanks to the feedback received after or during the pilot stage. Piloting helped revise the research tools and test their clarity and

relevance. The final versions of the employed research instruments can be seen in the Appendices.

3.5.2. The Questionnaires

"A questionnaire is a form used in a survey design in that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information" (Creswell, 2012: 382). Questionnaires allow respondents to express their views anonymously and confidentially. They also permit the collection of both quantitative and qualitative data. Besides, the questionnaire instrument is used due to its confirmed reliability and validity. Hence, two mixed questionnaires were conducted with two sample categories: teachers and students. Both questionnaires are made up of five sections.

3.5.2.1. The Teachers' Questionnaire

More than 30 questionnaires were distributed, but only 24 were collected. Generally, the teachers were reminded constantly by phone, email, or face-to-face about the questionnaire. Some of them were given more than one copy of it because they said they lost it, and yet, some of them never turned it in.

The questionnaire starts with an introduction where the research topic and questionnaire objective are stated. Right after it, there are five (5) questions that serve the collection of demographic data about the teachers. The teachers' questionnaire is divided thematically into five sections. They are:

- Demographic Information about the Informant
- The Influence of Teachers
- Characteristics of Great Teachers: What Makes Them? / What Does It Mean to Be a Good / Great Teacher? How Do We Recognize One?
- How Do We Become One? How to Make Them?
- Personal Experience

Overall, the questionnaire includes twenty-three (23) questions; amongst them, ten (10) are open-ended questions, seven (7) scale questions, three (3) multiple choice questions, and three (3) yes/no questions. Except for three questionnaires that were sent via email because of distance and logistic obstacles, all the rest were handed as a hard copy. Generally, teachers took

the questionnaire with them home and turned it in a few days later. All teachers agreed to participate and all participation is anonymous. The teachers' questionnaire can be read in Appendix One (Page 349).

3.5.2.2. The Students' Questionnaire

Just like the teachers', the students' questionnaire begins with an explanatory introduction and some instructions, followed by three (3) demographic questions. The questionnaire, as can be seen in Appendix Two (page 354), is composed of the following parts:

- Demographic Information about the Informant
- The Influence of Teachers
- Characteristics of Great Teachers: What Makes Them? / What Does It Mean to Be a Good / Great Teacher? How Do We Recognize One?
- How Do We Become One? How to Make Them?
- The Efficiency of Teacher Preparation Programs

Altogether, the five parts embody eighteen (18) questions, three (3) of which are yes/no questions, four (4) open-ended, eight (8) scale questions, and three (3) MCQs. Students were invited to take the questionnaire at university. They were given up to half an hour in class time to answer it. The researcher accompanied the operation and students were given the chance to ask questions whenever needed.

3.5.3. The Interview

"An interview survey […] is a form on which the researcher records answers supplied by the participant in the study" (Creswell & Hirose, 2019). The interview is known to be a qualitative research method with the potential of breeding valuable data. For this reason, interviews were conducted both formally and informally in this study. All of them took place inside university, generally in the staff room or the department's lobby. Twelve (12) interviews were held with university EFL teachers at the teacher-training school (ENSB) and the University of Oran 2. No recording was done because the participants refused to be recorded except for brief minutes. Consequently, the researcher resorted mostly to note-taking.

The topic of research and the purpose of the interview were clarified right at the inception, while the duration of most interviews stretched between fifteen (15) and forty (40) minutes.

Most interviews were semi-structured, starting with a pre-set list of questions (See Appendix Five, page 360) and extending to topics or inquiries arising from the interviewees' replies.

3.5.4. Writing Tasks with Students

"The research method of collecting free essays and utilising correspondence analysis to represent conceptual items and groups of participants seems promising as long as a theoretical framework is available to interpret the resulting representation of similarities between items and groups of participants" (Asscher et al., 2001: 201). Writing tasks, stories, or essays are used because they are a potential research tool to bring together important qualitative data. The main aim of using them is *"to deepen our understanding of what students think about good teachers"* (Ibid., p. 185).

Writing stories has become a prominent modern research technique as many specialists have noticed that: "*human knowledge is storied – that is, much of what we know and understand is embedded in stories*" (Carter, 1999: 171). When respondents tell or write about their best teachers, they are in fact telling a story which is full of lessons to take away. In other words, a story can move us to settings we have never visited; it allows us to be carried to experiences we did not encounter in real life and see perspectives that a non-story discourse does not provide (Ibid., p. 170). Thereby, the use of writing tasks / stories was based on the following questions: *"'What good teachers do you remember from your own school days? What was it about those teachers that made them good?'"* (Atkinson & Moore, 1998; Wragg, 1974). The other questions are: "Who has been the most important teacher in your life so far? What made them important?".

Along two academic years, 2017/2018 and 2018/2019, over three-hundred (300) pre-service teachers (third year students at ENSB) were asked to write a passage or a story in which they talk of their favorite or best teacher(s). The tasks (Appendix Three and Appendix Four, pages 358-359) were printed and handed to students who were given a week or two to submit their answers. One-hundred-ninety-eight (198) students rendered theirs. Yet, after studying the writings, only one hundred (100) were selected based on their seriousness, adequacy, suitability, understandability, coherence, and language.

3.5.5. Classroom Observation

There are three major approaches used in evaluating effective teaching: classroom observation by colleagues and neutral professional evaluators, measuring improvement in learners' achievement, and being rated by students (Aloisi et al., 2014: 4). As follows, classroom observation was employed in this study before, during, in-between, and after the

aforementioned instruments, that is, questionnaires, interviews, and writing stories. This research means has been largely used in similar or close studies. It is officially considered as a type of evidence and a means of qualitative data collection next to interviews (Goodwyn, 1997: 125-126).

The idea behind using this tool is to see qualified teachers in class practice. Besides the twelve interviews, discussion with colleagues and former teachers, seven (7) university teachers were observed teaching, three to four times each. Two of them teach at the Department of English, University of Oran 2, and the other five at the Department of English, ENSB. The seven (7) teachers were chosen intentionally, after hearing of their reputation as very good teachers. Twenty-four (24) sessions of one hour and a half each were observed, resulting in thirty-six (36) hours of classroom observation held over four (4) years (2017-2018-2019-2020).

A checklist is used to measure good / effective teaching (Appendix Six, page 361). It is taken from Ronald Partin's book: *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducibles for New and Experienced Teachers*. The checklist covers forty-seven (47) items that the researcher checked while observing. If the score of the checked items is between 41 and 47, the teacher is an outstanding one that others have a lot to learn from (Partin, 2009: 304). A good teacher, according to Partin, would be the one whose score of checked items is between 31 and 40. Getting 21 to 30 items checked is an indicator of a challenged teacher who needs to seek help to improve their teaching, whereas having less than 20 items checked reveals a struggling teacher who does not enjoy teaching and might reconsider their career choice (Ibid.).

The seven teachers provided their consent, some before the observation and others after it. Some teachers were only informed about the aim behind attending their classes after because the researcher was seeking validity, reliability, and authenticity. Fortunately, they understood the researcher's intention and accepted to let the obtained information be used. Indeed, honesty and research ethics *"imposed bringing it to teachers' notice, either pre- or post-hand, that attendance outcomes are to feed this study"* (Fersaoui, 2016: 81).

Table 3.2 indicates all the sessions with the seven teachers, their dates, timing, levels, and the number of students who attended. Every line in bold points out the beginning of the sessions of a different teacher.

Table 3.2: Classroom Observation Dates, Hours, and Levels

Dates	Number of Students Present	Timing	Level
T1 **11/11/2018**	**43**	**10:00-11:30**	**4th year, ENSB**
18/11/2018	40	10:00-11:30	4th year
25/11/2018	42	10:00-11:30	4th year
09/12/2018	39	10:30-11:30	4th year
T2 **16/04/2019**	**38**	**10:00-11:30**	**3rd year**
23/04/2019	37	10:00-11:30	3rd year
30/04/2019	38	10:00-11:30	3rd year
07/05/2019	38	10:00-11:30	3rd year
T3 **27/03/2019**	**52**	**10:00-11:30**	**5th year, ENSB**
06/03/2019	51	10:00-11:30	5th year
13/03/2019	53	10:00-11:30	5th year
T4 **03/04/2017**	**40**	**11:30-13:00**	**4th year, ENSB**
10/04/2017	43	11:30-13:00	4th year
17/04/2017	42	11:30-13:00	4th year
24/04/2017	43	11:30-13:00	4th year
T5 **10/01/2019**	**47**	**08:30-10:00**	**3rd year**
17/01/2019	45	08:30-10:00	3rd year
24/01/2019	47	08:30-10:00	3rd year
T6 **09/01/2020**	**37**	**08:30-11:30**	**3rd year**
16/01/2020	37	08.30-11:30	3rd year
23/01/2020	38	08.30-11:30	3rd year
T7 **17/10/2019**	**40**	**10:00-11:30**	**3rd year**
24/10/2019	42	10:00-11:30	3rd year

| 31/10/2019 | 40 | 10:00-11:30 | 3rd year |

| 31/10/2019 | 40 | 10:00-11:30 | 3rd year |

3.6.   Methods of Data Analysis

Seliger and Shohamy (1989) say: *"The selection of a specific data analysis technique depends fundamentally on the nature of the research problematic, the design chosen to investigate it and the type of data collected"*. Therefore, because the research tools brought in both qualitative and quantitative data, their analysis is done manually and in more than one way and measure.

It is well-known that measuring effective teaching is not easy. Brown (2001) thinks that the characterization of effective versus less effective teachers is intricate. He thinks that it depends on relations between teachers, learners, classes, and the rest of people involved in the process (Ibid.). He confirms that they are common defining characteristics of effectiveness, yet an exception can be found to each aspect (Ibid.). Alternatively, Andrew Goodwyn believes that:

> *"if one is setting out to evaluate expert teaching one has to decide how to 'get hold of it', especially as much of it happens 'inaction', during lessons. Any assessment or recognition system needs to be sensitive to the contexts of teaching and to the deep personal knowledge that expert teachers have of their students and their context. Such a system will also need to be rigorous. If teachers are to carry the status of being 'expert' then their peers will want the reassurance that the experts have been properly, and fairly, assessed."* (Goodwyn, 1997: 123)

Indeed, measuring good / expert teaching has been a challenge all along the study. The researcher has been wondering how she can evaluate or assess it since day one. As Aloisi et al. (2014: 10) state, there are a couple of issues that could arise while attempting *"to 'operationalise' good pedagogy"* through arranging a set of yardsticks. The two main problems they explicate are:

> *"One is to be too specific: to define it in terms of a checklist of observable, effective practices or skills. A potential problem with trying to reduce great teaching to constituent elements is that the whole may be greater than the sum of its parts. The choices a teacher makes in orchestrating their skills may be an essential part of what makes them effective. Focusing on the behaviours themselves will always be too limited. Instead we need to think in terms of a professional pedagogy in which judgement is an essential component. Nevertheless, evaluating the quality of such choices is unlikely to be straightforward. The other problem is not to be specific enough. Although it is important to be clear*

about the principles that underpin pedagogy (James and Pollard, 2011), we must also relate them to something that is observable. Theory must be specific enough to be empirically testable and a guide to well-defined actions." (Aloisi et al., 2014: 10)

Following these recommendations, the researcher has been trying to remain moderate, not too specific nor unspecific while thinking of how to analyze data and measure good teaching. Besides turning the questionnaires' answers into numbers, percentages, and graphs, using the checklist in Appendix Six (page 361) to evaluate the observed teachers, and converting replies from interviews to tables and lists, the content analysis method is used in order to determine how similar characteristics are used in teachers' and students' writings to describe their most important and best teachers as well as other aspects they were questioned on. The same kind of analysis is used to identify themes, patterns, and correlations in informants' answers and anecdotes. Along with this, descriptive analysis is employed to describe the quantitative findings through descriptive graphs and percentages. In general, data analysis is done through scanning data for repetitive traits, words, and ideas. It is also done through comparing findings from research instruments to findings from the literature review.

All in all, the database that this research stored produced both quantitative descriptive statistics and qualitative exploratory words. The respondents' insights and the researcher's analysis of what they wrote will be thoroughly presented in the second part of this chapter.

3.7. Ethical Issues

There are always some ethical issues that emerge while managing research, collecting data, and reporting findings. To state the ethical clearance of this work, there is a number of ethical requirements to be taken into consideration. First, the researcher has been trying to abide by the rules of objectivity, transparency, confidentiality, and anonymity. The participants' consent is obtained. Their privacy, dignity, and choice are respected. The researcher is striving to avoid bias, prejudice, alteration or concealing of data, and assumptions, all while trying to stick to integrity and authenticity. As a result, all data collected are demonstrated without transformation. Concerns of accountability, accuracy, and reliability are also kept in mind. The researcher cares to prevent inaccuracy and plagiarism from her research.

3.8. Participants' Consent

Participants were asked whether they agreed to participate. Any piece of information revealed in this chapter and the following one is used or shared only after permission and acceptance were obtained. The researcher assured that the sample's informed consent is acquired either before or during the introduction of the research instrument. Moreover, the objective of the research was clearly communicated to the informants.

PART TWO: Data Analysis

3.9. Findings of the Study

3.9.1. Findings from the Teachers' Questionnaire

The twenty-three (23) questions in the teachers' questionnaire will be analyzed one by one in what follows.

Question 1

The first question is actually a scale statement where the participants are asked to say how much they agree with "a teacher's impact on students is everlasting". Graph 3.1 shows the participants choices.

Graph 3.1: Teachers' Answers to the First Question
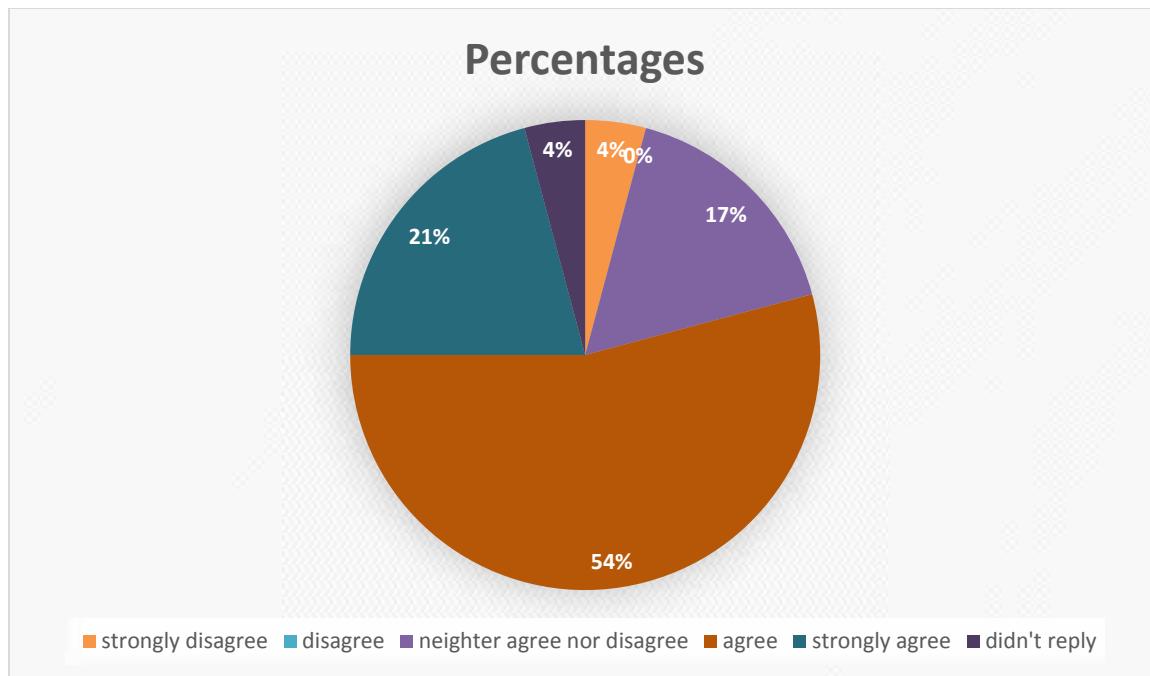
The majority of participants, 54%, agree that the impact of a teacher on learners is everlasting. While one participant did not tick any choice, 21% strongly agree with the statement. One participant (4%) strongly disagrees with it, none disagree, and 17% neither agree nor disagree.

Question 2

The second question in the teacher's questionnaire is a yes/no question. It says: "Is there a particular role model teacher that inspires you?". Replies to this question are shown in Graph 3.2.

Graph 3.2: Teachers' Answers to the Second Question
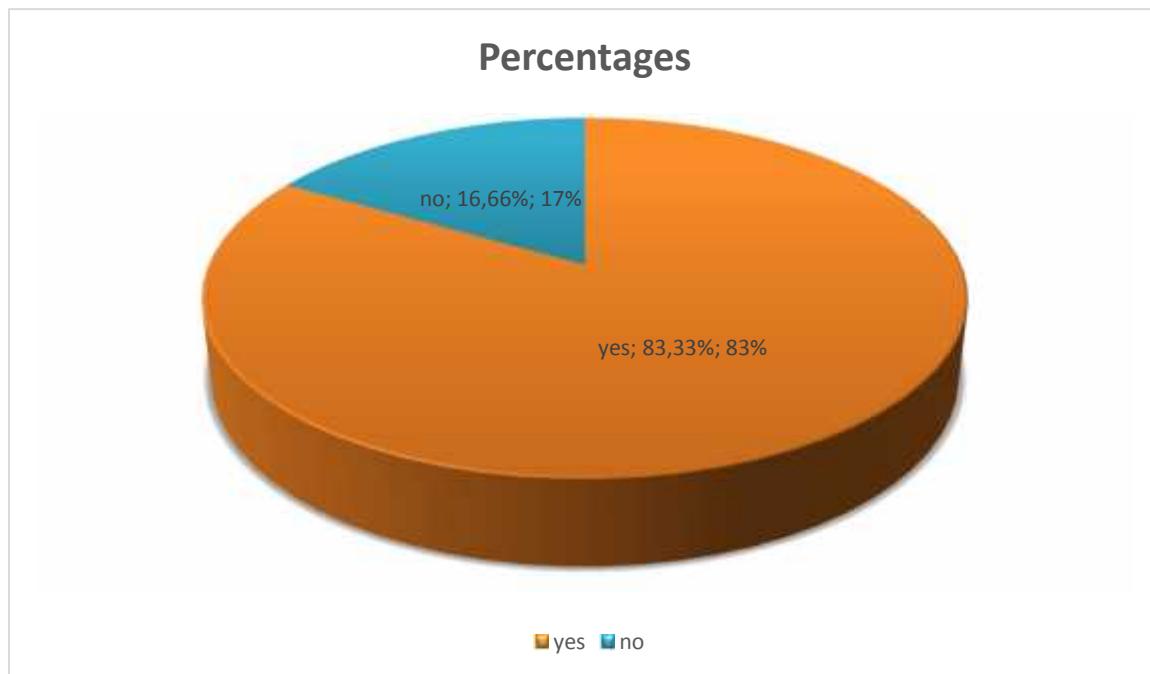
Out of the total number, 20 teachers (83%) replied with yes while the remaining four (approximately 17%) reported that there is not a specific role model teacher that inspires them.

Question 3

The third question is also a yes/no question. It reads: "Has a teacher impacted your life?". The forthcoming graph represents the percentages of the answers provided to this question.

Graph 3.3: Teachers' Answers to the Third Question
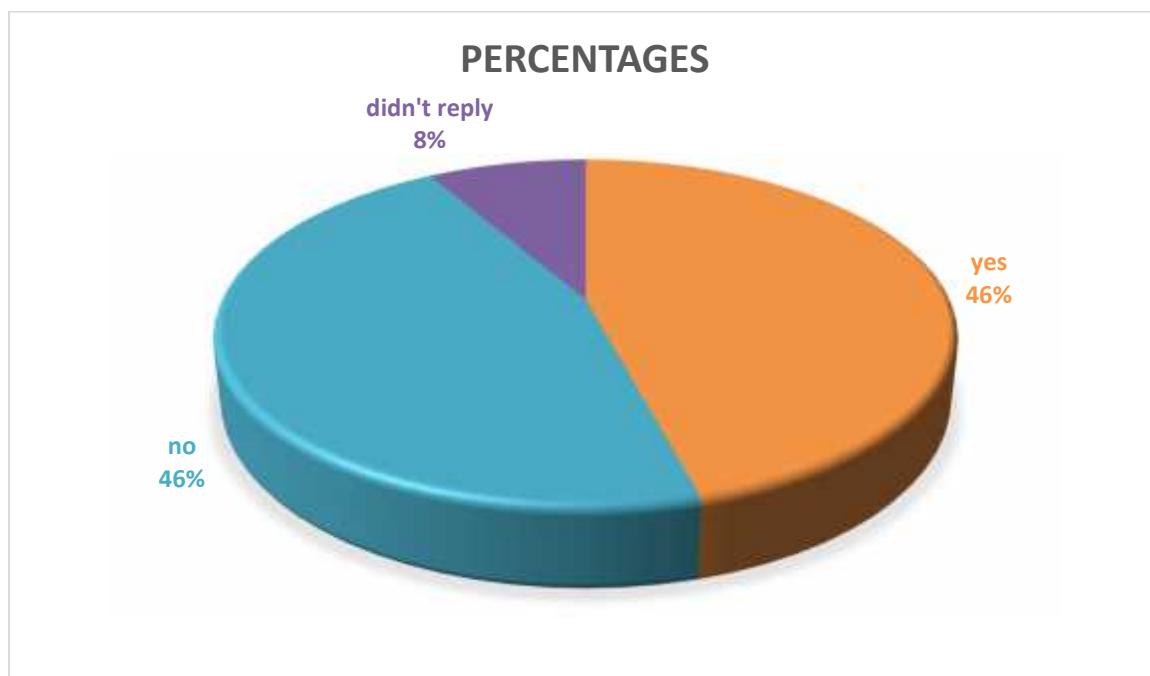
Clearly, answers were equal for both choices which obtained each a percentage of 46%. Two participants left this question unticked which accounts for 8%.

Question 4

This question is related to the previous one as it says: "How is that?". It means if yes, how has the teacher impacted life for the participant? It is an open-ended question whose answers are in the coming list:

- I have become a teacher of English just like my teacher of secondary school. He was serious, competent, understanding, and friendly. He made me love English; he is the kind of teacher that everyone would like to have.

- The first teacher that influenced my way of thinking was in high school, an English teacher that always inspired me, but the teacher that I can say he really changed my life is my supervisor.

- In my secondary school, my teacher has impacted my life very positively. He treated my negative attitudes and those of my colleagues.

- In primary school, I was a very shy pupil and even if I was very smart, my personality prevented me from excelling. In my third year, he helped me a lot. Thanks to his efforts, I could excel.

- Thanks to them, I am a passionate teacher today.

- There is a particular teacher who inspired me. He was my mathematics teacher who was special and always smiling. His ways of teaching and treating the students were different. He loved all his students and helped them to understand the difficult lessons. He interacted with us and cared about us. He knew what we want and what we need. So, he simplified things for us. We felt satisfied.

- By influencing my behavior.

- When I was in secondary school, my teacher inspired me so much because she adopted a communicative method of teaching.

Question 5

Question 5 says: "Have you ever impacted a student's life, something you are aware of?". Some teachers replied to it with the following answers:

- Yes, I have.

- I do not know.

- I might, but I am not aware of the change.

- I do not know, but maybe someday.

- I believe that throughout my teaching career, I had some positive impact on my students. I contributed in solving some of their problems.

- I do not know. Maybe!

- I am aware of the impact I had on some students. It was significant. Yet, I do not know if it is enough to change a life. Students say such things, though. At the end of last year, one student told me with tearful eyes: "you changed my life, you made a big difference!", but that is her measure. I cannot say for sure I did. Another example, I had a student once who fell into depression. I tried to help. She contacted me once saying that the depression is gone and thanked me for the help. But the one that really marked me is the teenage boy I had once. I gave him a gift once for being a good student. Later that week, he wrote at the end of his homework paper: "Thank you for being the best awesome amazing teacher in the world". It made me cry and think that my students changed my life more than I could ever change theirs.

- Yes, I have. I put aside one student and did not talk to her. After a while, she started to involve and participate actively in the class.

- Yes, I have impacted a student's life. This happened when I taught in secondary school. I had a student (a boy) who was always absent-minded and who hated studies (all the subjects without exception). I did my best to help him. I listened to him and guided him. I felt happy when he got his Bac and thanked me.

- No, I did not. Yet, while teaching Listening and Speaking, I worked hard in order to change some students' mindsets and attitudes towards controversial issues pushing them to think in a more open-minded way.

- I think I had a certain impact on my students.

- I had a positive impact on some students but not to the point of changing their lives.

- I remember a student of mine who used to dislike English but ended up passionate about it after taking my classes.

- I may have impacted a student's life without being aware of it.

- No idea about my influence on students.

- I do not think so. I heard many of them say that my way of teaching is great, that I had to keep doing it the same way, but impacting someone's life can be achieved by very few teachers.

- I helped a student that was very shy to the extent that she could not speak about her thoughts during the session of Listening and Speaking. I really with time could change

and encourage her. She started participating in class discussions and started talking more.

Question 6

The sixth question is a yes/no question. It asked teachers the following: "Have you ever had a teacher that you can describe as great?". Participants' answers are displayed in the ensuing graph.

Graph 3.4: Teachers' Answers to the Sixth Question
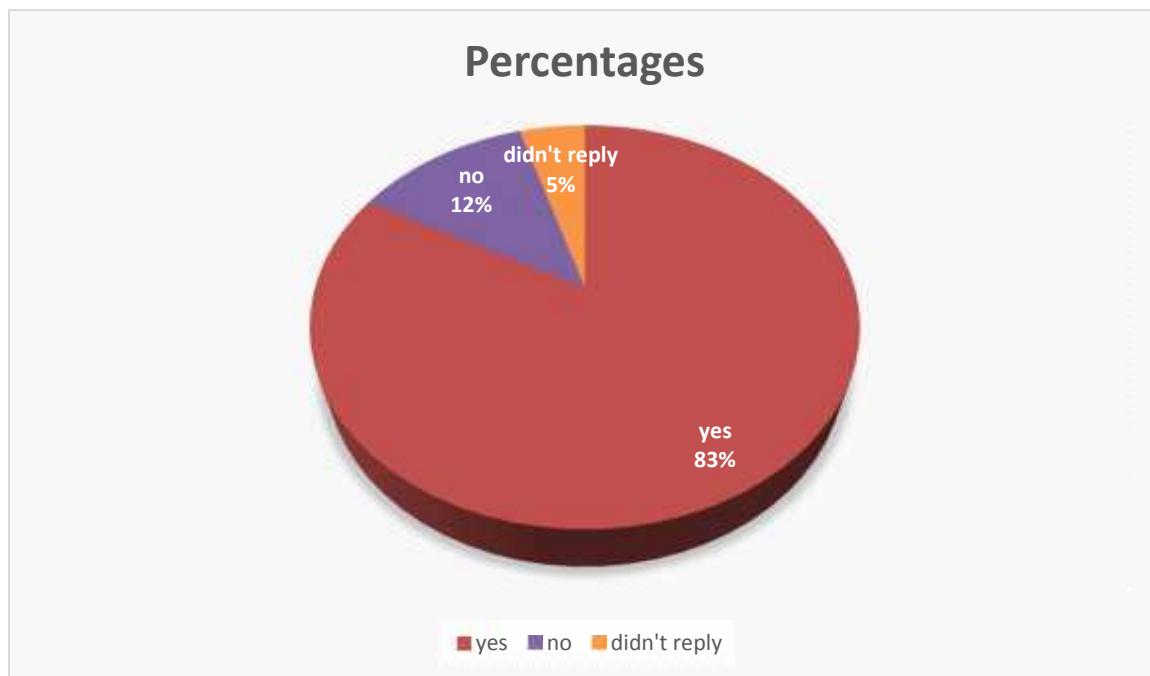
While one participant did not reply (5%), 20 (83%) participants said yes and 12% chose no as an answer, meaning that they did not have a great teacher.

Question 7

"What makes you think they were great?" is a multiple-choice question (MCQ). It is a follow up to the previous question. There are four choices provided by the researcher. They are followed by "other" where the participant can add any other possible choice. The percentages for the options are exhibited in Graph 3.5, then the free answers to "other" are forwarded.

Graph 3.5: Teachers' Answers to the Seventh Question
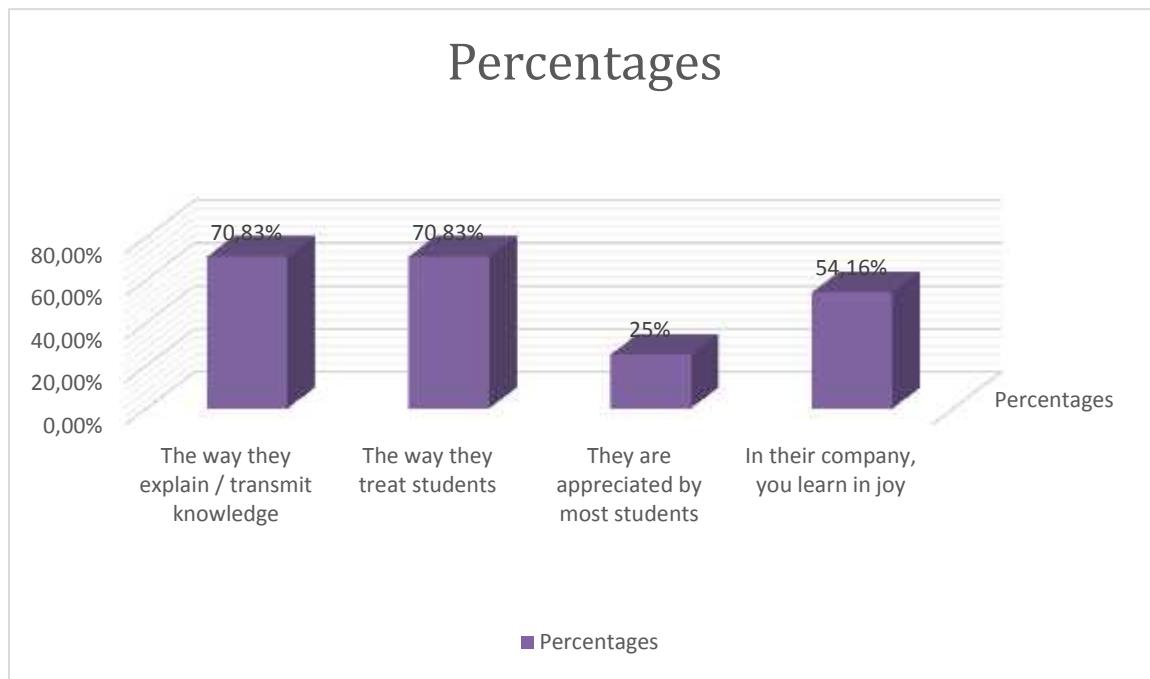
As participants could opt for more than one suggestion, 70.83% thought that what makes a teacher great is both the way they explain / transmit knowledge and the way they treat students. Meanwhile, 25% selected the third item: "they are appreciated by most students", and 54.16% the fourth one: "in their company, you learn in joy". Other reasons that participants provided for considering a certain teacher as great are:

- They are professional and skillful in knowledge transmission and managing the class.
- Self-discipline and good credibility are also important factors.
- The way they make me feel, so good and healthy.
- They make students feel at ease even when the latter make mistakes.
- They have a great sense of humor. They make learning enjoyable and the students do not feel how time passes with them.
- They are fair.
- They are respectful and respected.
- Maybe their ability to stimulate students' interest.
- They are polymath.
- They are serious.
- The amount of knowledge they have (multi-dimensional knowledge). Plus, they help others.

Question 8

This question is also an MCQ with four choices. The question is: "How did your great teachers transmit knowledge?". The answers obtained for it are here below.

Graph 3.6: Teachers' Answers to the Eighth Question
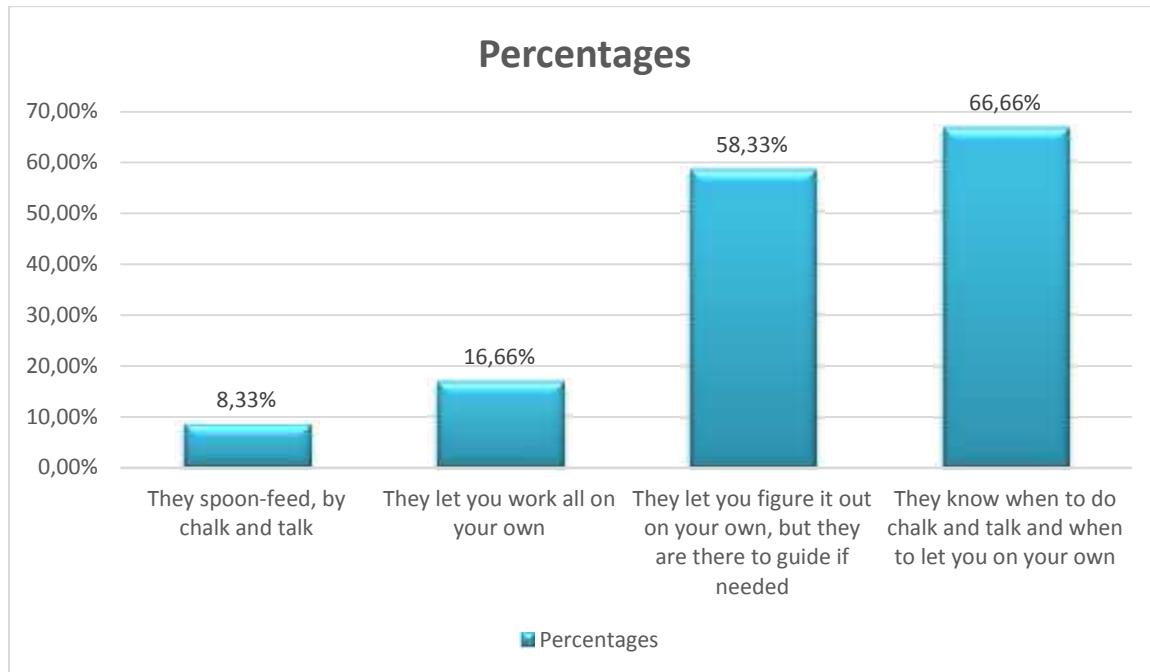
As can be interpreted from the graph, 66.66% opted for the last choice, mixing both chalk and talk with autonomous work based on the learning situation. 58.33% chose letting students work on their own but guide them when needed. 16.66% ticked: "they let you work all on your own" whereas 8.33% thought that their great teachers transmit knowledge through spoon-feeding or chalk and talk.

Question 9

"If asked to describe them in your words, what would you say about your best teachers?" is the ninth question on the teachers' questionnaire. Their replies to it are in the upcoming list:

- Great and unique.
- They are well-organized, professional, skillful and effective classroom managers.
- They are role models to follow, a guidance in life, and they leave a positive impact on us.

- They are very disciplined, skillful, and caring towards students. They solve problems and help students. They are aware about the personal difficulties of students.
- I personally consider them like my parents, my best friends, and in a word, they are messengers.
- Students enjoy their way of teaching and working in the class. They select what interests their students and meet their needs.
- My best teacher used to start his session with a question in order to stimulate our attention. He motivated us with his words and with his sense of humor. He does not ignore our questions.
- A great teacher is the one who is able to simplify complicated concepts to his students. In addition, a great teacher is the one who pushes his/her students to question everything and transcend themselves.
- Patient and creative.
- I did not have great teachers, but in general, I think that they are the ones who are sincerely involved in their teaching and try their best to improve it.
- They manage to inspire me and provide me with a positive learning atmosphere.
- They were hard workers, open-minded, helpful, sincere, honest, talented, and charismatic teachers.
- They are first human and true to themselves.
- My best teachers were great. They made me like the subjects they were teaching. They influenced me positively and made me choose to become a teacher.
- A great teacher is the one who has competence in the subject area and an overall sense of respect.
- My best teacher was not keen on rote learning but used to encourage our creativity. Plus, she did not use to spoon-feed us.
- They were serious, they kept their words. They were soft and flexible but hard and rigid when needed. They knew when they had to take turn and when to involve their students. To sum up, I felt guided and not lost amidst their knowledge.
- My best teacher is the one who guides us in times of need. They explain difficulties so as we feel that healthy / friendly atmosphere. They are those that use chalk and talk when they feel us astonished about new concepts. They are those who can handle the class time and setting, and those who are knowledgeable.

Question 10

The tenth question asked teachers to complete this statement: "The making of great teachers takes …" and provided six options. A free option was left where informants can add other suggestions if any. Knowing that participants could tick more than one choice, the following graph exhibits the percentages of participants' choices.

Graph 3.7: Teachers' Answers to the Tenth Question
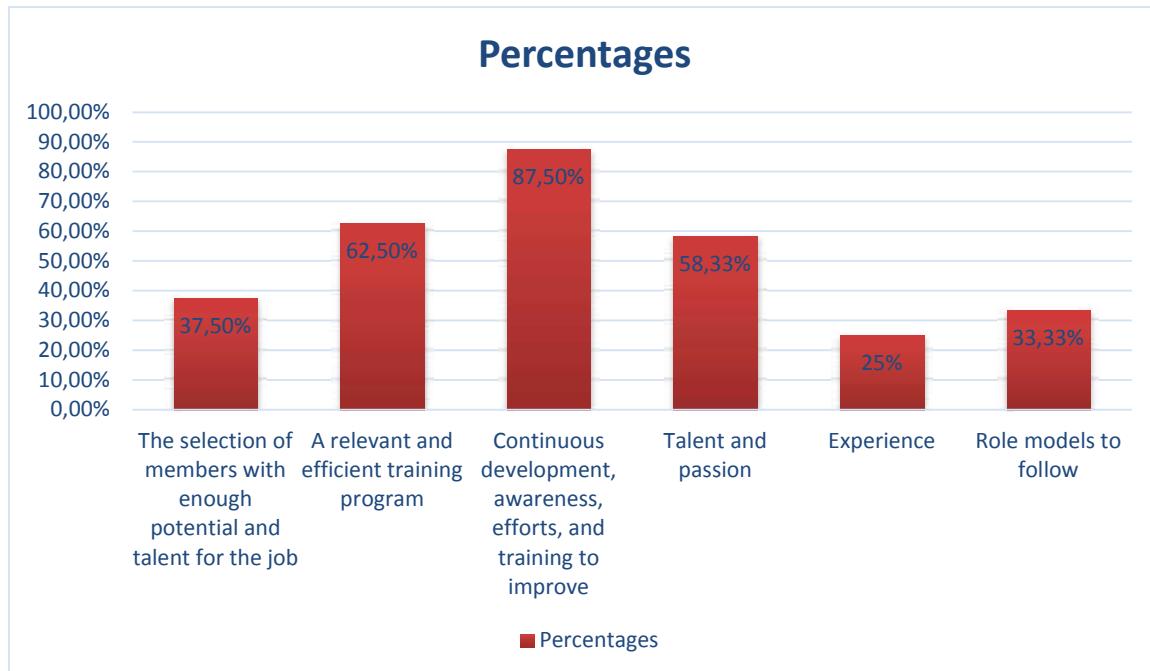
The majority of participants (87.50%) see that the making of great teachers takes continuous development, awareness, efforts, and training. 62.50% completed the statement with a relevant and efficient training program, 58.33% with talent and passion, 37.50% with the selection of members with enough potential and talent for the job, 33.33% with role models to follow, and 25% with experience.

The other suggestions given by the participants are:

- Involvement in research on effective teaching.
- A motivating and peaceful working environment.
- Faith and self-confidence.
- To love providing knowledge and to love learners.

Question 11

This is a scale question where participants have to say how much they agree or disagree with this statement: "Great teachers love teaching and are passionate about learning". As can be seen in Graph 3.8, 63% strongly agree with it and 33% agree, together making up 96%

thinking that passion is essential to great teaching. One participant only, 4%, strongly disagrees with the idea.

Graph 3.8: Teachers' Answers to the Eleventh Question
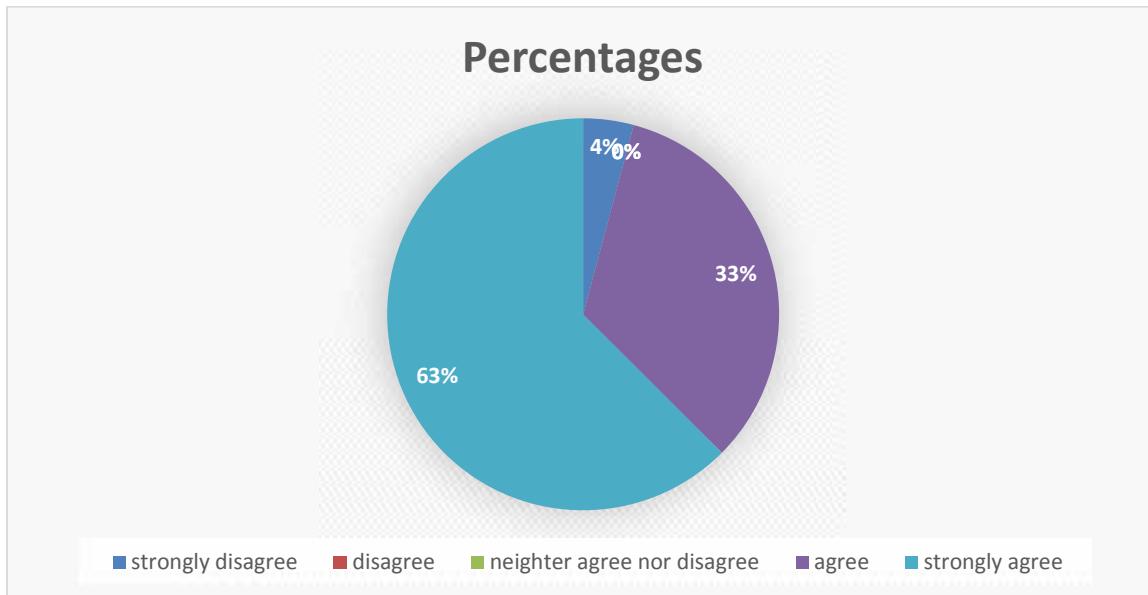
Question 12

This too is a scale statement. It says: "Great teaching is both a science (knowledge and experience) and an art (talent and passion)". 54% strongly agree whereas 42% agree with it. One participant (4%) strongly disagrees, 0% disagree, and 0% neither agree nor disagree. The following graph puts these findings on view.

Graph 3.9: Teachers' Answers to the Twelfth Question
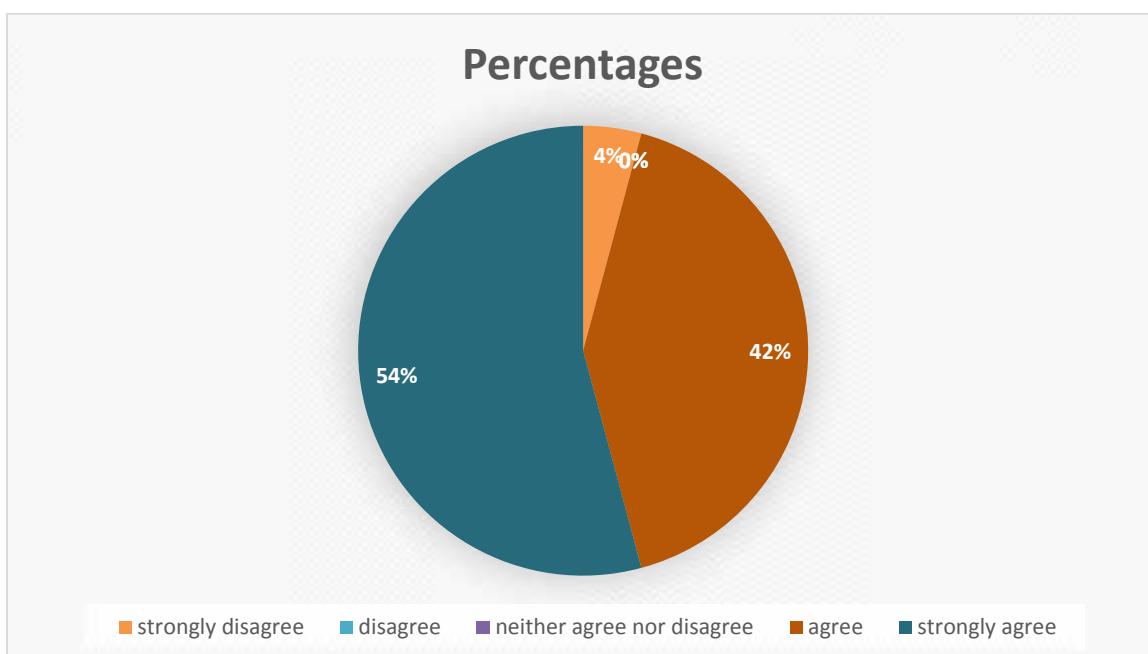
Question 13

"I chose to become a teacher" is the statement that teachers were asked to rate here. 54% strongly agree and 29% agree with it. Meanwhile, 13% did not reply, one participant (4%) disagrees, that is, s/he did not choose to become a teacher, and none strongly disagree. These statistics are illustrated in Graph 3.10.

Graph 3.10: Teachers' Answers to the Thirteenth Question
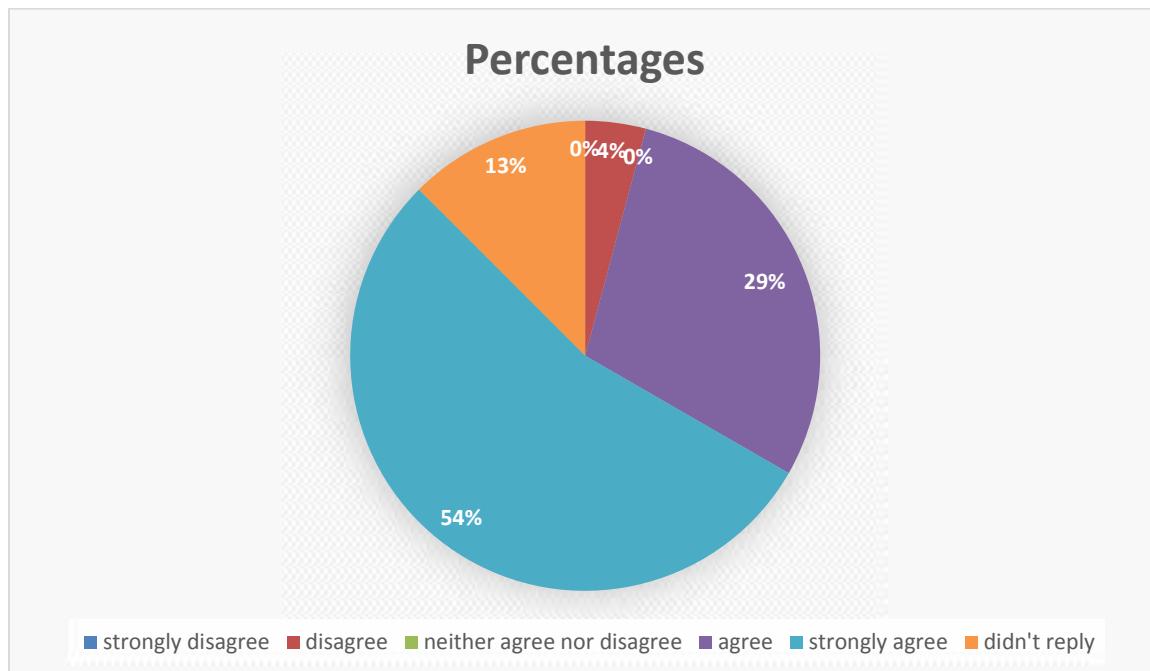
Question 14

Participants were asked to rate the following statement: "I love teaching and learning" by ticking one of five choices. 70% agree strongly and 30% agree with it. Conversely, none of the participants ticked strongly disagree, disagree, or neither agree nor disagree. The percentages of the results are demonstrated in the forthcoming graph.

Graph 3.11: Teachers' Answers to the Fourteenth Question
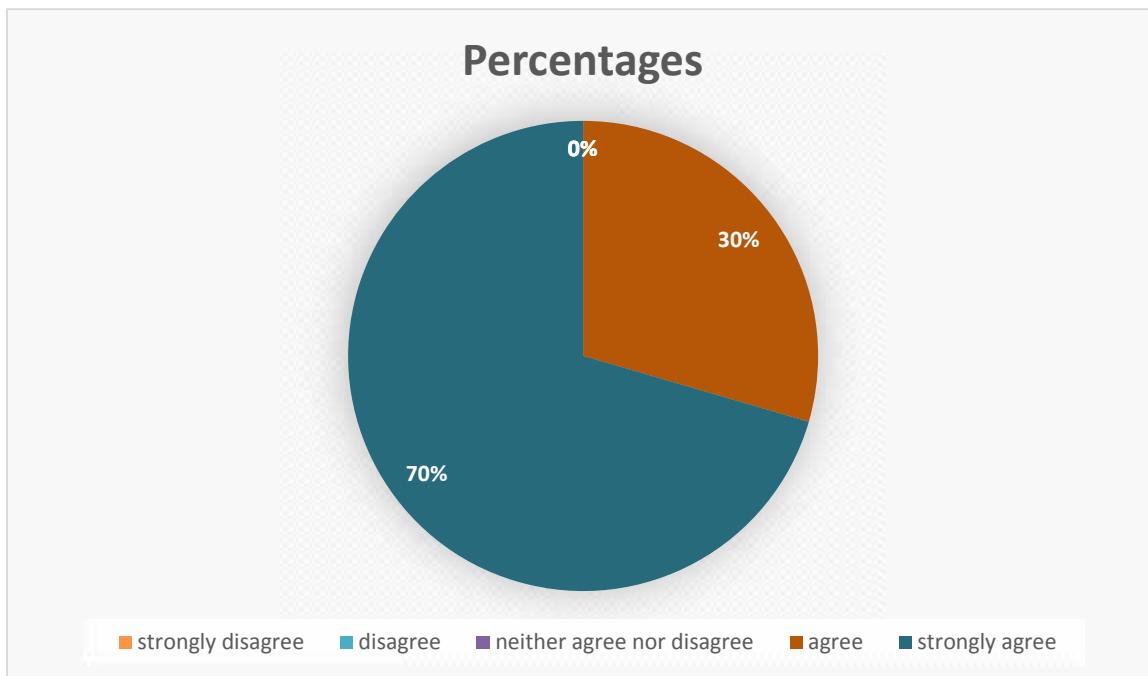
Question 15

"I care to be a good teacher" is what participants were asked to rate in this question. 20 of them (83%) ticked strongly agree whereas 4 (approximately 17%) agree with it. None chose the other measures. More details can be seen in Graph 3.12.

Graph 3.12: Teachers' Answers to the Fifteenth Question
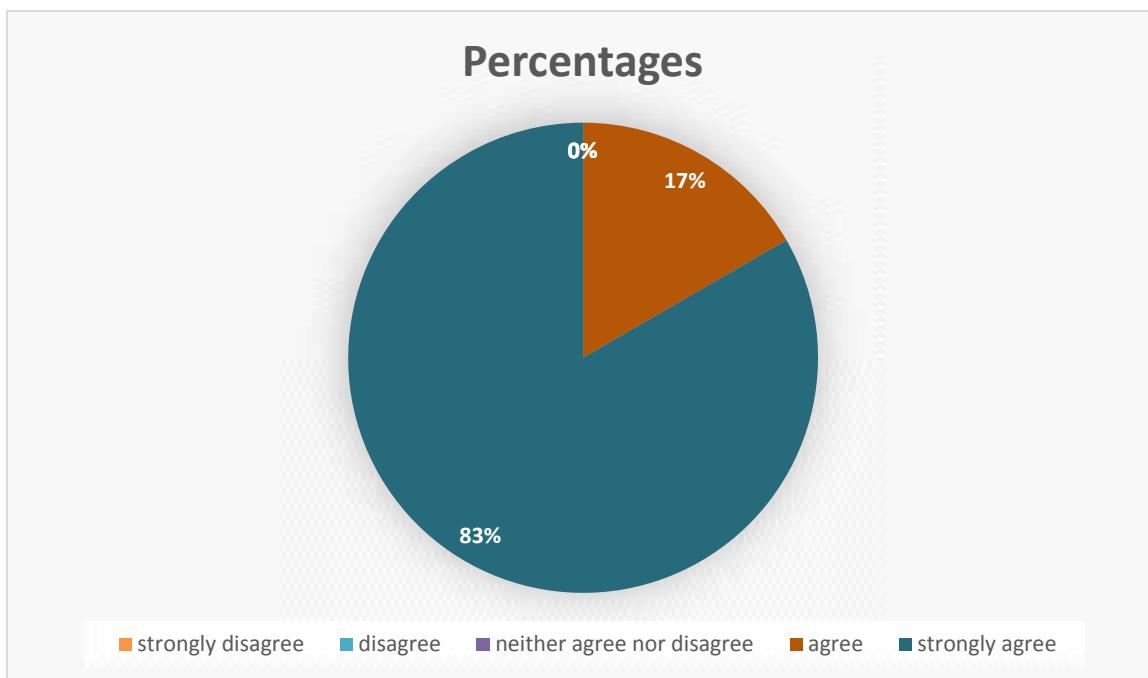
Question 16

Here, teachers were asked to rate this statement: "I am a good teacher". While 0% chose strongly disagree or disagree, 25% did not reply, that is, 6 teachers chose to not rate the statement. For the others, 29% neither agree nor disagree, 8% (2 teachers) strongly agree, and 38%, the biggest percentage, agree that they are good teachers.

Graph 3.13: Teachers' Answers to the Sixteenth Question
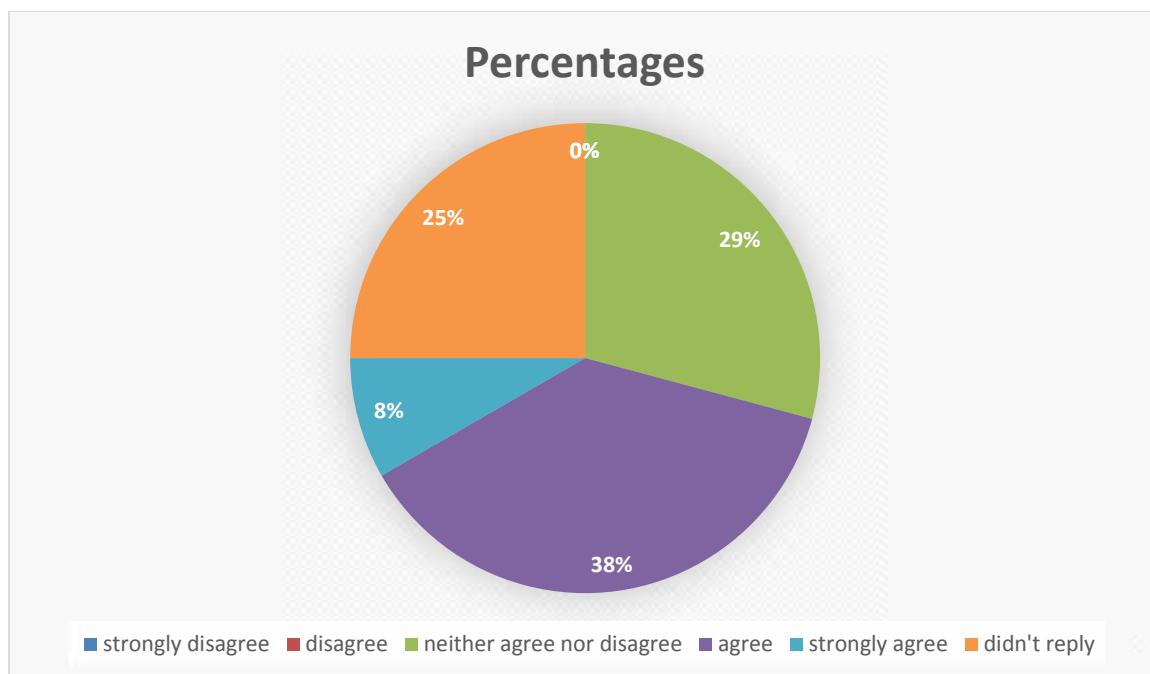
Question 17

This question is a follow-up to the previous one. It inquires: "How do you know you are good or not?". Three teachers did not answer it. The numbers between parentheses next to the statements below refer to the number of participants who mentioned the idea. They wrote:

- Students' feedback, their esteem and respect, and their achievements and results. (8 times)
- Colleagues' feedback. (3 times)
- My relationship with students.
- I do my best to work efficiently, to prepare, to review, to self-evaluate, to question and read about effective teaching. (2 times)
- I know I am good through students' interaction in my classes. I feel like they are interested since they are always looking for new things to learn.
- Students' participation.

- Students' attitudes, enthusiasm, and how they react to the lessons. (3 times)
- At the end of the year, some of them always come and thank me for what I did with them. They say that they learnt a lot form me. (2 times)
- I am not sure. Sometimes I am good, sometimes I am not, but the look on my students' faces and their hugs by the end of each year tell me I did well. Some of them even cry and request: "can you please teach us again?".
- My students' trust.
- When my students enjoy learning what I select and feel interested in it.
- I think I am a good teacher simply because I try to be so.
- That is because I care about students and try to help them in spite of the difficulties.
- I feel I am a good teacher because I do my best to facilitate learning for my students. (2 times)
- It is when I find improvement in my students' work.
- Normally, we are not the ones who decide whether we are good teachers or not.

Question 18

"What do you do to be and remain a good teacher?" is the eighteenth question. Teachers' responses to it are in what follows:

- I work on myself and keep learning all the time. (5 times)
- I exchange experience with other teachers. (twice)
- I use up-to-date resources and information. (5 times)
- I am always trying to improve. (5 times)
- I try to be more patient and work professionally. (2 times)
- I get involved in teacher training sessions.
- I try to stay passionate about what I do, creative, and innovative. (2 times)
- I do self-training and research work about teaching concerns and methods.
- I try to adapt to the level of my students, because each year, the levels differ. (2 times)
- I try to understand my students' needs and meet them. (4 times)
- I try to smile most times and to care for learners. (twice)
- I try to be as professional and as respectful as possible. (twice)
- I change my approach and strategies from one group to another.
- I listen to students.
- I try to simplify things to my students. (twice)

- I keep giving.
- I try to stay true to myself.
- I try to be a good communicator.
- I always try to create a good atmosphere in the classroom.

Question 19

Question 19 is: "What do you suggest to make the teacher training program one that makes great teachers?". The suggestions formulated by the participants are:

- Focus on teachers' development and education.
- The programs need to address practical issues that are directly relevant to teaching issues. They also need to be varied in terms of content, and teachers of different levels can be involved in one program for complementarity.
- The practice of teaching in front of teachers and colleagues and benefiting from their remarks, observations, and experience. (twice)
- Focus on the human sides of the training, on the psychological side of both teachers and students. (3 times)
- Better selection and recruitment standards.
- More teaching practice.
- Updating the programs. (twice)
- Determining the exit teacher profile and setting clear objectives to be able to achieve them.
- Students' needs, levels, and expectations have to be taken into consideration. (3 times)
- To be a great teacher, one needs to be aware of the different psychological and affective variables affecting language learning. So, I suggest taking into account motivation, attitudes, and culture.
- Choosing relevant content and hands-on activities instead of theory for the sake of it.
- Provide more training for the new teachers.
- This program has to be prepared by experienced teachers and teacher trainers.
- We have to make future teachers and all teachers think about their teaching in order to improve it.
- The program should be a long term one. I find that the preparation of teachers and the training is very short (one month per four or five years).
- I suggest a program that puts forward more projects and students' group work.

- There must be some correspondence between the theoretical knowledge taught and the practice.

Question 20

"What is the best part of teaching to you? What is your favorite teaching aspect?" is the content of the twentieth question in the teachers' questionnaire. The aim behind asking it is to find out the best teaching aspect to teachers. The latter's answers embodied the following:

- Having successful classroom discussions.
- To see my learners as successful teachers.
- At the end of each year when my students thank me, I feel they have learnt much from me.
- Interaction and exchange with students and class discussions. (6 times)
- Preparing classes and searching.
- Getting students to learn important life lessons through reading.
- The aspect I like most is when we engage in discussions and questioning, then I feel my teaching is fruitful.
- When the student is able to put what he learnt into practice successfully.
- At the end of the session or the year, when I can see the results of my teaching in the results of my students.
- The best part is to elicit a subject, a topic, etc. My favorite aspect is when I master the subject I have to teach.
- Going through my students' productions.
- Seeing positive change in my students' behavior.
- When I learn from my own students.
- The fact of always giving to students and also learning from them, it is this magical exchange that is the best part of teaching.
- When I teach something then I find that students assimilate it way better than I expect.
- My students' happy faces as they learn and enjoy the class.
- The satisfaction I feel at the end of a teaching day.

Question 21

This question wonders: "What would you like your students to say about you or your class when they are out of your earshot?". Its purpose is to collect teachers' expectations about

learners' feedback, hence, indirectly getting a glimpse of their teaching evaluation standards and their teaching goals. Teachers expressed:

- "She can do better!". It will stimulate me to do better.
- I understood the lesson. I liked the way the teacher presented it. (3 times)
- I learned many new things from the teacher today. (5 times)
- Interesting! Not boring or exhausting! Cannot wait to have class with her again! (3 times)
- I enjoy learning with her. (3 times)
- She taught us to be creative and critical about the content of the course.
- The course is relevant and practical.
- He is disciplined, hard-working, fair and honest. (twice)
- I want them to say that their teacher is honest, hard-working, sincere, and helpful.
- "Great! I have Ms. ……. as a teacher!". This means a lot to me.
- That I do (or did) my job almost perfectly.
- I do not pay much attention to what they would say. Rather, what is interesting to me is seeing them different and improving themselves.
- I do not care at all. Actions are louder than words.
- It would be great if they do not say bad things, if they respect me even when I am not there, if they do not discuss my private life and gossip about me. Anything else is just a bonus.

Question 22

This question says: "So far, what has been your best moment in teaching?". Its purpose is to discover and collect best teaching memories, then examine to what aspect they pertain. Teachers' wrote some of their best teaching moments. Overall, they put:

- Thank-you moments at the end of the session.
- Recognition and gratitude moments. (3 times)
- When we are having fun in class. (2 times)
- The best moment is when I feel that students are able to analyze and think critically and creatively.
- Holding debates and interacting with students. (3 times)
- The best moment is when I see the fruits of my efforts and notice change.

- When I see my students enjoying the lesson and asking for more clarifications. (2 times)

- When I see enthusiasm and passion in the eyes of my students.

- When everybody (without exception) understands the lesson.

- I liked most my first years as a beginning teacher with beginners.

- My best moment was while teaching Listening and Speaking. The working atmosphere, the way students started debating controversial issues satisfied me.

- Being surrounded by motivated students.

- When I see my students succeed and achieve their goals.

- When I change my students' behavior and see improvement in their work.

- When I see my students really influenced by what I say.

- When students ask questions.

- I have many good moments while teaching as well as bad moments but I cannot remember the best.

- There is not just one. For example, three years ago, I had a class that showed up all on the last day. The school was empty except from them. None came, but they showed up for my class. That was remarkable.

- Affinity: I like moments of affinity and connection with students, when one student or more understand perfectly what I want to say or keep unsaid.

Question 23

For the last question, teachers were asked to complete this: "All in all, being a good teacher means …?". They submitted:

- To keep trying to do and be better. (4 times)

- To have a good relationship with students.

- To share with others.

- To listen, to understand, to advise.

- To create the right atmosphere for learning.

- To make difference.

- To be knowledgeable, competent, and devoted.

- To be devoted, up-to-date, flexible, skillful, competent, and a researcher.

- To achieve harmony between the student, the teacher, and the knowledge.

- To be honest even if there is nobody there to observe. (2 times)

- To be conscientious and fair.
- To be aware of students' needs. (2 times)
- To be devoted, patient, and creative.
- To be sincerely involved in it because you are teaching even if you do not like it.
- To be honest, talented, and charismatic. To be modest and helpful.
- To be passionate about it and eager to enter the classroom every single time.
- To be talented, hard-working, patient, a lifelong learner, and a forgiving teacher. (2 times)
- To be professionally competent, both in subject matter knowledge and human treatment.
- A good teacher, to me, is not only the one is well-remembered for the keen knowledge he displays, but he is also an inspiring figure who can mark his contribution subsequently to students' success.
- For me, a good teacher is in these two words "mood seeker", not a mood creator. He looks for students' weaknesses to remedy them. He cares about their feelings when he listens to them. He encourages them when they fail. He discovers their learning styles and strategies for further adaptation and change.
- Being a good teacher means a lot of things at the same time. It means being able to explain clearly the lessons to students, to treat learners well, to influence them positively, and to increase their passion for learning and maybe teaching too.
- For me, it means that I have reached my dream.

All in all, these were both the quantitative and the qualitative data collected thanks to the teachers' questionnaire.

3.9.2. Findings from the Students' Questionnaire

Findings from students' questionnaires are processed and presented in what follows. All questions are tackled, one by one and one after the other.

Question 1

The first question in the students' questionnaire consisted of a scale statement. "A teacher's impact on students in everlasting" is what students were asked to rate by ticking one of five available options. Their answers, as shown in Graph 3.14, are distributed unequally between the five. 2% strongly disagree, 6% disagree, 12% neither agree nor disagree, 51% agree, and 24% strongly agree with it. Meanwhile, 5 students (5%) did not tick any option.

Graph 3.14: Students' Replies to the First Question

Percentages

5% | 2% | 6%
12%
24%
51%

■ strongly disagree ■ disagree ■ neither agree nor disagree ■ agree ■ strongly agree ■ didn't reply
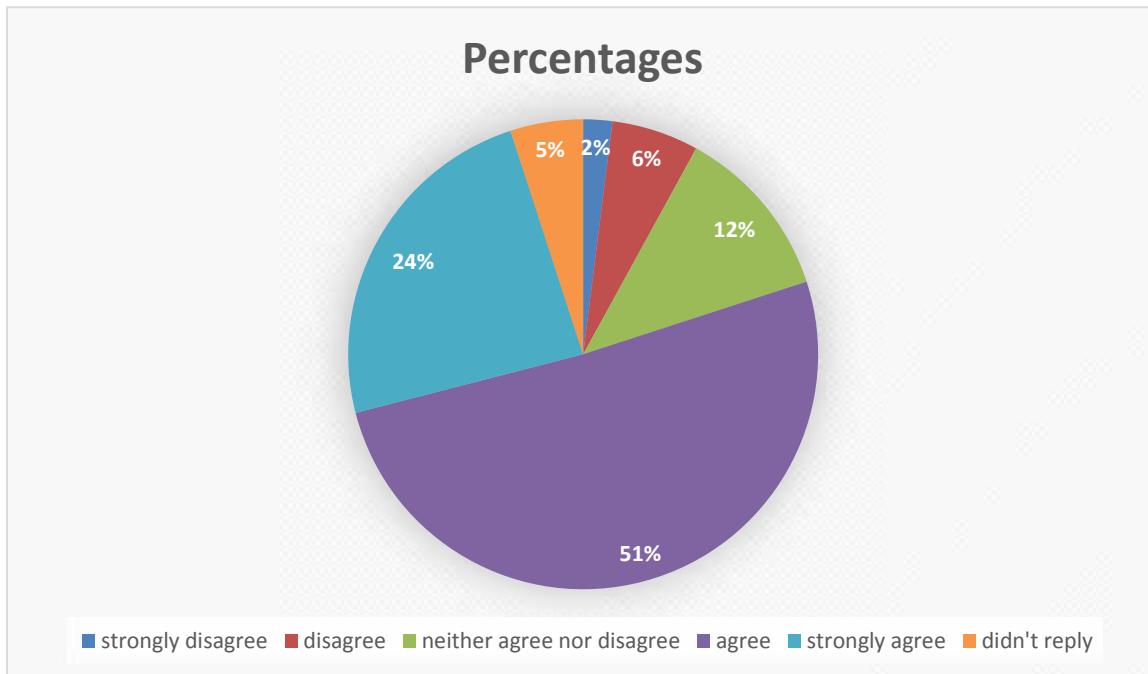
Question 2

The second question is a yes/no question whose aim is to find out whether pre-service teachers have a role model teacher they would like to resemble. The question reads: "Is there a particular role model teacher you wish to resemble?". While 2 participants did not reply, 86% replied with yes and 12% with no. The ensuing graph illustrates these results.

Graph 3.15: Students' Replies to the Second Question

Percentages

2%
12%
86%

■ yes ■ no ■ didn't reply

203
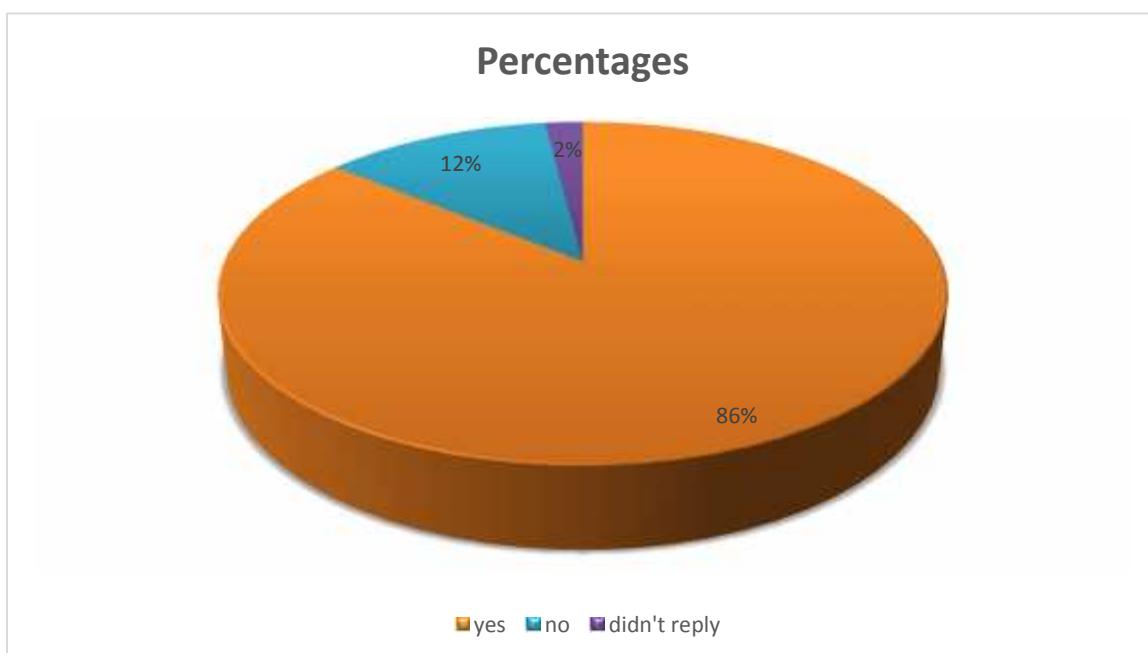
Question 3

The aim of the third question, "Has a teacher impacted your life?", is to uncover how many of the participants had their life or an aspect of it impacted by a teacher. Interestingly, answers were divided equally between yes and no. 50% ticked yes, likewise for no. The forthcoming graph puts the results on show.

Graph 3.16: Students' Replies to the Third Question

Percentages

no
50%

yes
50%

◼yes ◼no
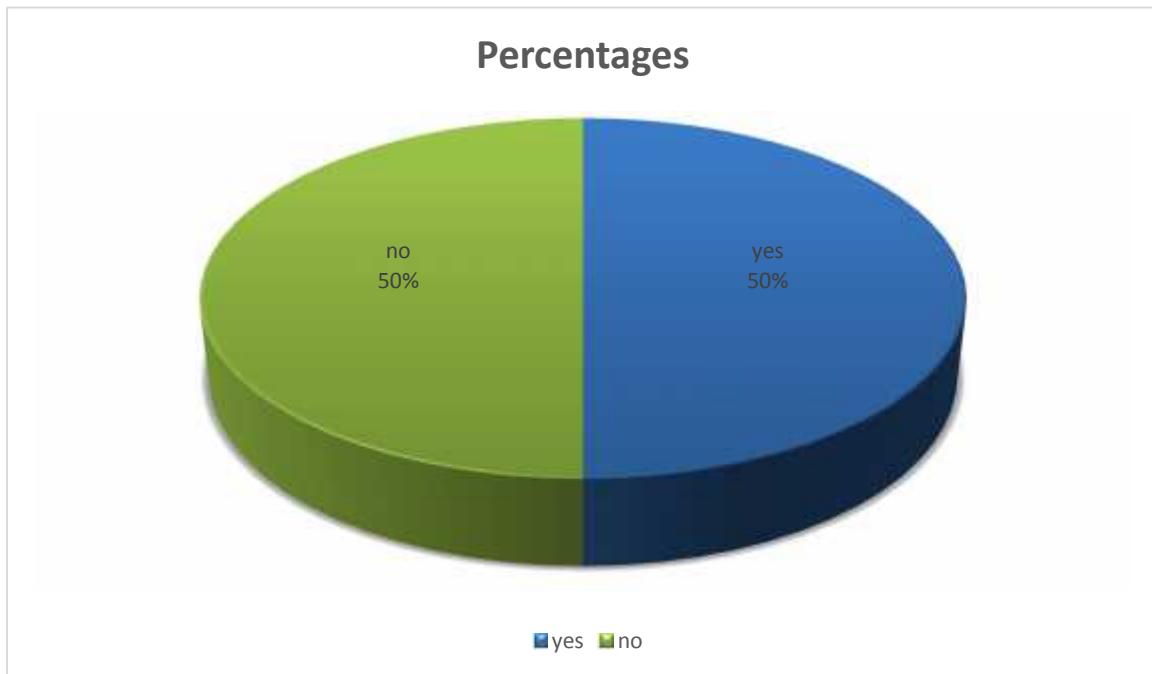
Question 4

In order to understand the responses provided to the previous question, participants were asked: "How was that?". While 79 students did not answer, the others supplied:

- I had an English teacher in middle school who was excellent. I was a little bit confused about the profession I will commit to. So, when I asked for her advice, she took me with her, not as a student but as her friend, to show me the advantages of teaching. She was always telling me: "I see in you a very good teacher of English", and I am becoming one.

- She changed my life because I am here thanks to her. I never thought I can learn English or be an English teacher. I used to hate English until she became my teacher. I changed completely and became more trustful about myself, and the language I used to hate became my favorite.

- In middle school, I was feeling isolated and struggling with many problems. My teacher of English helped me. In their class, I was able to forget everything and feel included.

- I love God thanks to my primary school teacher. I love learning and teaching thanks to my best teachers. I am a hard worker thanks to them. I was going through family problems during adolescence. I was little understood and heard at home. I was invisible as a child to my family and the world, except to them. They made me feel visible and important. They showed me acceptance and praised me. I forgot about the dark side of things and my life with them.

- My teacher of English at middle school was so inspiring and dynamic. He made his students love the language and feel eager to learn more and more. I dreamed to be like him and he encouraged me all the time.

- I have been influenced by my teacher's way of thinking. She was a teacher of mathematics, and she applied it in every aspect of her life even when communicating with people. I sort of became like her.

- I was influenced by a teacher of Arabic. He did not change my life but I would like to be a teacher like him. He was extremely well-educated. He used to give me the will to do more and better. He used to trust us.

- He was very kind and treated us well and with respect. He said that he learnt from us and this taught me humbleness.

- She impressed me with her behavior with us, her competence too.

- I had a teacher who is ideal. He had this perfect way of teaching. He always encouraged me and was always appreciating my work.

- He impacted my life by letting me more hopeful to reach my dreams. He taught me how to dream. He gave me the will to do things that I thought I cannot do.

- He was a spontaneous, cheerful teacher. He seemed to love his job and what he was teaching. His passion for teaching that module made him transfer the knowledge artistically and easily. From that, I could realize that if we love what we do, we are able to create many tools and methods that illustrate our inner creativity.

- She was my English teacher in high school. She had a great way of teaching, and she inspired and empowered me. Because of her, I chose to become an English teacher.

- She changed my view towards life.

- She knew everything about me. Actually, she is my aunt, and to be frank, all what I am now is thanks to her and my father.

- I had a teacher who taught me how to think in a critical way, how to analyze everything, and not to be like a sponge which absorbs everything.
- My English teacher back at high school has been my role model, and ever since I knew her, I decided to follow her lead. She motivated me and we have been friends.
- He made me see life in another aspect. I had difficulties accepting myself for who I am, but he showed me to love myself and especially "to be" myself.
- The English teacher of middle school pushed me to love English and eventually to become a teacher of it.
- In fact, teachers impacted me. Some of them are still in my memory and became role models to me!
- I do not remember that a teacher changed me. In fact, I have never been close to my teachers that much.

Question 5

"Have you ever had a teacher that you can describe as great?" is the fifth question. As it is a yes/no question, the replies alternated between 96% to yes and 4% to no. The next graph puts the results on display.

Graph 3.17: Students' Replies to the Fifth Question
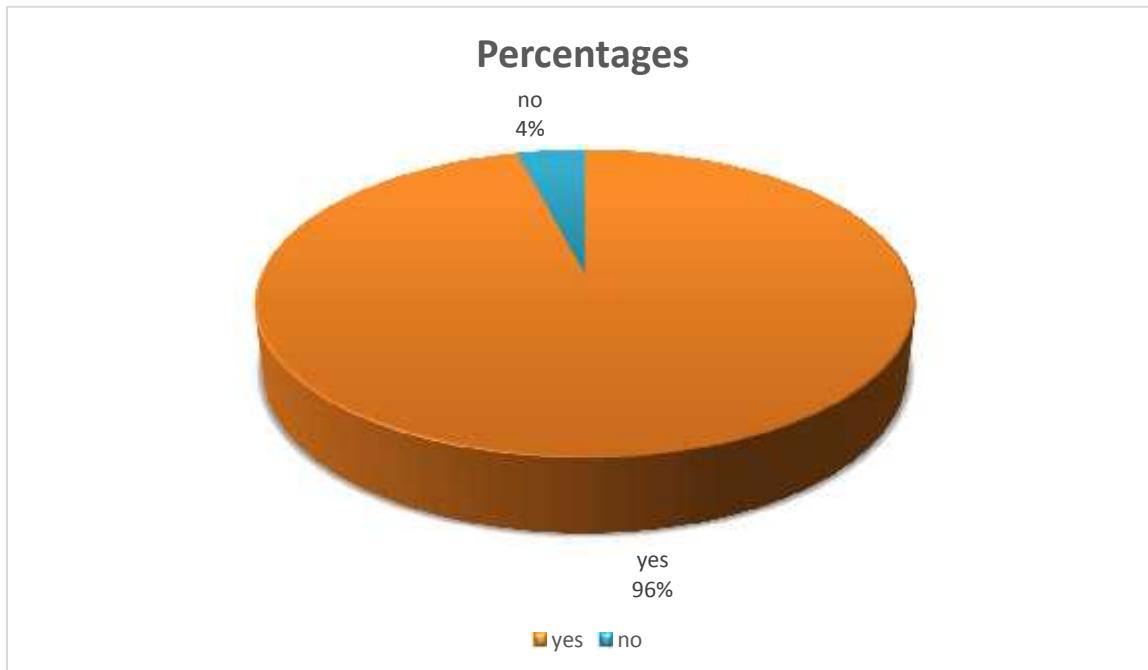
Question 6

This is a multiple-choice question: "What makes you think they are great?". It is related to the previous one. Four options were provided besides "other" which is a free option where respondents can insert their suggestions if any. Participants could select more than one choice. Hence, out of 100 participants, 68 chose "the way they explain / transmit knowledge", 58 ticked "the way they treat students", 12 opted for the third possibility "they are appreciated by most students", whereas the last alternative, "in their company, you learn in joy", was picked by 62 participants. The forthcoming graph shows the percentages of these results in bars.

Graph 3.18: Students' Replies to the Sixth Question
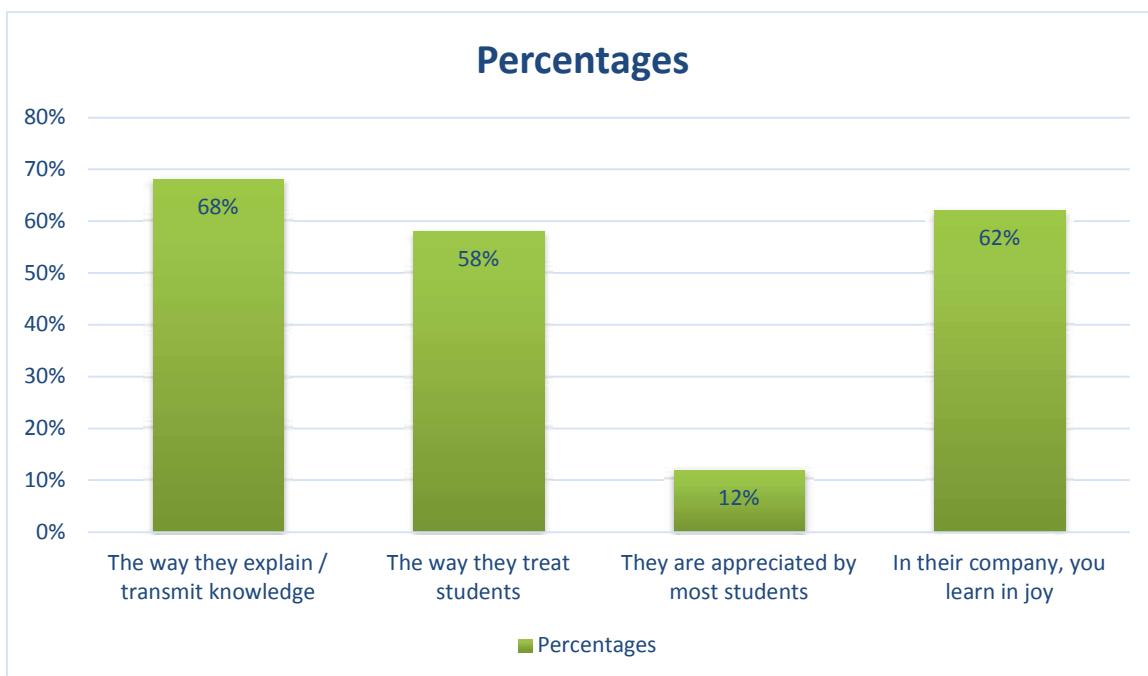
For the free option, "other", students proposed that what they think makes the teacher great is:

- The way she encouraged us to be ourselves.
- Their methods are fit with my understanding capabilities.
- Their respect to students and the value they give to students' efforts. (2 times)
- The way they make me feel about myself and the world: they help me see the bright side of things.
- For me, it is how they can transmit information to everyone in the class and involve everyone. It is also how they can control the class but at the same time work in joy.
- The way they encourage, motivate, and give you the chance to participate. (3 times)

- They do not discriminate between students.

- They respect the student as a human with feelings.

- They care about students and advise them like a parent.

- They look at you as if they have known you for a long time.

- Their honesty.

- She makes you love the module.

- They are a source of inspiration. (2 times)

- They are good communicators both verbally and non-verbally.

- The way they make students learn how to learn and think critically. (3 times)

- Their intellect.

Question 7

It is another MCQ with four options to choose from. More than one can be ticked, and the question is: "How do your great teachers transmit knowledge?". 5% chose option -a- which is "they spoon-feed, by chalk and talk". 9% opted for "they let you work all on you own". Option -c- "they let you figure it out on your own, but they are there to guide if needed" got 58 clicks, whereas the majority, 69%, went for the last choice "they know when to do chalk and talk and when to let you on your own". The ensuing graph represents these numbers in bars and colors.

Graph 3.19: Students' Replies to the Seventh Question
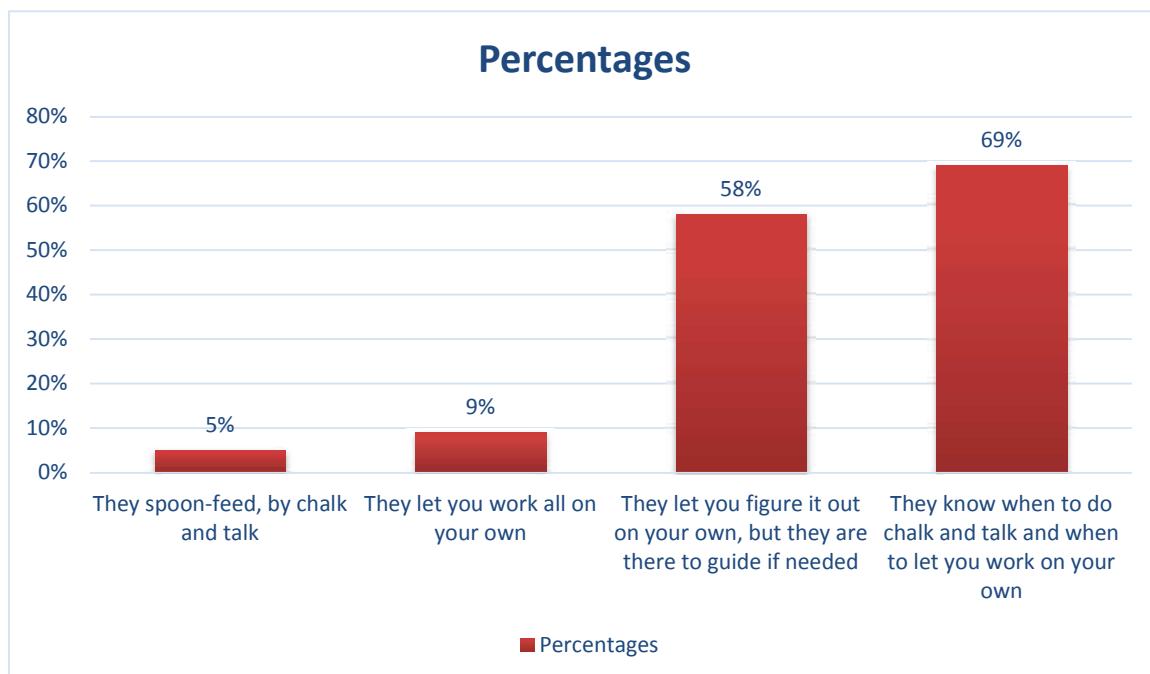
Question 8

"If asked to describe them in your own words, what would you say?" is a question that correlates to the preceding one. Through it, participants are invited to describe their great teachers. The answers they furnished are:

- Competent. (10 times)

- Caring, loving, and amazing. (10 times)

- Humanistic.

- Well-behaved, authentic, and reliable. (2 times)

- Understanding and kind. (14 times)

- Tolerant and open-minded. (2 times)

- Self-confident.

- Responsible. (4 times)

- Serious but funny. (10 times)

- Respectful. (11 times)

- Helpful. (5 times)

- Flexible. (2 times)

- Charismatic. (2 times)

- Wise and modest. (6 times)

- Sincere and honest. (2 times)

- Enlightening.

- Knowledgeable. (2 times)

- Intelligent. (2 times)

- Noble.

- Hard-working. (3 times)

- Active and energetic. (2 times)

- Innovative. (4 times)

- Punctual.

- Authoritative and democratic. (4 times)

- Talented. (4 times)

- Fair and just. (6 times)

- Purposeful and determined. (2 times)

- A great leader.

- An influencer, an inspirer. (8 times)

- They smile. (2 times)

- They keep learning. (4 times)

- They are teachers and psychologists at the same time.

- They make us feel confident about ourselves and encourage us. (2 times)

- They believe in us. (2 times)

- They make us love the subject and work hard. (7 times)

- They know how to encourage / motivate us and appreciate our work. (11 times)

- They guide and monitor. (7 times)

- They know how to explain lessons and teach. (9 times)

- They master the subject matter. (6 times)

- They make learning enjoyable. (11 times)

- They involve us in the lesson. (2 times)

- They build trust relationships with students. (4 times)

- They know us by our names. (2 times)

- They do not embarrass us and they accept our mistakes. (3 times)

- They make learning seem easy and they simplify things. (6 times)

- They love what they do. They are passionate. (13 times)

- They support creativity and/or expression. (7 times)

- A role model and this tells it all.

Question 9

"The making of great teachers takes…" is a statement to complete by ticking one of the provided choices or by enclosing a free one. Six choices were given besides "other", and more than one could be selected by the same student. 31 participants chose the first filling "the selection of members with enough potential and talent for the job", 38% picked up the second "a relevant and efficient training program", 65% went for the third "continuous development, awareness, efforts, and training to improve", and 62% selected the fourth "talent and passion". The fifth pick "experience" was chosen by 37 students whereas 15% made the sixth one "role models to follow" their choice. These results are demonstrated in Graph 3.20.

Graph 3.20: Students' Replies to the Ninth Question
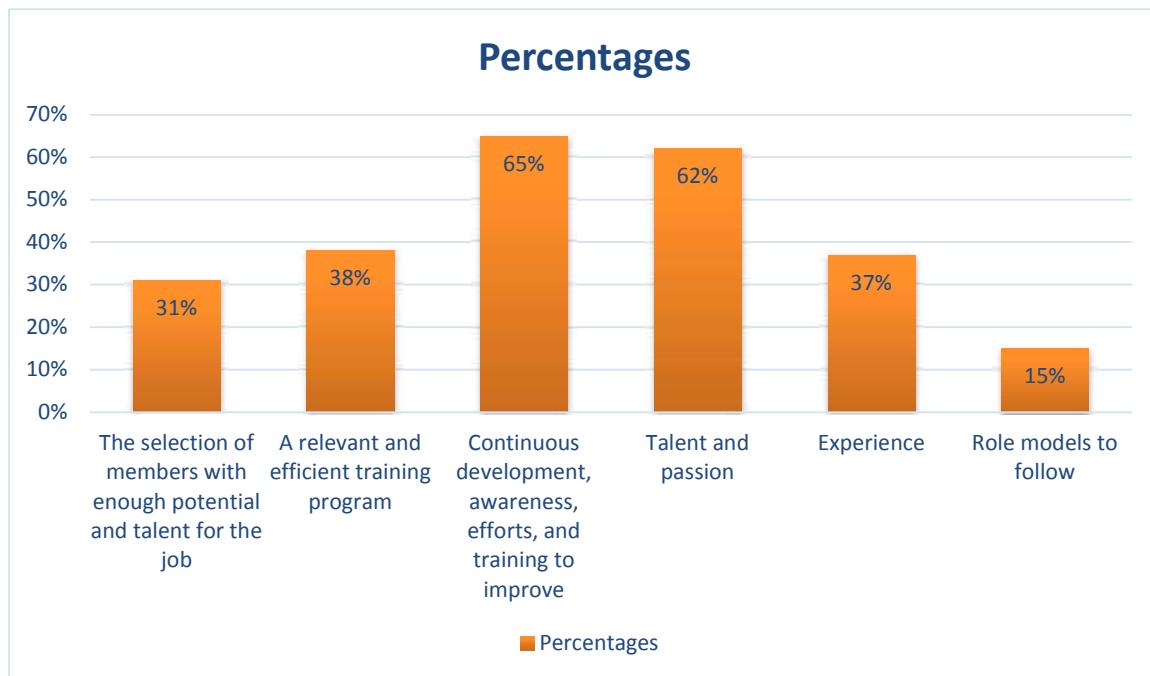
Other suggestions by participants are:

- A bit of all what is said above.
- I guess it is to be human because he is going to teach humans and has to accept the contradictory life polarities.
- Being always updated about the needs of each generation.
- Competence and knowledge about everything not only about teaching.

Question 10

The target student sample was asked to say how much they agree or disagree with this statement: "Great teachers love teaching and are passionate about learning". 1 participant (1%) indicated strongly disagree, another one ticked disagree, 8% neither agreed nor disagreed, 28% agreed, and 62% reported that they strongly agree with the statement above. The coming graph shows these statistics in a pie chart.

Graph 3.21: Students' Replies to the Tenth Question
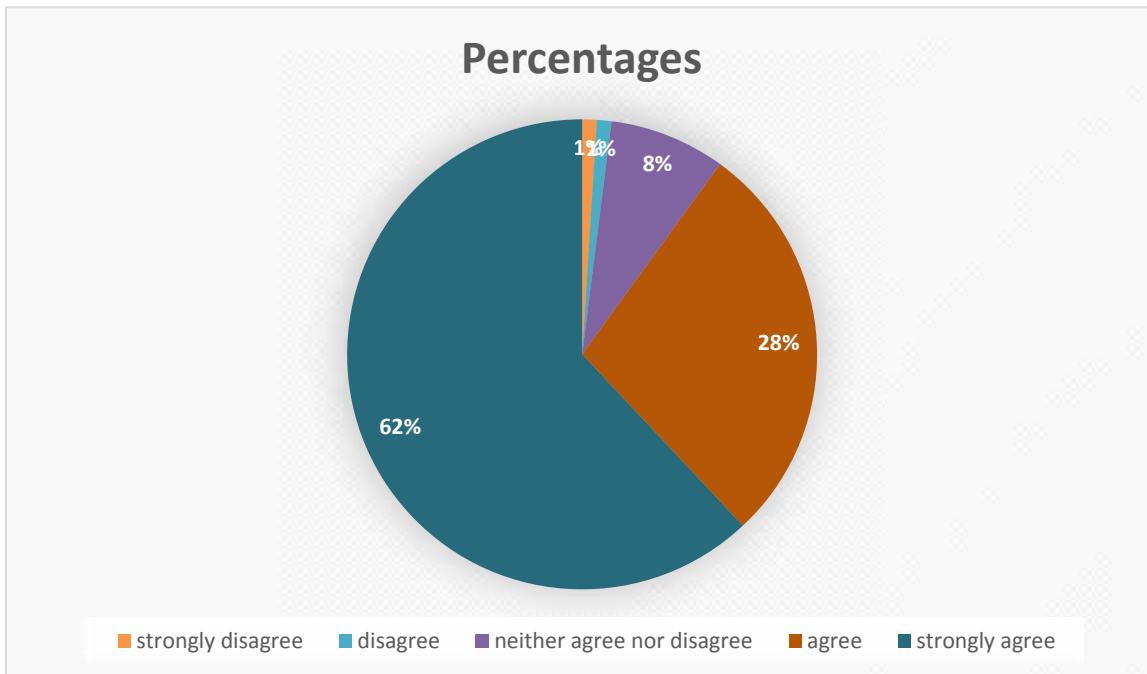
Question 11

For this question, the purpose was to find out how much the participants agree with: "Great teaching is both a science (knowledge & experience) and an art (talent & passion)". While no participant chose strongly disagree or disagree, only 4% went for neither agree nor disagree. The majority ticked either agree (32%) or strongly agree (64%). This means, as can be better seen in Graph 3.22, that a total of 96% agree or strongly agree that teaching is both a science and an art.

Graph 3.22: Students' Replies to the Eleventh Question
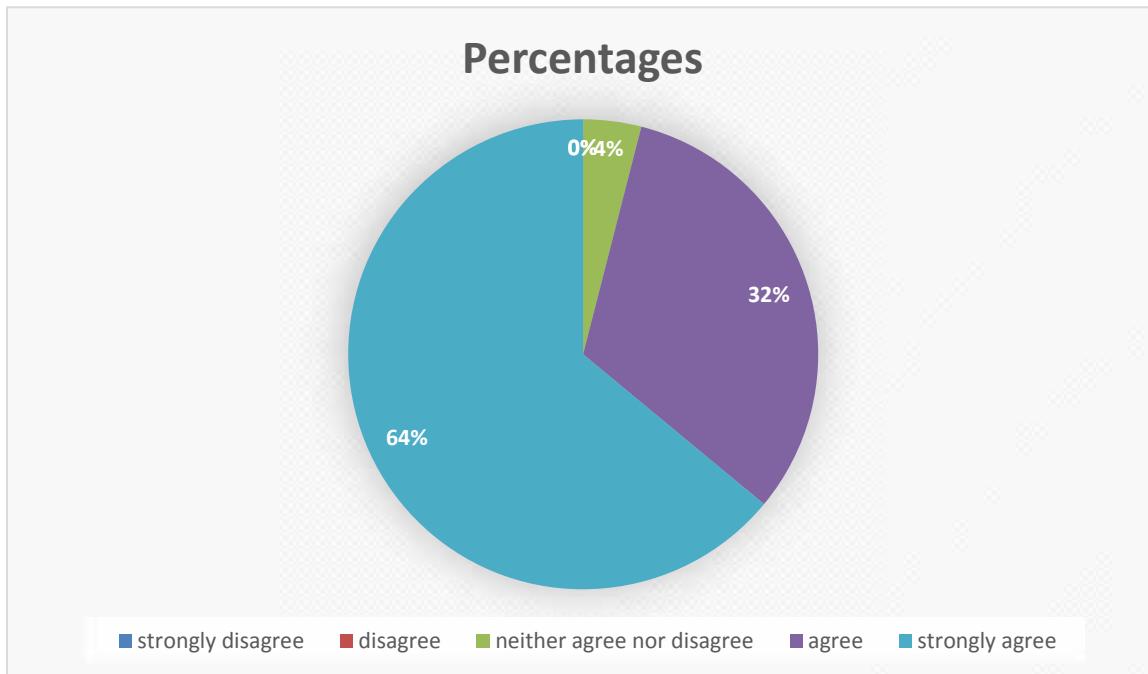
Question 12

Graph 3.23: Students' Replies to the Twelfth Question
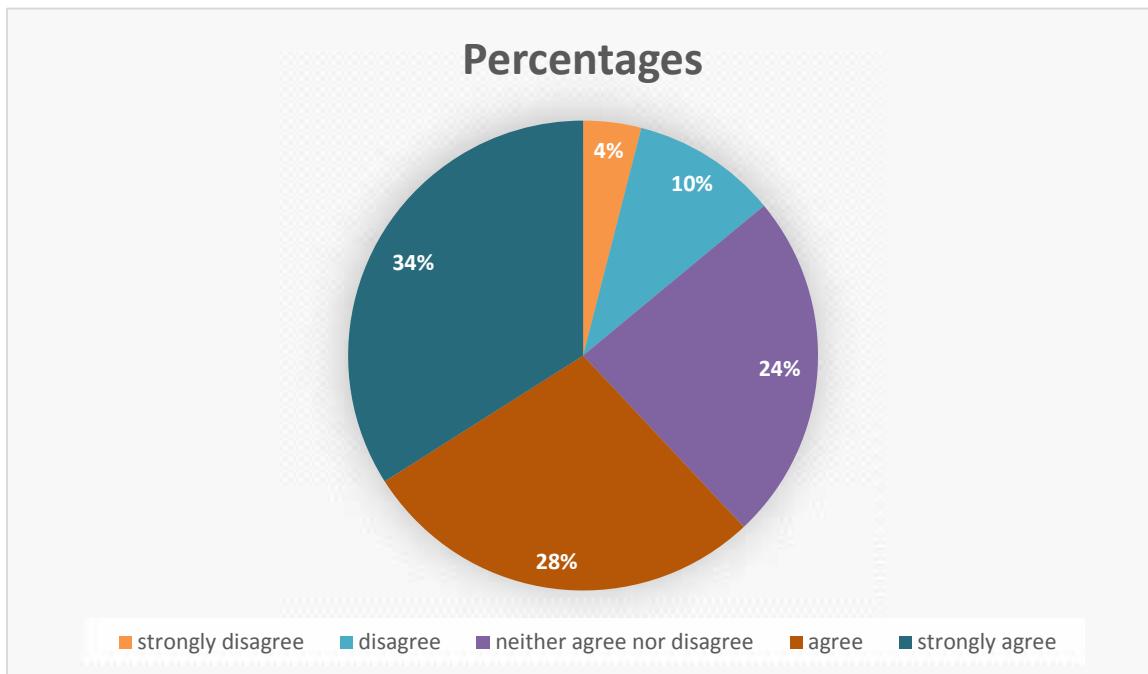
While only 4% stated that they strongly disagree with: "I chose to become a teacher", 10% checked in the second option "disagree", and 24% neither agree nor disagree. What is

interesting is that 28% agree and 34% strongly agree that they chose to pursue studies in a teacher training school so as to become a teacher. Graph 3.23 puts these figures on display.

Question 13

Graph 3.24: Students' Replies to the Thirteenth Question
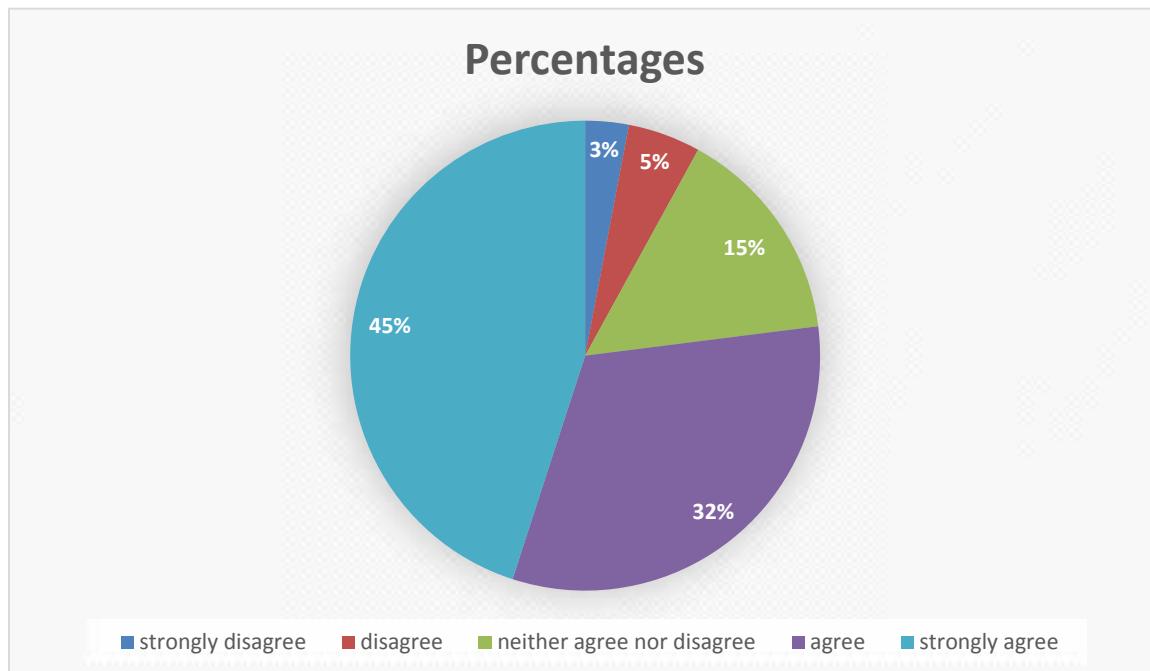
The findings to this question are not very far from the ones to the previous. They are, indeed, relational and proportional. 3% strongly disagree with "I love teaching and learning", 5% disagree, and 15% neither agree nor disagree. As the preceding graph illustrates, the majority went for either agree, 32%, or strongly agree, 45%.

Question 14

As Graph 3.25 points up, only 1% strongly disagree with the statement of this question: "I would like to become a good teacher", yet, 19% disagree with it and 1% neither agree nor disagree. Intriguingly though, 49% and 30% respectively agree and strongly agree that they would like to become a good teacher.

Graph 3.25: Students' Replies to the Fourteenth Question
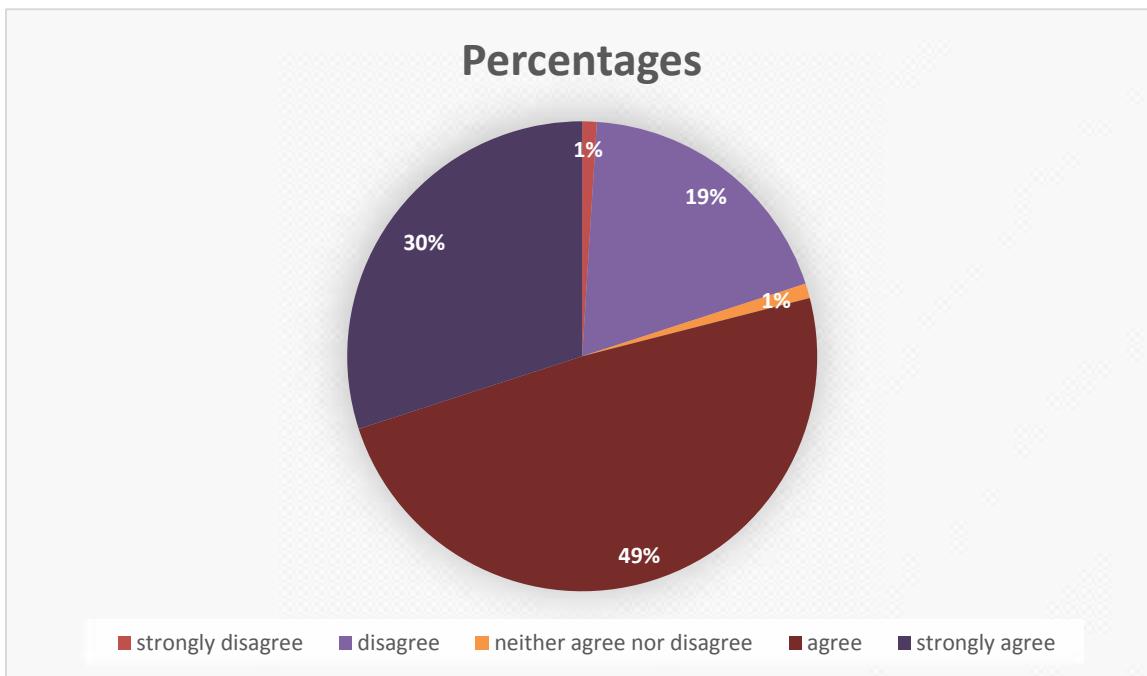
Question 15

"What are you planning to do to become a good teacher?" was asked to student-teachers. The answers that were collected are in what follows:

- I am planning to make my class a pleasant place where learning is enjoyable. I will make my students love me. (5 times)
- I will keep learning and doing research. (4 times)
- I will try to benefit from my teachers' experiences and advice.
- I will try to avoid the mistakes that my teachers did when teaching me.
- I am planning to do my best. (4 times)
- I will use games and ICTs.
- I plan to be more self-aware and to deepen my savoir-faire in teaching. I am really trying to acquire the quality of explaining well what I intend to say, to simplify my ideas and make them more interesting.
- I will learn to be patient enough to handle the responsibility.
- To understand my students' needs.
- Reading as much as possible and trying new ideas. (2 times)
- To keep my passion on and to love teaching. (6 times)
- To work hard. (3 times)
- To innovate.

- To master the subject matter that I am going to teach.

- To make my teaching relevant to students and to relate learning to their lives.

- To love my students, care about them, and treat them well. (5 times)

- To be a humanistic teacher: we remember humanistic teachers more than others. (3 times)

- To be fair with everyone. (4 times)

- To respect myself and my students.

- To motivate and interact with my students.

- To develop my skills, to improve. (6 times)

- To listen well, to be understanding, tolerant, and responsible. (3 times)

- To be myself.

- To be honest, I do not yet know how I am going to do it.

Question 16

In order to investigate the effectiveness of teacher training programs, participants were asked to rate this statement: "The training I am receiving at ENS is preparing me to become a good teacher and develop great teachers' characteristics" with one of five options. 10 participants, which is the equivalent of 10%, thought they strongly disagree with it, 25% disagree, 30% neither agree nor disagree, 23% agree, and only 12% strongly agree. All this can be read in the forthcoming graph.

Graph 3.26: Students' Replies to the Sixteenth Question
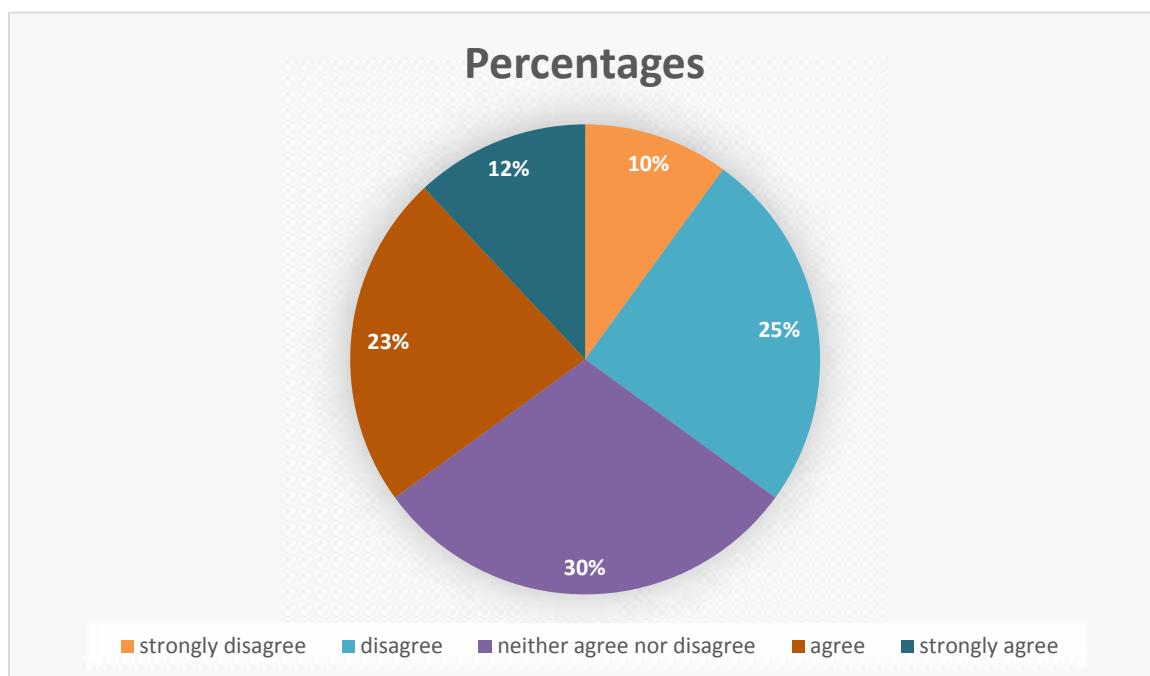
Question 17

The last scale statement is: "I can become a great teacher regardless of the training. I can do it on my own". 4% strongly disagree with it, 18% disagree, another 18% neither agree nor disagree, while 20% and 40% respectively agree and strongly agree that they can become great teachers regardless of the training. These outcomes are clarified in Graph 3.26.

Graph 3.27: Students' Replies to the Seventeenth Question
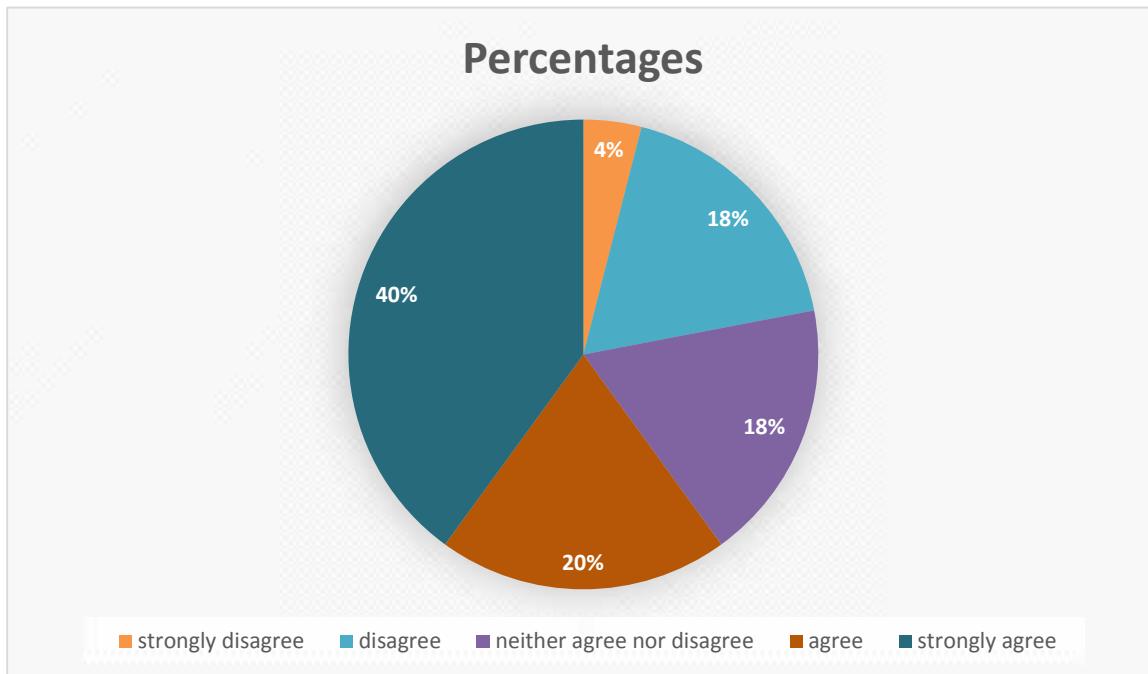
Question 18

In the last question, students were asked: "What do you suggest to make the teacher preparation program one that makes great teachers?". The researcher read all suggestions and analyzed their content. The numbers between parentheses refer to how many times the idea was suggested by participants. The responses are in the list below:

- Select students who have passion, love, and willingness to become a good teacher. (7 times)
- Select clear and achievable objectives.
- The teacher preparation program should be simple, motivating, fun, and enjoyable at the same time. (7 times)
- The program should be suitable for the future teaching, and it should contain some entertainment. (6 times)
- We should apply everything that we learn. (4 times)

- Select modern methods and techniques to facilitate the courses. No more traditional teaching. (6 times)

- Have more class discussions among future teachers.

- Make lessons relevant and authentic to the terrain and its demands. (5 times)

- Provide constructive criticism and a good learning environment in the school. (5 times)

- Update the school's materials: better classes, better equipment, and better ICTs. (7 times)

- Include modules on professional development, ICT, and material design.

- Connect the program with other teaching programs and collaborate with them. (3 times)

- Provide trips especially to anglophone countries to encourage future English teachers to improve the language and work better. (2 times)

- Focus and shed more light on pedagogy and psychology. (3 times)

- Focus on the modules that help future teachers in their job, and drop the unnecessary ones. (7 times)

- Better training.

- Recruit inspirational and competent training teachers. (7 times)

- Guide, involve, and teach autonomy. (10 times)

- Teach leadership and encourage creativity. (3 times)

- Encourage active learning.

- Teach communication.

- Teach future teachers to search, reflect, and to read. (4 times)

- Make teachers feel their importance to society.

- Emphasize on being a great teacher not just a teacher. (3 times)

- More practice than theory, more practical modules, more field work. (21 times)

- Having internship every year or at least starting from the third year, not just the last year of the training. (6 times)

- Change assessment methods because exams cannot weigh teachers' level of progress. (6 times)

- Limit the number of students per group. (2 times)

- Follow Finland's programs rather than following unsuccessful programs.

- Change the present program radically and try to follow the programs of the developed countries. (2 times)

- I think that balance is the keyword. The program should take care of both cognitive and affective preparation. (2 times)

These were the quantitative and qualitative findings from the students' questionnaire. Next are the findings from the interviews held with teachers.

3.9.3. Findings from the Interviews with Teachers

As most interviews were not recorded nor transcribed fully, we rely on the taken notes and partial recordings to present findings. An abridged version of the relevant and most necessary data from them is delivered in Table 3.3 below.

Table 3.3: Summary of Findings from Interviews with Teachers

Questions	Replies
Question 1 **1. What is your favorite teaching aspect? What has been your favorite teaching moment?**	**Interviewee 1 (I 1)**: My favorite part of teaching is when students are engaged in the learning process without checking the clock. My favorite thing about teaching is that you inspire people to be better citizens. **I 2**: It is the intellectual meeting with the other! **I 3**: Whenever I went into digressions, students tended to appreciate this going astray of the objective of the lecture, maybe because those were the little moments when I was over outspoken and probably came out with statements that were not pedagogically appropriate, nevertheless were true to the reality we lived in. They must have felt that I was openly sincere to the ideas I developed, yet such intellectual drifts away of my function offered the paradox of observing truths that are not professionally contextualized. I believe they thought that being in a classroom setting did not exclude learning about the larger social context, as often teachers forget that the university is nothing but an appendix of the society (a microcosm) and it also means to train them for going back to the larger context (the macrocosm). **I 4**: My best moment was when I met an X student (who was in his 50s when I was teaching him) with his wife and children; he told them that I am his best teacher and that he will never forget the way

	I encouraged him to study with teenagers. I will never forget the look on his face and the glances of his children and wife.
	I 5: My students' happiness!
	I 6: Many moments, whenever I could see the eyes of the learners in harmony with what I try to send them.
	I 7: My students' recognition.
	I 8: My students organized a party at the end of their academic cursus. I was one of the invited teachers. I was honored by them. I cannot forget that.
	I 9: When I met precious students of mine and felt how much they are grateful to me.
	I 10: When I feel my students satisfied of what they have been taught by me.
	I 11: The feeling of doing something worthwhile, of transforming lives, shaping minds, bettering things, offering joy, spreading kindness, and sharing knowledge.
	I 12: Affinity with students.
Question 2 **2. Do you agree that great teaching is both a science and an art?**	**I 1**: Yes. **I 2**: Yes, very much. **I 3**: Yes. **I 4**: Yes. **I 5**: Yes. **I 6**: Yes. **I 7**: Yes. **I 8**: Yes. **I 9**: Yes. **I 10**: Yes. **I 11**: I think so. **I 12**: I agree.
Question 3 **3. Was teaching your choice?**	**I 1**: Yes. **I 2**: Yes. **I 3**: Yes. **I 4**: Yes.

	I 5: No. It was not. **I 6**: Yes. **I 7**: No. **I 8**: Yes. **I 9**: Yes. **I 10**: No. **I 11**: Yes. **I 12**: Yes.
Question 4 **4. Do you like teaching? Are you passionate about it?**	**I 1**: Yes. **I 2**: Yes. **I 3**: Yes. **I 4**: Yes. A teacher who does not like, actually love, his job and his students cannot succeed at it and cannot do it. There should be some kind of compatibility between the teacher and his job as well as the students. **I 5**: Now yes, I have learnt to like it. **I 6**: Yes. **I 7**: It depends on the day! **I 8**: Yes. **I 9**: Very much. **I 10**: What is more important than being passionate about a job is being conscientious about it. **I 11**: Yes. **I 12**: I can say so.
Question 5 **5. What does being a good teacher mean to you?**	**I 1**: A good teacher is the solid pillar of the society. It means to work harder despite the hardships and the negativity. It is best described as the candle that consumes itself to light the way for others. **I 2**: Being a good teacher means that she or he has made a positive impact in their class and after many years on their own society. A good teacher is able to contribute to a better society. You have probably seen the president of Russia, Vladimir Putin, when he met his teacher. He kissed and hugged her with great respect and

veneration. Another example which is on the media is of a pilot who recognizes his teacher among the travelers and makes a very good impression to value the work of his former teacher. A last example is Camus' letter to his primary school teacher when he received the noble prize of literature. These examples show the impact of the great teachers' work. We always undervalue our work as teachers because we always feel that we can do more. It is true as Mother Teresa said: "We know only too well that what we are doing is nothing more than a drop in the ocean. But if the drops were not there, the ocean would be missing something".

I 3: Being at peace with the knowledge you have shared with your learners and having struck a coherent balance between what you are and what the society requires from you.

I 4: I think there are no good teachers, there are only teachers who fulfill their duties, who do their job, who teach, who assume their responsibility, only teachers who do what teaching takes.

I 5: A good teacher is someone who is never satisfied and wants to do better.

I 6: A great teacher has generosity. They do not envy their students' success. They are supportive and proud of their students' achievements.

I 7: There are numerous ways in what makes a teacher tick. There are many criteria and many characteristics that I consider an edifice for the teacher's persona. A great teacher has to be proud and content with the profession of teaching, they have to hold their heads high and say: "yes, I am a teacher". This is important because our society looks down on teachers and the look of disdain never leaves a person when the profession of teaching is mentioned, so to be proud is to not be afraid or ashamed of peoples' contemptuous gaze.

I 8: A great teacher has to be charismatic. S/he has to have a positive and comfortable aura around them. It can be the way they hold themselves, the way they speak or even their facial expressions.

	This opens a safer space for those who are unwilling to participate so as to enjoy the session.
	I 9: A great teacher gives an opportunity to all students. S/he has to be fair and just and they have to listen to all opinions and perspectives without any prejudice or judgement.
	I 10: A great teacher learns from his students and allows his/her mistakes to make a tether with his/her learners. This allows the students to understand that perfection is not what learning aims for, what it aims for is self-discovery, harnessing potentials and reaching cognitive maturity.
	I 11: Well, being a good teacher means knowing how to handle students' mistakes and errors. I had teachers who embarrassed, mocked, and made fun of me whenever I made a mistake. I remember this one time where I told the math teacher the answer, but since it was a Latin symbol, I mis-pronounced it. The answer was correct but the teacher only cared about the pronunciation mistake and made fun of it. I never said a thing in her class after that incident.
	I 12: Students like modest teachers, the ones who communicate with them, advise, and show them they care about them. So, I think this is the good teacher, modest and caring.
Question 6 **6. Is there a particular role model teacher that inspires you?**	**I 1**: Yes. **I 2**: Yes. **I 3**: Yes. **I 4**: I did not have that one great teacher. They were just teachers to me. **I 5**: Yes, there are. Movie teachers! **I 6**: No. **I 7**: Yes. **I 8**: Yes. **I 9**: Yes. **I 10**: Yes. **I 11**: Yes.

	I 12: Yes.
Question 7 **7. Has a teacher impacted your life?**	**I 1**: Yes. **I 2**: Yes. **I 3**: Yes. **I 4**: I do not know if I can say that. **I 5**: No, not as far as I remember. **I 6**: No. **I 7**: No. **I 8**: Yes. **I 9**: No. **I 10**: Yes. **I 11**: Yes. **I 12**: Yes.
Question 8 **8. How was that?**	**I 1**: Three teachers have changed my life. The first one was during my second year at university. I was a bit too active and could not find my place at university. She was the one who took my mind instead of my hand. She is very calm and kind; she taught me how to be effective without making noise. She taught me to dream big, bigger than the negativity that was around. She taught me that a woman can do everything she wants when she listens to her inner true voice. Since then, we are together and she still inspires me along the way. This same teacher became my spiritual mother and she will always be. The second teacher inspired me during my third year at university. That teacher gave me a chance others could not. She challenged me to teach an oral expression class and motivate them to talk. It was my first-time teaching adults and by the end of the class I motivated a student who suffered from speech anxiety to participate. The teacher was extremely happy because it was the first-time she heard that student talking. I did not understand the impact I left until that same student brought me a gift thanking me for motivating her to talk and listening to her. She told me that she did not talk in front of others for so many years, and in that class, she was free to talk. That class did really change my life and gave

me a noble purpose for my existence. The third teacher who impacted my life was during my final year. Because I was interested in learning, I used to attend lectures with other groups and there I met the teacher who became later my spiritual father. He saw the love for learning and helping others in my eyes so he trained me with his Ph.D. students. When I finished my studies, he gave me the chance to teach at university with just a B.A. degree. He defended my capacities and trusted me more than I trusted myself. He used to encourage me and put me in challenging situations. He shaped the huge experience I have now. He did really change my life.

I 2: A good teacher inspires you when he or she is doing the job with love and passion, as an example I was sensitive to many recommendations done by my supervisor in my thesis and I still remember the smallest details of our conversations. We cannot forget these moments of joy and suffering, as we are developing our capacities of comprehension and widening our knowledge. The impact of a good teacher is indelible and the fruitful discussions are part of the quality time that creates unique and lasting relationships.

I 3: In the early years of independence, there were not enough teachers in Sidi Bel Abbes where I have done my secondary level years. A first-year philosophy student at the university of Algiers used to come by train at night, teach us history and geography during the day and then catch the next night train to Algiers to attend his lectures in the morning! He was a former pupil of our secondary school. I knew him, he was my senior of about three years and admired his sense of sacrifice because he did it without being paid for, except, the parents association would pay for his train ticket. That was the first time an Algerian teacher taught us about our history, only the people who studied during colonization can know what it means to become the object of your studies, the main character of a story which was forged and of which you were always excluded, and suddenly become the master of your own memory! For me, this is what it means when somebody says: 'I have

recovered my identity'. It means that I am the master of my ideas and I assume my past, my society and decide to give to my future a sense of dignity! Last but not least, a little anecdote that could illustrate the meaning of his commitment. On the 19th of June 1965 (date of the coup d'état, against Ben Bella by president Boumediene!), he took the train again, not to teach us this time, but to organize and lead a huge demonstration in the center of the city of Sidi Bel Abbes, which took most of us to the police station for a thrilling night! I must say there was no torture apart from hunger and thirst till the morning. I do acknowledge, today, that for me, the best teacher was this young adult who made many sacrifices to help shape younger people in times where men like him where needed to reconstruct the country. I am aware that so many anonymous heroes have made this country, and have been left forgotten because in our culture, what is given must be given without being told, without making it a deed, and certainly without expectation of a reward, as a reward, in this case would spoil the lofty act of dedication to an ideal! But time remains one of the best teachers one may have in life.

I 4: When I joined primary school, it was war time. I used to walk a long distance to reach school. I was so skinny and easily got sick. When it was cold or raining, my teacher used to put me next to the heater till I dry and get hot, then he started the lesson. That is the only human and somehow good teacher I remember. I have seen a lot of them, good teachers. I am 70. I have been a teacher, a trainer, and an inspector for so many years.

I 5: It happened that I was inspired somehow by one teacher but not to the extent of making a huge impact on my life. Undeniably, his motivational method helped create an environment conductive to learning by getting students continually engaged with the subject content.

I 6: May be a number of teachers raised my awareness to important things in life such as the need for critical thinking, questioning and

	devotion to one's job. But I cannot say that they impacted my life that much. **I 7**: Not asked / Not answered. **I 8**: I still like or even love some teachers. I feel that their impact is everlasting. I liked their way of teaching, their personalities, and the way they treated their learners. Some of them could manage with all kinds of learners. **I 9**: Not asked / not answered. **I 10**: Not asked / not answered. **I 11**: Not asked / not answered. **I 12**: Not asked / not answered.
Question 9 **9. And you, have you ever impacted or changed one of your students' lives, something you are aware of?**	**I 1**: Like my exceptional teachers, I continued spreading hope and positivity as much as I can. I remember a student who was really suffering. You could see sadness in her eyes and discover the fake smiles. She was among the brilliant students in my class. Since she was not able to talk about her deep secrets, I did not want to force it. I always opened doors that seemed hard for her. I tried to push her out of that zone as much as I could. She was always around me, asking questions and sometimes asking for just simple hugs. I really wanted to know why, but I gave her love instead, the love she needed to push her give more in her learning process. I remember telling her: "you will get a scholarship and you will go far". Two years later when I changed university, she told me her story for the sake of pushing me to stay. She just wanted me around and she was determined to change specialty just for me to stay. Her story was really painful and I was glad I gave her the security and the love she wanted without asking why. Today, this same girl is studying aboard to have a Ph.D. degree and she is still in contact with me. **I 2**: I do not really know if I did change my students' lives, but I am aware that many show great affection and happiness. Not far than yesterday, I met one who was my student in 2012, she was so excited while expressing her love of the work I did with them.

I 3: It is difficult to answer this question without falling in boasting! I may say that I have kept as a rule, to be sincere to the best of my knowledge, to never consider students like numbers or statistics, every one of them, being a 'life story' with ups and downs, sadness and happiness! Their eyes could tell more than what their words could express, and the slightest sign like a smile of saluting, was for me, a word of comfort, meaning we are here, because you can help us to build a future, we trust you, and we are aware that you share our worries. Let us put our hopes together and move ahead!

I 4: I do not know.

I 5: No idea! Students say that I did but I cannot guarantee.

I 6: I might but I do not know of it. There is a gap between students and teachers. There is not enough communication that helps teachers develop professionally. So if I answer, it would be personal and biased.

I 7: Not as far as I am aware.

I 8: Yes, four years ago when I taught second year students writing; as a proof, they texted and praised me.

I 9: Yes, there was a student two years ago who repeated his third year, and by the end of the year, when he passed to the fourth year, he told me that he did not want to leave my class just because I was his teacher.

I 10: I really do not know.

I 11: Not asked / not answered.

I 12: One day, I received an email from a student asking for help. She was a repetitive in my class and I did not really know her before. After teaching her for a month, she found out that she can participate freely and express her fears. She had a chronical disease and was really rejected by her peers. In the email, she admitted that she was going to suicide but she changed her opinion because of the way I teach. She felt she is important and she could fight others. Through her email, I discovered the importance of listening to others and because of her I started paying attention to mental health issues.

	After her, other cases started to appear. I learnt a lot more about the things I do in my classes intentionally or not that could change a student's life. As much as they learnt from me, I have learnt from them.
Question 10 **10. Can you describe your best teachers?**	**I 1**: Inspirational, great listeners, kind, positivity spreaders, dream empowerers, philosophers, and hard workers. **I 2**: My best teacher is someone who prepares to meet the students. He or she has always something to give, to keep the students active in learning. My best teacher is enthusiastic about his or her work. He creates a suitable environment and knows the occurrence of those precious 'teachable moments'. He is an active researcher, as it is important to remain creative and productive. My best teacher is someone ethical and humane, he forgives because the students are young and they make mistakes. My best teacher is a strange compound of many qualities. He knows how to correct and reprimand without hurting the sensitivity of his student. My best teacher is organized, serious, and competent. I can keep talking! **I 3**: They have this capacity to make us dream to be like them! Also, they make students feel that while teaching, they are still learning. Sharing such an attitude makes them feel more confident in their approach! If some humor is called for every now and again, to relieve a tense atmosphere, especially when the theme of the lecture is particularly hard in abstraction, that would be it. **I 4**: Great teachers are good since day one. It does not have to do much with experience. Certainly, they can do better over time, but good teachers are good from the beginning. **I 5**: Not asked / not answered. **I 6**: They are self-confident. They respect themselves and respect learners. **I 7**: They are honest. **I 8**: They are givers. **I 9**: They are good at many things, not just teaching.

	I 10: They have what teaching demands: love. They love their job and their students.
	I 11: They have a positive attitude towards things. They are not prejudiced.
	I 12: They teach more than content, things like critical thinking, self-confidence, self-esteem, and morals.
Question 11 11. Do you consider yourself as an effective teacher?	**I 1**: Yes. **I 2**: I do not know. **I 3**: I cannot say. **I 4**: I think there are no good teachers, so I do not consider myself as one. I believe that there are only teachers who improve themselves and want to do better. **I 5**: I am trying to be one. **I 6**: Yes, I do. **I 7**: Yes. **I 8**: Yes. **I 9**: Yes. **I 10**: Not sure. **I 11**: Yes. **I 12**: Not asked / not answered.
Question 12 12. How do you know you are an effective teacher?	**I 1**: I know if I am good from two things: the students and negative criticism. Students are very intelligent and can spot a good teacher, they love to grow and they will come to you if you provide good water and when you care to water. People (students and others) will criticize your lectures if you are not good and they criticize your character if you are a good teacher. **I 2**: Honestly, I do not know if I am a good teacher, however I care to be a good teacher. I always try to escape boredom through innovation. **I 3**: Not asked / not answered. **I 4**: Through students' feedback. **I 5**: Students' feedback and praise tell me a lot about my performance as a teacher.

	I 6: Because I keep trying my best and reflecting about my teaching practices.
	I 7: I try to simplify things to my students and at the same time make them work and think. I try to motivate them and leave an everlasting impression. This is why I think I am an effective teacher.
	I 8: I use anonymous critics. I ask students to write their feedback about my teaching anonymously then put it on my desk. It is one way to get honest feedback from students. Often, their feedback is positive.
	I 9: When I do not have to wonder if I am good or not.
	I 10: I am not sure, but from time to time, I try to get feedback from my learners. I keep asking them one question: do you want me to change my way of teaching? Their answer is always the same: no.
	I 11: Not asked / not answered.
	I 12: Not asked / not answered.
Question 13 **13. What do you do to be and remain an effective / good teacher?**	**I 1**: I try my best to keep an inspirational smile on my face and continue my hard work. I water my talent with caring and sharing. I try my best to master my craft.
	I 2: I think that research and publications are good means to remain at an acceptable level.
	I 3: Not asked / not answered.
	I 4: By always trying to improve.
	I 5: I try to get my students' feedback and take it into consideration.
	I 6: I read papers about effective teaching.
	I 7: I make sure to transmit my teaching according to the needs of each class. The most important point is to be close to the students and be aware of their needs. I really feel that they are my children even if some are really difficult to deal with.
	I 8: I keep learning.
	I 9: I dig into my experience and try to not repeat the same mistakes.
	I 10: My great quality as a teacher is being patient. With age, we become impatient, so I do my best to remain patient. I also try to be innovative in my way of teaching.

	I 11: Not asked / not answered.
	I 12: Not asked / not answered.
Question 14 14. **What do you think can help teachers improve their performance and become more effective teachers?**	**I 1**: I suggest a program that focuses on practice more than theory, on more joyful learning rather than a rigid one, a program that values the quality rather than the quantity, a program that cares about the teachers' and the students' mental health. **I 2**: I do not believe so much in the myth of 'the born teacher'. I think teacher-training programs are so much helpful for neophyte teachers even when they are blessed with some innate qualities that may help them in this job. **I 3**: Essentially a certain amount of knowledge coupled with a stringent control of fairness and objectivity, this is something very difficult to achieve, and in a carrier, it would be erroneous to say that such a balance could be easily reached, as it is just impossible not to be subjective in a whole carrier. If the teacher wants to make sure his message is sent, s/he must perform just like an actor in order to create the conditions of empathy that require sharing ideas and beliefs, and accepting differences. On the other hand, teaching is an interactive process very difficult to control, as some students' personality may change the nature of the lecture. It usually excludes other students in the amphitheater from the attention that they all deserve and may transform it into a formal address limited to a dialogue! **I 4**: Most of my best teachers did not go through a training program, yet it is very important. What I want to say is that best teachers are gifted. Not all trained teachers are the best; it is something given that needs nurturing. **I 5**: For teacher recruitment, I suggest a psychological test (an attitude test) where we try to find out if the candidates like people (mostly kids and teenagers), if they are patient, if they are passionate, if they are leaders, etc. I also suggest to add another stream at high school, a stream for those who want to be teachers

	(Teaching Stream or the Stream of Teachers), so as to start their preparation and shape their personality and attitude of teacher. **I 6**: Recognizing their efforts! **I 7**: You see, I like teaching but I am afraid of losing it. I am afraid of falling into teaching depression. When you change your methods and techniques for the sake of improvement, but nothing changes and you end up losing your passion, it might lead to this depression. I think what might help teachers improve is not falling into that depression. **I 8**: If we do not teach just to provide information, rather to train our students to become good teachers and good people, that would help improve everybody's performance. **I 9**: To be humanistic teachers and to be sincerely involved in the teaching process. **I 10**: To aim at improving students' moral attitudes not just their knowledge, but to do that, one needs to be a good person before being a good teacher. Thus, I think what might help teachers improve their performance is improving their persons and morals first. **I 11**: I suggest we start to investigate many variables one of which is the students' needs and conditions like the instructional, and sociocultural ones besides learners' feeling. **I 12**: Being passionate about teaching because once we are so, we can do everything in order to be considered as good teachers.
Question 15 15. **What feedback would you like your students to give about you or your class?** **What do you like most about teaching?**	**I 1**: For my case, I always give them an anonymous questionnaire to answer things that are related to the way I teach, the lecture, and my performance. But I would rather hear them say: "she inspired me to work harder and be better". **I 2**: She is not so much boring! **I 3**: In our context, unfortunately students appreciate more teachers who are lenient in their marking and evaluation of their exercises! A teacher is not a 'star' who needs to be cheered and applauded! S/he is neither in need of fame nor admiration and even less fishing

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	for compliments. But if you insist, then it is enough to hear that what they have studied with me has been very helpful in making a future for themselves. **I 4**: If they recognize my value and my ability to do better, that would be enough! **I 5**: She is self-confident. **I 6**: After all these years in teaching, she is still passionate about it. **I 7**: She is honest! **I 8**: That I am brilliant and that what I teach is interesting. **I 9**: I just would like them to remember me fondly! **I 10**: That they do not see the time go in my class. **I 11**: She is something else! **I 12**: We enjoy her class.

3.9.4. Findings from Classroom Observation

The outcomes of observation are demonstrated in Table 3.4 which incorporates the elements of the checklist used during classroom observation. If the item applies to the observed teacher, the researcher puts a tick in the corresponding box; if the item does not apply, the box is left empty. The scores at the end of each teacher's column will be explained right after the table. T refers to teacher; therefore, T1 would be teacher 1 and so on and so forth.

Table 3.4: Findings from Classroom Observation

Checklist	T1	T2	T3	T4	T5	T6	T7
1- Listens to students							
2- Knows students' names							
3- Tries to see things from students' point of view							
4- Smiles in class							
5- Believes all students are capable of learning the subject matter							
6- Conveys enthusiasm for what s/he is teaching							

7- Continues to improve their teaching effectiveness							
8- Believes in the value of what they are teaching							
9- Has clear objectives for each lesson							
10- Clearly communicates their expectations to students							
11- Strives to create an inviting room environment							
12- Establishes routines for the class							
13- Tries to get to know all students as individuals							
14- Encourages cooperation more than competition							
15- Demonstrates a sense of humor in working with students							
16- Praises students for specific accomplishments							
17- Fairly and consistently enforces their rules							
18- Uses more positive than negative statements in the class							
19- Varies the seating arrangement according to their teaching needs							
20- Communicates the positive achievements of students to their parents							
21- Makes positive comments on students' papers							
22- Permits students to make mistakes as they learn new content and skills							
23- Avoids overreacting to minor misbehaviors							

24- Creates interesting lessons that actively involve students							
25- Encourages students to ask questions when they do not understand some part of the lesson							
26- Capitalizes upon spontaneous learning opportunities when they occur							
27- Attends workshops or classes to continue improving their teaching skills							
28- Maintains at least an 80 percent on-task rate in their classes							
29- Compliments students, individually and as a group							
30- Creates a sense of family among students							
31- Makes effective use of class time							
32- Strives to link current lessons to students' prior knowledge							
33- Provides reflection time for all students							
34- Gives students guided practice							
35- Provides appropriate pacing for the lessons (neither too slow nor too fast)							
36- Employs a variety of instructional techniques besides lecturing							
37- Regularly communicates with the parents of students having difficulties							
38- Considers the variety of learning styles of students in planning the lessons							
39- Incorporates students' questions and comments into the lessons							
40- Adapts the lessons on the spot when they are not working							

41- Provides opportunities for students to seek extra help if they fall behind							
42- Feels confident in their ability to handle the challenges they face in the classroom							
43- Greets students as they enter the classroom							
44- Avoids the use of sarcasm or ridicule in interacting with students							
45- Has everything ready for the day when they enter the building in the morning							
46- In control of their classroom, but not obsessed with the idea of control							
47- Able to effectively nip behavior problems in the bud before they escalate							
Scores	**31**	**31**	**33**	**33**	**31**	**32**	**39**

While the full effective teacher checklist and its scoring directions can be read in Appendix Six (page 361), the results from the previous table prove that the seven teachers are good ones since their scores are between 31 and 40. There are eleven items that all the observed teachers showed. They are the ones numbered 1, 3, 4, 5, 7, 8, 9, 12, 22, 25, and 42. Respectively, they are: listening to students, trying to see things from their perspectives, smiling in class, believing that all students are capable of learning, continuing to learn and improve, believing in the value of what they teach, having clear objectives for each class, establishing routines for the class, permitting students to make mistakes as they learn, encouraging students to ask questions, and having confidence in their ability to teach. On another hand, improving the unchecked areas can lead these teachers to the mastery of teaching, that is, to becoming an outstanding teacher (Partin, 2009: 304). Last but not least, the researcher tried to be objective and neutral but the checking was done only by her and was not revised by other observers. Thereby, its results cannot be totally valid as they could have been inclined to subjectivity.

3.9.5. Findings from Writing Tasks

To describe their great and most important teachers, students used many words. All that they wrote was read, its content was analyzed, and the words they used are in Table 3.5. Not just the most used descriptions, but all of them are listed. Many traits were re-stated by the participants. They agreed on some and differed in others. Table 3.5 shows the statistics obtained after analyzing all traits. The latter were organized in categories based on what they mean. They are ordered from the most to least stated. In the second column figures the number of participants who pointed out one of the traits, whereas the last column is for the percentages of those participants.

Table 3.5: Findings from Participants' Writings about Great Teachers and their Traits

Traits	Number of participants	Percentage
1. Masters teaching, competent / fabulous and unique teaching methods and techniques / skillful teaching /explains well	59	59%
2. Motivational, encouraging, engaging	50	50%
3. Caring, attentive, loving, compassionate	38	38%
4. Helpful, supportive	35	35%
5. Advises and guides us	33	33%
6. Kind	32	32%
7. Amazing and inspiring	32	32%
8. Good sense of humor, fun, funny	29	29%
9. Loves their job, devoted, teaches from the heart	27	27%
10. Respectful, treats students well	27	27%
11. Good relationship builder	26	26%
12. Serious	23	23%
13. Enthusiastic, passionate	23	23%
14. Masters the module / subject matter, knowledgeable	23	23%
15. Simplifies things and facilitates them	23	23%

16. Impactful, influencer	21	21%
17. The reason why I chose to become a teacher / makes you want to be like them / made me love teaching	20	20%
18. Makes the lesson enjoyable and interesting	19	19%
19. Makes us feel comfortable in the classroom	19	19%
20. Tolerant, open-minded, easy-going	18	18%
21. Makes students love learning	17	17%
22. Enhances students' self-confidence and self-esteem	17	17%
23. Unforgettable	17	17%
24. Understanding, comprehensive	17	17%
25. Loved and appreciated by all students	16	16%
26. Fair	15	15%
27. An educator who gives moral lessons and shapes behavior	14	14%
28. Hardworking	14	14%
29. Active and dynamic	14	14%
30. Trusts and believes in students' capacities	13	13%
31. Accepts and corrects mistakes without offending students	12	12%
32. Charismatic, strong	12	12%
33. Polite, friendly	11	11%
34. A good classroom manager	11	11%
35. Talented, artist, creative	11	11%
36. Self-confident	10	10%
37. Smiles in class	10	10%
38. Listens, a good listener	10	10%
39. Interesting	10	10%
40. Role model, teaches by example	10	10%

41. Encourages expression and creativity	9	9%
42. Patient	8	8%
43. Responsible, has professional conscious	8	8%
44. Punctual	8	8%
45. Loves students	8	8%
46. Positive, hopeful	8	8%
47. A good communicator	7	7%
48. Well-organized	7	7%
49. Respected	7	7%
50. Calm	7	7%
51. Compliments and rewards / gives positive feedback	7	7%
52. Disciplined and well-mannered	6	6%
53. Humanist	6	6%
54. Intelligent	6	6%
55. Purposeful, knows what s/he is doing	6	6%
56. A builder of nations	6	6%
57. A giver, generous	5	5%
58. Involves learners	5	5%
59. Wise, mentally strong	5	5%
60. Great personality	5	5%
61. Teaches about life not just content	4	4%
62. Joyful	4	4%
63. Calls students by their first names	4	4%
64. Gives importance to all students	4	4%
65. Humble, modest	3	3%
66. Brings out the best in students	3	3%
67. Answers students' questions	3	3%
68. A reader who encourages learners to read	3	3%
69. Keeps learning	3	3%
70. Uses storytelling in class	2	2%

71.Proud of students' achievements	2	2%
72.Leader	2	2%
73.Spontaneous	2	2%
74.Makes feel time goes unseen and fast	2	2%
75.Uses only the target language	2	2%
76.Honest	2	2%
77.Knows students' needs	1	1%
78.Brave	1	1%
79.Liked by colleagues	1	1%

According to the 100 students who were asked to do the writing task, the list in the table above is what made their most important teachers great. For sure, the participants did not fully describe great teachers' profiles nor did they agree on all the characteristics. Yet, as can be seen in the table, the list is long and includes many traits that provide valuable data to this research.

These were all the findings collected during this study. In the next part, we shall discuss them in relation to the research questions and hypotheses.

3.10. Discussion

3.10.1. Discussion in Relation to Sub Question One

The first sub-research question (SRQ 1) was about the impact of teachers on learners and learning. It says: "To what extent does a teacher affect learners and impact learning?". The first parts in both teachers' and students' questionnaires are about the impact and influence teachers leave on learners. Statistical analysis revealed that 54% and 21% of teachers both agree and strongly agree that teachers' impact on students is everlasting. The majority of students (75%) approve this impact. Many teachers and students, from the sample, said that they have a role model teacher or a teacher that impacted them. Understandably, many participants admitted that they became interested in teaching English thanks to the positive influence of an English teacher from middle or high school. For a signing example, we take an excerpt from the writing task of one student. She jotted down: *"One of the reasons why I chose to become a teacher was actually my secondary school English teacher. What makes him unique is his way of attracting students to love the English language. When they love it, they do the best to learn it very well"*. Not just in terms of career choices, teachers impact learners in other dimensions like the humane and the academic ones. Another participant noted down how he still remembers his teacher's support without which he could have dropped school at the time. He entered: *"It has been a*

year from the last time I met her. I remember her crying when I told her that I was done with school and looking forward for a way out. She said that she could not believe that I would even think of such a thing. In short, it is beautiful to find such a teacher. I feel honored to have had her as the mentor who has been the main reason why I am here with you today!". His teacher's impact on his life is clearly a continuing one.

The hypothesis suggested by the researcher to SRQ1 is: "A teacher impacts and affects learners affectively, cognitively, humanely, and academically. A teacher's effect on her/his learners is a decisive learning factor". The obtained findings from all five research tools confirm this hypothesis. Words like impactful, influential, memorable, and unforgettable appeared many times in students' writings as can be seen in Table 3.5 or in other parts of the findings from students. That said, one student wrote in her answer to the task: *"There are teachers who let good memories in our minds, and others who do the opposite"*. This quote mirrors the impact teachers leave, what many participants mentioned in the data they provided. Both teachers and students wrote of their memories of teachers they cannot forget either because they did them so much good or the opposite. Another student recited how her teacher helped her to become a reader and how this is still impacting her life. She narrated: *"He obliged us to read a book and analyze it. It was my first experience in reading a book. It is called The Alchemist. With time, I read a second book then another. With time, I have improved my reading and myself all thanks to this French teacher"*. There is more to this teacher's impact but the cognitive one is the highlight.

There are many other examples where participants expressed the impact teachers left on them. Specifically, one student voiced: *"we remember humanistic teachers more than others because teaching is spreading hope and power"*. This participant accentuated the affective impact teachers have. Talking of humanism leads to touching on affect, humanity, and love as the next participant reveals in the coming fragment: *"I feel that connecting with a professor on such a level is indescribable because it makes you never forget them and learn something eternal which in my case was humanity and love"*. Last but not least, teachers do impact their learners essentially through their words and actions as this piece indicates: *"As a firm believer in the power of words, I think that teachers let an impact on us through their words. They have the power to build up or destroy a student"*. The previous quote is extracted from the written task of one participant whose words, like those of many other participants, assent to the expression that teachers' impact on learners and learning can be everlasting. As she stated, a teacher can shape a character as they can destroy it.

3.10.2. Discussion in Relation to Sub Question Two

To start with, SRQ2 dealt with "how do we recognize a great teacher?". The set hypothesis to this question was: "Basically, a great teacher is recognized through his influence on learners as well as their attestations. S/he is appreciated by most students. In her/his company, they learn, enjoy, grow, and transform. Great teachers do not only produce good marks; they produce good human beings and a good learning atmosphere". The details in the previous hypothesis were all, more or less, mentioned by the participants. First of all, to investigate whether participants recognized the great teachers from their school and university journey, they were asked whether they have had teachers that they can describe as great. 83% of teachers and 96% of students said that they did. Then, to explore how they see a great teacher, respondents were asked about what makes them think they are great. Amongst the provided options, 70.83% of teachers chose the way they explain and the way they treat students whereas 54.16% see that what makes them think a certain teacher is great is how they make learning joyful. Students' replies, on the other hand, were not far from teachers' as 68% chose the way they explain, 58% the way they treat students, and 62% went for the last choice: in their company, you learn in joy. Interestingly, the third option which was part of the hypothesis, they are appreciated by most students, was chosen only by 12 students (12%) and 25% of the teachers. All these findings can be seen in Graph 3.5 and Graph 3.18. From this, we can conclude that great teachers can be recognized mainly through their teaching method, their treatment of students, then through how much they make learners like and enjoy learning. Participants provided other suggestions like their sense of humor, their honesty, or how they make learners feel. One student wrote in reply to the writing task: *"A great teacher sees in you things you cannot see and help you discover your way"*. In fact, encouragement and faith in students' abilities ranked the second-best trait in the analysis of writing tasks, right after the teacher's skillful teaching and competent explanation (See Table 3.5). This corroborates the questionnaires findings stated above.

In the same vein, participants were asked about the manner of knowledge transmission their best teachers employed. 66.66% of teachers reported that they blended spoon-feeding with autonomous learning based on the requirements of the learning situation, and almost the same thing for students as 69% chose it. Nonetheless, 58% of them admitted that their favorite teachers endorse autonomous learning where they let the student figure it alone or with peers, and where they play the role of the guide instead of the spoon-feeder. The statistics drawn from teachers' and students' replies can be all seen in, respectively, Graph 3.6 and Graph 3.19.

By virtue of the significance of the findings, most of the hypothesis that was assumed is disconfirmed as great teachers are not recognized from students' liking and appreciation. It might have a saying in the matter, yet what helps recognize how much a certain teacher is qualified is how they teach, how they treat students, and how they make learners feel about learning and the content.

3.10.3. Discussion in Relation to Sub Question Three

In relation to the previous research question, SRQ3 enquired about what makes a qualified or a good teacher. The researcher postulated that: "A qualified / good teacher is the combination of potential, talent, a blend of characteristics like humanity and understanding, subject matter mastery, and continuous hard work. S/he has both the art and the science of teaching. There is a list of criteria that are true to all qualified teachers". Classroom observation, for instance, shows that there are many factors that make a good teacher and numerous traits. One teacher may excel in a trait that another may lack. Still, the total of both teachers can be the same as the classroom observation reports show. There are essential items that all teachers need to have like mastery of subject matter, continuous learning, believing in the value of what they teach, accepting learners' mistakes and treating them with respect, besides being self-confident in teaching. More can be seen in Table 3.4. Moreover, the frequency of some behaviors noticed during classroom observation or suggested by respondents does prove that qualified teaching is, as the hypothesis puts forward, a combination of many items.

While the making of great teachers takes several ingredients as can be seen in Graph 3.7 and Graph 3.20, the biggest percentage of teachers, 87.50%, goes to continuous development and training to improve, followed by 62.50% to a relevant training program. Similarly, 65% of learners think that it takes continuous development to become a skilled teacher, while only 38% see that a pertinent training program is what is needed to make qualified teachers. Also, 58.33% of teachers along with 62% of students view that passion and talent are indispensable in the making of great teachers. Otherwise stated, we need passion and compassion to be a good teacher as one student-teacher shared in her writing task: *"I absolutely admired how this teacher did her work with so much passion and devotion. My psychology professor used to literally jump excitedly about a certain theory or idea and run all the way to students to hear their questions or stories"*. 96% of teachers and 90% of students agree and strongly agree that passion is rudimentary to great teaching (Graph 3.8 and Graph 3.21). 96% of both teachers and students approve and strongly approve that teaching is both a science and an art (Graph 3.9 and

Graph 3.22). Most interviews agreed with both of the previous statements which contributes to the validation of the hypothesis placed by the researcher.

83% of the informant teachers care to be good teachers (Graph 3.12), and 79% of the pre-service teachers would like to become good teachers (Graph 3.25). 46% of the teachers consider themselves good ones. In this regard and according to participants' answers, there are many ways a teacher can know if they are good. Students' feedback was the recurrently cited technique. This piece of information can be complementary to the discussion of SRQ2. In essence, students' writings and replies were rich with data about the making and the profile of a qualified teacher. For them, encouragement is primordial. It always appeared when scanning their answers either to the questionnaire or to the writing task besides competence, knowledge, care, kindness, tolerance, fun, inspiration, and others. In interviews with teachers (see Table 3.3), continuous learning, honesty, charisma, and modesty were stated in the making of good teachers. However, one interviewee with about 50 years of experience communicated: *"I think there are no good teachers, there are only teachers who fulfill their duties, who do their job, who teach, who assume their responsibility, only teachers who do what teaching takes"*. This is, indeed, an intriguing opinion because being a good teacher is not value added to teaching, it is part and parcel of the moral responsibility teaching subsumes. At the same time, if we consider good teaching as only teaching or a good teacher as just a teacher, this might imply that there is no bad teacher as well. Variation in performance is as true in teaching as it is in any other domain. The interviewee probably intends that a conscientious teacher does their job properly no matter the appellation, or that being a teacher by definition means doing what being a teacher demands. She might also be thinking that once a teacher, one needs to take it seriously; that is, in all cases a teacher is compelled to work fittingly and to do their job well. It is not that there is no bad teacher, but that no teacher should be bad. If a teacher, then s/he must be good at it, and being a teacher equates being good enough to be a teacher otherwise no need to step in the field.

Back to what makes a skilled teacher, in students' writings, mastery of teaching was mentioned 59 times, that is by 59 participants out of 100, motivating students and encouraging them 50 times, and caring about them 38 times. These are the top three qualities of great teachers according to the sample. There are about 75 other traits that can all be read in Table 3.5. These traits land the tapestry for the many roles a teacher plays as can be inferred from the following passage:

> *"Some of the most common roles teachers are expected to perform are: controller, pedagogical manager, supporter, evaluator, facilitator, disciplinarian, formal and informal authority, expert, socializing agent, change agent, arbitrator, and primary communicator."* (Gorham et al., 2009: 203)

Otherwise stated, a good teacher's profile demonstrates many traits as well as many roles. In a nutshell, what makes a good teacher, how they are described, and what being one means according to the participants can be read thoroughly in the findings.

3.10.4. Discussion in Relation to the Main Research Question

The main question in this work is: "What does it take to prepare qualified / good teachers?". In the hypothesis, the researcher envisioned that the preparation of good teachers takes:

- The selection of members with enough potential and talent for the job. This is to be conducted by a group of specialists and to be based on the scores of relevant aptitude and personality tests and interviews.
- A relevant and efficient training program.
- Continuous awareness, efforts, reflection, and training to improve.

The findings collected and the discussions held so far in this chapter denote that the set hypothesis is quite valid. The content and correspondence analyses brought to light two main dimensions to what makes a good teacher. First, there are personality and charisma characteristics like kindness, compassion, helpfulness, generosity, charisma, and positivity. The second dimension consists of describing good teachers' competence, skills, and professional traits or what Asscher et al. (2001) call ability characteristics. In the writing tasks, students stressed both facets of qualities, and even if the personality traits exceeded the ability ones in number, the leading feature was about ability: mastery of teaching (See Table 3.5). Informants described good teachers chiefly *"as competent instructors"* (Asscher et al., 2001). On top of that, when interviewees were asked what teachers can do to be and remain effective, they suggested continuous learning, constant attempts to improve, and understanding students' needs (See Table 3.3). They also see that recognizing teachers' efforts helps enhancing their performance.

Teachers and students suggested many ideas they think can ameliorate the teacher training programs like relying on more practice than theory, updating the syllabuses and the equipment,

being selective about the candidates by using aptitude tests, focusing on teaching modules like pedagogy, educational psychology, TEFL, and material design, providing possibilities for continuous training, and so on and so forth. In a way or another, these dynamics are inevitable if we wish to boost the performance of teachers. To further back up this answer with scientific evidence, the world's best schools believe that: *"if we want the best for our children, we need to do the best for our teachers"* (Weston, 2015). The trajectory of doing the best for teachers starts with selecting people who want to be teachers and who have the aptitude for it. Cooper and Ryan (2010: 3) think that the main reasons why someone would want to become a teacher are:

> *"1- Desire to work with young people*
> *2- Value or significance of education to society*
> *3- Interest in subject-matter field*
> *4- Influence of teacher in elementary or secondary school*
> *5- Influence of family"* (Cooper & Ryan, 2010: 3)

These five could be the incubator for good teaching and good schools and universities. What is more, Barber and Mourshed (2007) have a study about the best performing schools in the world where they used an international test to evaluate the schools' system level. The ratings and findings obtained show that there are four unswerving praxes and practices that make these schools, form North America, Europe, and Asia, the highest-performing (Arends & Kilcher, 2010: 358; Barber & Mourshed, 2007). They are:

1- Recruiting very good members into teaching: they are people who are equipped with *"good academic qualifications and the personal qualifications to be a good teacher"* (Ibid.).

2- Focusing on continuous teacher training which is also *"job-embedded and close to the classroom"* (Ibid.).

3- They have certain success expectations for every learner. When one student lags behind, they get involved instantly *"by identifying learning barriers and developing a plan to address the issues"* (Ibid.).

4- Their school directors are skilled and strong instructional leaders. They are *"extremely well-developed"* and they concentrate on learning for both teachers and students (Ibid.).

To keep improving, teachers work in collaboration with each other which permits them to coach and learn from one another as they work in teams in lesson planning, evaluating students' papers, and discussing pedagogical and psychological strategies (Ibid.). Junior

teachers learn from senior teachers and the expert teachers coach their colleagues by modelling lessons, classroom problem-solving, and treating learners (Ibid.). Furthermore, there is a set time daily and yearly for teacher learning and for providing teachers with feedback (Ibid.). Not just that, the best schools provide a *"safe, supportive learning environment"* (Partin, 2009: 309) for both teachers and learners. They have high expectations for students but for teachers too which allows the instituting of a professional learning culture that encourages teachers' learning (Op. cit.). Briefly, the high performing schools and universities are places where people work collaboratively, all while keeping a student-centered flexible atmosphere (Partin, 2009: 309). Barber and Mourshed construe that:

> *"Studies that take into account all of the available evidence on teacher effectiveness suggest that students placed with high-performing teachers will progress three times as fast as those placed with low-performing teachers."* (Barber & Mourshed, 2007)

High performing or great teachers are prepared or made through an intricate process and exchange. Both personality and profession qualifications are in their profiles. A plethora of them was presented in the findings as well as in the literature review. Hence, to put it all together, Partin suggests a short synopsis of what makes an effective teacher. Here it is:

> *"Appropriate humor is used.*
> *Rules are fairly and consistently enforced.*
> *Opportunities for extra help are provided.*
> *Teachers treat students courteously.*
> *Teachers use students' names.*
> *Teachers monitor their classrooms with eyes and movement*
> *through the classroom."* (Partin, 2009: 309)

As sameness is not fairness, qualified teachers do not look the same neither mentally nor professionally; however, it is only fair to say that the exacting path they undergo and the consistent work they perform make them worth the position and the title of "qualified teacher". Last of all, what becoming a highly-achieving great teacher demands brings together several efforts, qualities, qualifications, people, and reflections.

3.11. Conclusion

This chapter was devoted to the practical study led by the researcher. Its main objectives were to delineate the research framework and the procedures undertaken to collect data, to present the findings, to analyze them, then to discuss them in relation to the research questions and hypotheses. Five research tools were put to use: a questionnaire with teachers, a questionnaire with students, interviews with teachers, classroom observation, and writing tasks with students. As can be understood from the graphs, tables, and lists used to illustrate and administer the findings, great teaching is vividly valued by teachers and student-teachers. To them, there is a multitude of traits and roles that make up the general profile of a great or a good teacher. Most of the findings align with the hypotheses elaborated at the beginning of the thesis. The data collected by the five research tools revealed that the preparation of skillful teachers demands an amalgamation of factors mostly the selection of members who have the relevant aptitude for teaching, a significant modern induction program that focuses on practice, besides continuous professional development.

The subsequent chapter will try to raise pedagogical implications and recommendations from the findings of this study.

Chapter Four

PEDAGOGICAL

IMPLICATIONS

4.1. Introduction

According to my 14-year-old self, my first morning in high school was bad. I could not understand much of what my physics teacher said on that day. I started crying as soon as I reached home and begged my parents to change school or class for me. Instead of abiding by, they advised me to wait and see. I realized later that they were right because the physics teacher, Mr. Cherif, turned out to be my best high school teacher. After some classes with him, I even started dreaming of becoming a physics teacher or a chemist. He was competent as a teacher, a genius in physics to my eyes, and a kind wise person. He is one of the few persons I know who can be angry and wise at the same time. Yet, what made him grow in my eyes is something else. It was his integrity, his ability of being a nice fair teacher to all the striking student profiles he had in one class. He saved students and their futures. Because he indirectly involved me in helping some classmates, there are at least two I am sure they succeeded high school thanks to him. I did not understand its gist back then, but in hindsight, there is no doubt of what he did.

Good teaching has a spillover effect into many domains and at many levels. Its repercussions can be lifelong on both learners and teachers. Thus, this chapter paints a landscape of implications to the findings from the previous chapter and the whole work about qualified teaching. It begins by reflecting on the pedagogical implications, then goes on to studying those repercussions in relation to many educational elements, and culminates in further research recommendations and suggestions. The chapter also points out to the limitations this study encountered.

4.2. The Beginning of a Teaching Career

I remember one of my teachers once telling us how she always knew she wanted to be a teacher, and how she used to sit the other kids in rows and teach them since she was young. She said she was born to be a teacher. I also remember one of my students at the Teacher Training School telling me that she used to teach her dolls since the age of four; she knew what she wanted to become at an early age. My teacher and my student are not the only ones. Many others, like them, believe that they were born to be teachers.

I am currently a teacher and a teacher trainer. I participate like many other teachers in the making of future English teachers. I work with about three to four hundred of them every year. It is easy to tell them: be a good teacher. It is even easier to judge a teacher as unqualified or a not-good-enough one. Yet, many of them tell me that they never wished to be teachers. They believe they were born to do something else which is not teaching. I have encountered this many times that I felt happily surprised when I met a student who joined teacher education out of love. Hence, before we ask: "how or what makes a good teacher?", we might probe: "why are these student-teachers becoming teachers if they do not want it?". The answer might seem unfigured and blurry. However, in many cases, the same reasons that make some want to be teachers make others forced to be teachers, reasons like the influence of society, family, or a former teacher. Where I teach, numerous girls join the teacher preparation program because society thinks teaching is the most suitable job for a woman, and many others, both genders this time, join it because it comes with a guaranteed job contract. For these same reasons, many families either convince or compel their daughters mostly and sons to enroll in a teacher education program. The influence of former teachers, though it might seem weird, lies for example in wanting to prove a certain teacher wrong. One student confessed to me that she initially joined ENSB to prove to her high school English teacher that she can have a teaching career unlike what he believed and told her once in front of all the class.

Regardless of how it starts, whenever I asked pre-service teachers whether they are planning to become good teachers, the majority of them shouted yes. Some of them end up liking teaching and seriously considering a successful teaching career. Back to the original research question which is "what makes a good teacher?", being a researcher willing to learn and find classroom scenarios where teachers made and make the difference that students cannot forget is not enough to presume holding an answer to the question. It takes a lot of

effort, thought, and practice to be able to talk to it. Good teachers have been under the microscope for centuries as stated in the following:

> *"Good teachers have been studied ever since Plato described how Socrates taught by asking questions of his audience. Recent findings shed light on two characteristics of good teachers: their personality and their ability. However, more attention has been paid to teachers' practices and opinions than to students' views."* (Asscher et al., 2001: 185).

As such, this work tries to give attention to both teachers' and students' opinions; nonetheless, focus is on students who are at the same time pre-service teachers. Approaching many students brought in a wealth of data about how they view qualified teachers and effective teaching. Respondents spoke of both personality traits and ability aspects. They also spoke of passion. In a book about *The Passionate Teacher*, Robert Fried (2001) claims that many educational issues can be fixed by passionate teaching. Interweaving integrity, passion, and pleasure in the classroom can help both teachers and learners stop playing *"The Game of School"* as Fried (2001: 93) refers to it. The game of school is usually about administrators valuing a quiet clean school over the mess of real teaching and learning, teachers rushing to cover the syllabuses without assuring that learning is happening, and parents pressuring their kids to get impressive marks and records *"regardless of their children's actual interests"* (Fried, 2001: 93). The author further illustrates that teaching passionately has the ability to alter, even thwart, this game through making teachers and learners excited, instead of obliged or forced, about school and learning (Ibid.). Fried says that the enthusiasm and zeal that emanate from teachers during work may stimulate and engage learners, trigger administrators to focus on learning, and push parents to care more about their children's interests (Ibid.).

Thereby, the first pedagogical implication to come up with is the selection of future teachers who are passionate about teaching, learning, the subject matter, education, school, university, and/or working with people. Also, members applying for teacher education or teacher recruitment need to consider passion for one of the previous items as a requirement for their career choice. To do so, Fried suggests that candidates reflect about or be asked a set of questions like:

- What are the most important tenets and principles for me?
- Which values am I trying to live by?
- What are the main beliefs I have about children and teenagers?

- Do I like the subject I am planning to teach? Why? How does it relate to my ideals?

- Why teaching? Can I devote my professional career to it?

- Will I be beneficial as a teacher? (Ibid., p. 173-174)

The second implication would be to do what it takes to help teachers enhance, maintain, and keep this passion on once they are in service. Being passionate about teaching means to be in love with it or with the subject matter (Ibid., p. 1), and staying passionate means to sustain that love and captivation. There is an array of possibilities for what could be done to sustain and maintain teachers' passion in work. Recognition, improving the social and professional status, and continuous training are some of them. These and others will be further discussed in the current chapter.

4.3. What Needs to Be Done?

First of all, it is necessary to quote some educational philosophy, to pinpoint pluralism and individualism when it comes to good teaching and good teachers. For instance, Hargreaves observes:

> *"multiple rather than singular forms of intelligence are coming to be recognized […] multiple rather than singular forms of representation of students' work are being advocated and accepted […] Many ways of knowing, thinking and being moral, not just rational, 'logical' ones, are coming to be seen as legitimate."* (Hargreaves, 1993: 22)

Intrinsically, there are many ways to be a good teacher. There is no one single universal model for good and great teaching (Moore, 2000: 140). Personality clearly counts for something as does training, ability, and the environment in which teachers exercise their profession. Learning and its efficiency are influenced by many factors besides the teacher (Nandigam, 2010). Moreover, when learners encounter a learning experience, it affects several levels concurrently; to mention some, there is the cognitive level, the emotional, the social, and the academic one (Dewey, 1986; Nandigam, 2010). Hence, to meet all these aspects, *"educators need to be strong facilitators, coaches, and guides"* (Harvey et al., 2009: 88) who understand that *"the lifelong learning era"* (Collins & Halverson, 2010) we are undergoing is not just about academics but about all life skills. It is not just about learning but about teaching as well. If learning has many aspects and is influenced by multiple factors, so is teaching. If learning is a lifelong process, learning to teach and to teach better are career-long. It is, indeed, very helpful to recognize that the quality of teaching is not only in the

hands of teachers or solely their responsibility. It takes two to tango, and it takes more than the efforts of teachers to make great ones.

Weston (2015) encapsulates the whole talk of what needs to be done in this: *"If we want the best for our children, we need to do the best for our teachers"* (Weston, 2015). Academic experts keep pronouncing that motivation is the mother of learning, the building stone of teaching, and the heart of improvement (Broughton et al., 1980: 47); it is also the foundation for qualified teaching. Originally, *"Teaching, like any complex cognitive skill, must be practiced to be improved"* (Willingham, 2009: 147). It is well-known that practice makes perfect, teaching is no exception as its amelioration is the fruit of, after passion and motivation, the efforts and the work put into it. Yet, practice is not equivalent to experience nor to how many years one has taught. The difference between practice and experience is well-clarified in the following:

> *"Experience means you are simply engaged in the activity. Practice means you are trying to improve your performance. For example, I'm not an especially good driver, even though I've been driving for about thirty years. Like most people my age I'm experienced — that is, I've done a lot of driving — but I'm not well practiced, because for almost all of that thirty years I didn't try to improve."* (Ibid., p. 149)

Teachers with a growth mindset keep trying to enhance how they teach. Research has proven that most teachers do actually improve their performance in the first five years of their career, but then most of them stagnate as the curve of their professional progress flattens which can put a teacher with twenty years of experience in the same place as another with seven or ten years (Ibid., p. 150). Willingham sees that the majority of teachers keep honing their performance till it passes the proficiency threshold that makes them content with it; right after it, their efforts to improve stop (Ibid.). This confirms that the number of years one has spent in the profession does not necessarily reflect how qualified they are unless they keep the growth mindset all along the years. Hence, being a better teacher does not equate teaching more but practicing more (Ibid., p. 152). Practice includes working on something with focus on improving one's performance. Willingham suggests peer-assessment and evaluation, that is, receiving feedback on the teaching performance from a qualified observer. He says: *"it is usually quite informative to see your class through someone else's eyes"* (Ibid., p. 151). Practice also includes: *"(1) consciously trying to improve, (2) seeking feedback on your teaching, and (3) undertaking activities for the sake of improvement, even if they don't*

directly contribute to your job" (Ibid., p. 152). As such, teachers who wish to teach better need to keep practicing.

4.4. The Dilemma of Teaching More or Less

Teaching has a long inventory of duties, decisions, practices, experiences, tasks, and lessons to learn. No teacher needs to do or manage them all at once, or in a short period of time, in order to be a great one (Ibid., p. 157). On the contrary, it is quite impractical to hope for teachers to become excellent in a year or two (Ibid.). In the process of improving teaching, what is required is not to learn or mend everything, but to understand what to work on first, what the basics are, what to leave to another time, what needs to be urgently fixed, what can wait, and what the priorities are. As no single method fits all, those priorities cannot be set on a list for all teachers to apply, yet as Willingham suggests: *"Decide what is most important to work on, and focus on concrete, manageable steps to move you toward your goal"* (Ibid.). Broughton et al. (1980: 175) classify the production of good teaching in two stages: *preparation and selection of materials* and *classroom organization* during the lesson. After setting the technical demands of teaching, Cohen suggests that facilitating measures need to be taken in order to support teachers to meet those demands adequately (Brody et al., 2004: 201).

On another spectrum, Oxford R. observes that vigilant teachers are constantly and unfailingly making accommodations and compromises in order to meet what is expected from them or when needed (in Celce-Murcia, 2001: 361). Most times, teachers are expected to teach all students and one-hundred percent of the program, to reach all students, and to do more of what they do. Recently though, educational voices are calling for doing less to get more. In many cases, this is not yet clear to teachers. How can less be more in teaching? Some experts, like Scott Thornbury and Luke Meddings (2009), believe that sticking to the essentials is enough for the success of the teaching-learning process. The method they call Dogme in ELT consists basically of focusing on the learner as the best source and richest material and relying on communication without referring to the material-loaded syllabus and methods that have been around since the arrival of technology. Moreover, the Finnish educational system, which has been amongst the top five in the recent years, is known for its ideology of "less is more". Lindsey Biggam (2015) and J. Kelly (2015) accredit the success of the system to the application of this precept. Less materials, less homework, less testing, and less content equal more learning, more focus, and more excellence.

While society wants and calls for more, proofs show that less can be effective when done well; and while teachers keep doing more, what they truly need is probably to do less and keep an eye on the heart of learning. Doing more is not necessarily the equivalent of doing well. Having more qualified teachers, however, can help improve the quality of education for more learners. Despite the quantity of efforts, there are persistent difficulties because, being realistic, all teachers cannot be excellent. Some teachers will always do better, although the purpose of this talk is not comparison but the general good. If we can get every teacher to strive in making their teaching adequate with the minimum of their students' expectations of being well-assisted to learn in a good atmosphere, that would be an ideal to many students.

This analogy between more efforts or more quality of efforts boils down to the usual dichotomy and struggle between quantity and quality. The general preference of academics is well-known to be the former, quality. At the same time, the prism representing the qualified teachers separates its meaning to a myriad of images. There are diverse versions of qualified teachers. There are also multiple ways and programs that can guarantee their preparation. There are various types of efforts in the bag to choose from. The outcome remains the qualification and competence that allow teachers to facilitate learning even if it has to pass through the omnipresent filter of quantity. It seems that there is no one answer to who, how, or how much. No matter the amount, it is rudimentary to remember that:

> *"Teachers should not disregard the effect they personally have on students. They should realise that the material-richness of a lesson does not guarantee its success, and that the most interesting lesson can be the one that has used nothing more than interaction, discussion, pleasure, and fun."* (Fersaoui, 2016: 138)

To what is scientifically acceptable and possible, this meets with what Meddings and Thornbury (2009) claim. In essence, teachers' success and impact exceed their immediate presence, the amount of their efforts, and even the quality of their teaching. This remains unfathomable to witnesses. Some do more and get less whereas others do less and obtain more! In relation to this, Sandra J. Savignon insists that the issue is relative in the sense that: *"What seems a good example in one time or place, a given context of situation, may seem quite strange or inappropriate in another time or place"* (in Celce-Murcia, 2001: 13). Some of the roles that teachers are required to play include being a good example and model to

students in terms of behavior (Ibid.), but even this surrenders to the dichotomy of quantity/quality, the dilemma of more or less, and the law of relativity.

4.5. More Implications

4.5.1. Implications in Relation to the Impact of Teachers

The profession of teaching has been both misunderstood and underestimated for long. George Bernard Shaw, the famous Irish writer, is accredited for having once commented that: *"Those who can, do. Those who can't, teach"*[1]. Although this saying may be interpreted differently, it certainly holds a negative connotation. As a reaction to that, Cooper and Ryan (2010) entitled their inspiring book: *Those Who Can, Teach*. Indeed, those who cannot, simply cannot teach. We *do* teach. Teaching was never an inability. It takes a lot to be able to teach even if the status quo of teacher selection, preparation, and induction programs betray somehow the science of teaching and learning. This work is striving to show some of what it takes to teach, the requirements of coming into then sustaining a job wherein people - teachers- do more than *can't*. Perhaps Shaw was under the influence of an unqualified teacher when he made his statement. A qualified teacher would have assured, with their great work, neither Shaw nor any other dared think of teaching as such. Their skilful performance and effective teaching would not have left a chance or room for negative thoughts about teachers and teaching. They would have shown how teaching is the salad bowl where multiple abilities, decisions, and deeds mix, and where people can do great things.

A public opinion survey has been conducted by David Haselkorn and Louis Harris (1998) to find out which profession *"provides the most benefit to society"*. The results showed that teaching ranked top with 62% thinking that teaching is the profession that brings more benefits to society, even more than physicians do (Figure 4.1). The survey invalidates George Bernard Shaw's claim, and proves that teachers do benefits to society more than any other job does.

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[1] Although this quote is often attributed to George Bernard Shaw, no official reference has been found for it. The researcher found the following on the Internet: *«In 1903, George Bernard Shaw dropped his now famous four-act drama Man and Superman. This play was the first instance of that much-maligned, oft-paraphrased quote: Bob: I'm so discouraged. My writing teacher told me my novel is hopeless. Jane: Don't listen to her, Bob. Remember: those who can, do; those who can't, teach.»* (https://blog.4tests.com/can-teach-fair/). The statement is said to mean that*: «Those who are especially skilled in a certain field or area will be able to pursue a career, while those who are less skilled will end up teaching about it instead»* (https://idioms.thefreedictionary.com/).

Figure 4.1: The Profession that Provides the Most Benefits to Society
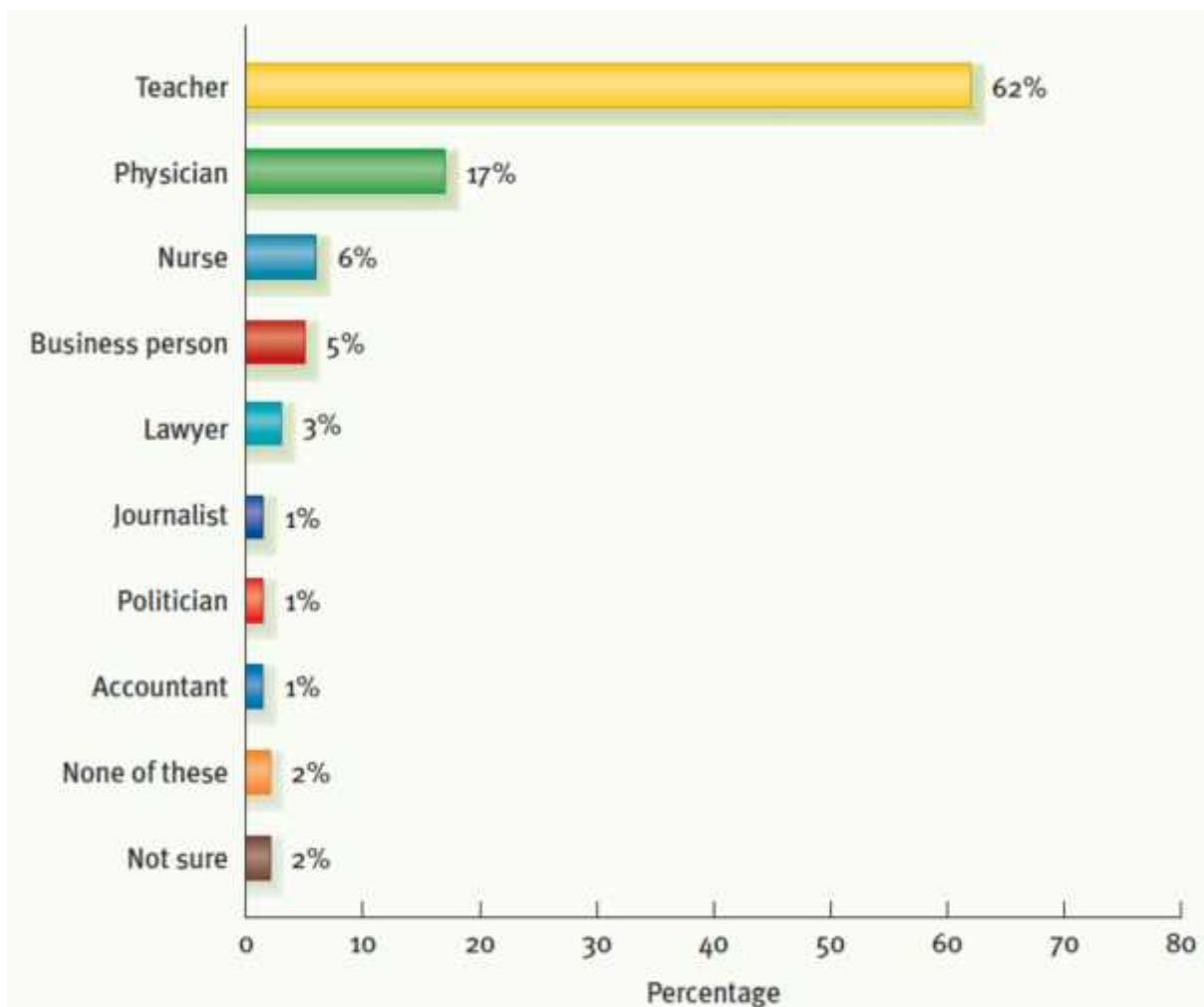
(Harris & Haselkorn, 1998: 2)

Therefore, teachers' value needs to be recognized and their weight and impact on society re-established. Instead of associating teaching with inefficacy as Bernard Shaw's saying indicates, it would be great if teaching is linked to productivity and worth. Such negative sayings had better be deleted from the social collective heritage of teaching. In Arabic poetry, teachers are compared to prophets. Their value has been documented and acknowledged for centuries till the recent decades where a wave of neglect and disdain hit the profession. In our society, the current social, economic, and even professional statuses of teachers are relatively low. More people make fun of them and disregard the choice of becoming a teacher. When I chose it, some of my aunts, uncles, cousins, and even teachers urged me to change the choice for medicine or engineering. I am not the only one; some of my students report the same incident. Unfortunately, many societies view, for example, being

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an engineer better than being a teacher. If the making of teachers and their overall performance are to improve, then it is necessary to improve how they are regarded and treated by their societies. There is no doubt that teachers' performance would flourish upon the amelioration of their social, financial, and professional standings.

Furthermore, evidence-based research shows that teachers' impact touches upon many aspects of learning, learners, and society. To hear it from teachers themselves, here is one teacher's declaration about how the teacher's management of the classroom can regulate learners' behavior:

> *"A good teacher knows that it is her job to reach every learner in her classroom in spite of the diverse learning community which may include an infinite combination of different types of learners. It is often this diversity that creates the greatest challenge to the classroom teacher. When one child's impulsivity disrupts the cadence of your delivery and another child is lost in thought as she stares out the window, the best planning efforts and teaching antics are thwarted. You know you are not reaching all of your children and you find yourself frustrated, asking, "How am I going to teach all of the children in this classroom?" The answer lies in good classroom management, and more specifically, behavior management."* (in Wendy, 2004: 152)

In other terms, teachers' effect on learners can alter even parents' effect and atone for families' malfunctions. When a teacher earns learners' trust and respect, establishes a supporting community in class, and builds solid teacher-learner and learner-learner relationships, s/he can somehow succeed at making up for the belonging sense a learner lost at home through listening, involving, supporting, giving attention, and caring (Cooper & Ryan, 2010: 100). Hence, besides academic support, teachers are also advised to provide psychological support for their learners. They are recommended to get to know their learners, understand some of their stories, empathize with them, and institute for a sense of belonging in class.

4.5.2. Implications in Relation to the Qualifications, Duties, and Roles of Teachers
4.5.2.1. Knowing Students

Before facing an audience, people often advise: *"Know your audience"* which is also valid for teaching (Willingham, 2009: 162). It is fair enough to say that teachers need to get to know the people they will be in charge of teaching. Once, a colleague of mine had a problem

with a student we have in common. It was a simple misunderstanding that grew due to pressure and, most probably, to not knowing the other. When I asked how much she knows about the student's profile, she wondered: *"Am I supposed to know? I do not think it is my duty to know them nor that knowing will solve the issue"*. The student came in and told us his version of what happened, revealing in the process bits about himself. The teacher, almost instantly, calmed down and forgave him. Indeed, a teacher is required to be effective in multiple domains especially educational psychology and dealing with people. Moreover, s/he might try to get to know the learners and eventually set good bonds with them because, as James Cummins thinks, *"good teaching does not require us to internalize an endless list of instructional techniques. Much more fundamental is the recognition that human relationships are central to effective instruction"* (Cummins, 1996: 73). Qualified Teaching thrives on: *"mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation"* (Leitão & Waugh, 2007: 3), which cannot take place without knowledge about the other and openness to them.

Alternatively, and from an academic point of view, how can a teacher help a student understand something if they do not know their learning preferences? Or, how can a teacher perceive why a certain student is unable to grasp a lesson after many trials and explanations if, for example, s/he does not know the student is stuck in bullying or family issues or else? How can a teacher stay patient with all students without getting a glimpse of their stories and profiles? How can s/he like and help them learn without knowing the obstacles they are facing while trying to learn? How can a teacher see beyond a misbehavior and tolerate if they do not realize that learners come with stories? In my surrounding and in order to motivate learners, sometimes the latter get to hear that they have no responsibilities except from school and learning. Many teachers wonder why a certain student did not do their homework. To them, learners are in charge of nothing except that. The truth, though, is not as simple as that. A good deal of learners has burdens and responsibilities they did not choose. My sister told me once that her teacher blamed her because she could not finish her project: *"What else do you have to do?"* she asked when my sister said that she had other stuff to do. In that period, our mother was very sick. Besides taking care of her, other things were going on, let alone the emotional pain and pressure of the situation. If teachers do not bother to get to know their audience, then the path of understanding between the two might get blocked which leads to the usual class behavior problems. Partin emphasizes this by saying that:

> *"Spending time getting to know your students is one of the most valuable investments you can make. Establishing rapport helps build mutual respect and minimize classroom behaviour problems. A deeper understanding of your students' needs, problems, and interests will enable you to plan instruction that succeeds."* (Partin, 2009: 12)

Since the quality of instruction depends on knowing learners, it is advisable to pursue it. Besides being aware of the individual differences of learners, teachers might also keep in mind that *"Every class has its chemistry"* (McCourt, 2005: 77) which increases the necessity of collecting knowledge about learners and their groupings. According to Stevick (1980: 4) and unlike what is commonly thought, the success of a language course is governed more by the relationships, community, feelings, and actions inside the classroom and less by the materials and methods. This is mainly true because keeping learners focused on learning signifies keeping them interested and foreseeing their reactions which in turn necessitates knowing them (Willingham, 2009: 162). But what do we need to know about them that helps in planning instruction? And how can we get to know them?

On the first day or during the first week of instruction and its early meetings, teachers can use some activities, icebreakers, or techniques that allow both teachers and learners to know important bits about each other. Partin suggests:

> *"One way to learn a bit more about your students is to call the class roll this way: instead of replying "here," have them respond by naming their favorite hobby or sport. The next day you could have them answer with their favorite song or food."* (Partin, 2009: 12)

Another way could be through asking them to write their stories or to write whatever they think their teacher needs to know about them. In addition, "truths or lies" is a learning game used by many teachers to introduce themselves to learners then to get to know them. It consists of writing some statements like: "my favorite school subject was mathematics" or "my favorite pastime is writing". The learners try to guess which one is a truth and which one is a lie. After modelling it to learners, the teacher asks learners to write similar statements about themselves, then share them with the rest of the class, in small groups, or in pairs, in order to find out the truths from the lies. This icebreaker is generally enjoyable by the majority of learners no matter their age. It allows them to know a bit about the teacher as it allows the latter to get to know the learners. It also warms the atmosphere in the classroom and introduces learners to each other in case they are together for the first time. Similar

activities are available for teaches' use. A simple online search can reveal a multitude of them They are adaptable and modifiable according to teachers' choices, plans, and milieus.

Something else, knowing learners facilitates learning personalization. Therefore, teachers are invited to understand the individual contexts of their learners and to *"manage them sensitively so that their students experience success as learners"* (Loughran & Northfield, 1996: 65). The authors think that every classroom is a very complex and distinctive setting; hence, assuring learning to a group of people requires enormous qualification (Ibid., p. 65-66). It also requires knowing learners and being considerate of their differences. All this makes teaching *"an emotionally draining occupation"* as a teacher cannot know students without being involved in their stories in a way or another (in Scherer, 2003: 20). This makes it essential for teachers to learn how to respond healthily to learners' stories and problems as well as how to set wise boundaries (Ibid.). After all, we need to remember that a teacher is not a therapist, a social worker, nor a policeman. If we want them to stay focused on their job and the good fulfilment of their duties, teachers cannot be expected to fill in all the gaps that impede students from learning. This is also why schools and universities can employ therapists, doctors, social workers, and even specialized security agents. When needed, teachers can orient learners to them so they can carry on their work in suitable conditions.

4.5.2.2. Lesson Planning and Reflective Teaching

A qualified teacher adapts lessons according to learners' needs so as to make learning meaningful, relevant, and significant to them. Celce-Murcia (2001: 403) says that: *"All good teachers have some type of plan when they walk into their classrooms"*. This plan is the fruit of research, efforts, an adopted approach, methods, and decisions taken based on teachers' beliefs and learners' needs (Broughton et al., 1980: 38-39). In this manner, the teacher is urged to do more readings and research about their practice because:

> *"The more knowledge he can glean from the wealth of writing in the field, the better he will be able to combine this knowledge with practical experience to produce a suitable teaching methodology for his own purposes. In the light of his knowledge, he can then decide what English to teach, how to give practice in a meaningful way, and how to prepare and execute a progression of enjoyable, well-organised lessons."* (Ibid.)

Readings and research permit teachers to evaluate their practice and reflect about it. It is often stated that a qualified teacher is reflective which translates into them developing continuously. We reflect about teaching *"to gain awareness of our teaching beliefs and practices"* and *"to see teaching differently"* (Gebhard & Oprandy, 1999: 4). In due course, reflecting about one's teaching leads to the improvement of their practice and lesson planning.

Good lesson planning and practice include some instrumental components that teachers are advised to take into consideration as they plan and deliver instruction. Hudson (2009: 110-111-112) affirms that, first of all, good practice focuses on learning instead of teaching which means that it is not teacher-centered but learner-centered. At least, it balances between teacher-talk and learners' participation. This also means that learners are actively engaged in their learning, and that their autonomy is nurtured through individual, pair, or group work (Ibid.). In group work, each learner knows the role s/he has to play and the results to produce by the end of the task (Ibid.). Moreover, a good lesson plan comes with well-defined learning objectives that are shared with learners at the beginning of the lesson (Ibid.). These objectives are accompanied with success criteria that allow learners to know what is expected from them and to self-evaluate (Ibid.). A good lesson launches with a warm-up activity, what Hudson calls a *starter activity*, followed by development activities that are personalized when necessary (Ibid.). The lesson is delivered enthusiastically, consolidated by pre-requisites, and linked to both prior and future learning; that is, learning is contextualized and grounded (Ibid.). Another component in good practice is solid subject matter knowledge and good support for the learners who would like to learn and search more about the lesson (Ibid.). Multiple intelligences (MIs) are another element Hudson adds to good practice. He explains that, in a good lesson, learners are encouraged to make use of their MIs while solving problems and learning. They are also encouraged to ask questions and to ponder about the teachers' interrogations as the process permits them to verbalize their thoughts and communicate their learning struggles which allows teachers to evaluate their progress (Ibid.). Finally, the lesson closes with a *plenary* where learners interact with their teacher and talk about what they learnt in connection to the objectives and success criteria that were stated at the inception of the lesson (Ibid.).

Arends and Kilcher (2010: 38) express similar advice to teachers. They organize direct instruction into phases which are analogous with what Hudson designates. A summary of these phases is displayed in the following figure.

Figure 4.2: Phases of a Direct Instruction Lesson

Phase 1: Gain attention and explain goals for the lesson

Phase 2: Demonstrate knowledge or skill

Phase 3: Provide structured and guided practice

Phase 4: Check for understanding and provide feedback

Phase 5: Provide independent practice

Phase 6: Seek closure and attend to transfer
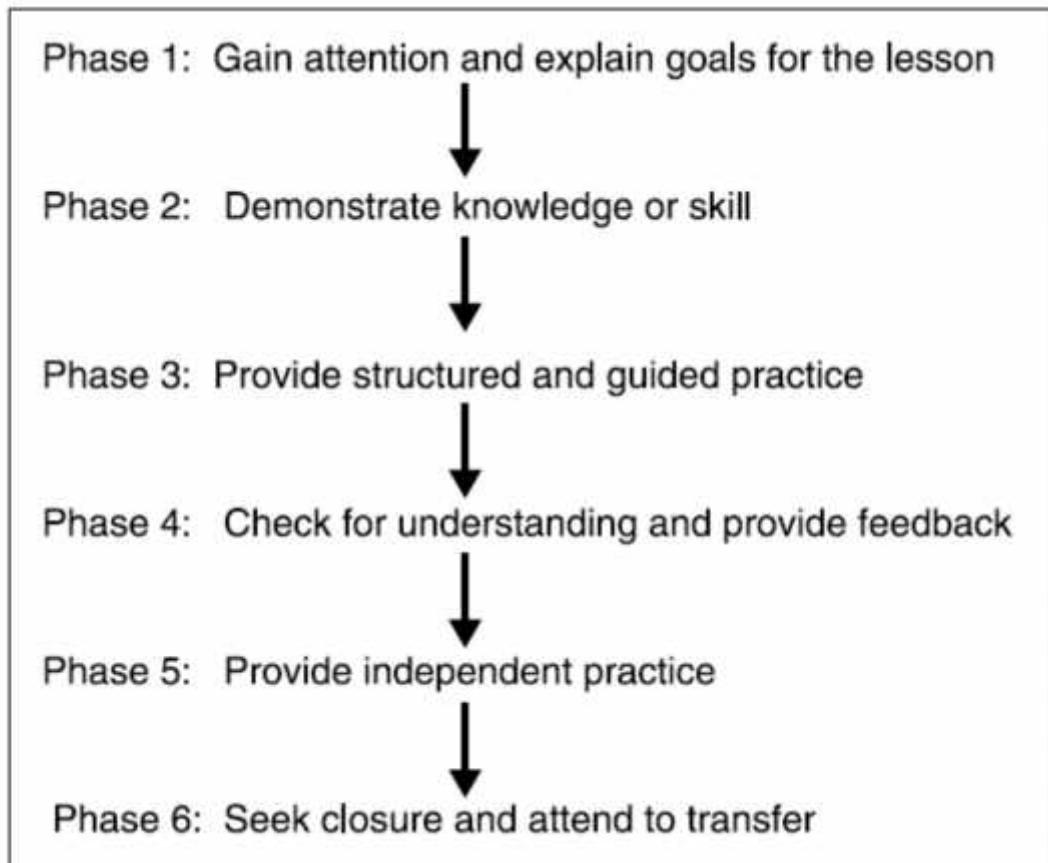
(Arends & Kilcher, 2010: 196)

It can be clearly noted that these six stages incorporate nearly all the components previously mentioned by Hudson (2009). Furthermore, Arends and Kilcher urge teachers to tie new content with background knowledge and with coming lessons instead of presenting the new material in a decontextualized manner. They recommend:

> *"Use scaffolds and advance organizers, metaphors and analogies, and specially designed graphic devices and visual imagery aimed at helping students recognize patterns, see relationships, and build bridges between prior and new knowledge."* (Arends & Kilcher, 2010: 38)

They also give prominence to personalization and incite teachers to help learners "*see relationships between the new materials and their current interests, hobbies, and pursuits.*" (Ibid.). Personalizing or differentiating learning can entice learners to follow the teacher and engage them in the lessons. There is a causality link between personalization and engagement in learning. Willingham (2009: 162) indirectly refers to this in an attempt to answer a question we hear many teachers ask. He writes:

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> *"So how do you persuade the student to follow you? The first answer you might think of is that we follow people whom we respect and who inspire us. True enough. If you have students' respect, they will try to pay attention both to please you and because they trust you; if you think something is worth knowing, they are ready to believe you. The problem is that students (and teachers) have only limited control over their own minds."* (Willingham, 2009: 162)

Respect and other feelings have a saying in how a teacher chooses to make learning of personal and relevant value to learners. Next to this, there are a couple of questions teachers may ponder about while planning lessons or teaching them. Generally speaking, they affiliate with two chief aspects: *"the selection of materials, and the choice of classroom procedures"* (Broughton et al., 1980: 178). All this may elongate the lesson preparation time. Some experts believe that excellent teachers spend almost the same time in preparation as in teaching, if not more (in Scherer, 2003: 223). Matter of fact, the time spent on selecting materials carefully, envisaging how they may affect learners, anticipating the latter's questions or the difficulties they might find in understanding, setting appropriate instructions, designing tools or assuring them, and more can exceed the time spent teaching the materials (Ibid). However, this can deepen the teacher's expertise, knowledge of subject matter, and mastery of content (Ibid.).

More or less, there is a balance between efforts in lesson planning and the quality of teaching. Over time, teachers who give importance to their lesson planning can improve the quality of their teaching drastically.

4.5.2.3. Classroom Practice

The efforts teachers spend in lesson planning are generally equivalent with the ones spent inside the classroom. The latter is a tapestry for compelling duties and compound decisions on the part of teachers. Broughton et al. (1980: 12) confirm that the classroom is what teachers focus on most; that is, what happens inside it and the *personal encounter*s taking place there ought to be teachers' center of attention. This is totally within the frame as these class encounters determine the success of teaching and learning and their quality. Regardless of all surrounding and correlated factors, what goes inside the classroom remains the heart of the whole operation, its beginning and its end.

Hudson (2009: 21) does not deviate from this when he underlines: *"Good teachers are aware that managing change is what they do every minute of every day in their classroom"*.

Inside the classroom, teachers take many decisions and care about the changes taking place. These changes are in regard to learners, the class atmosphere, teachers' reactions and methods, and other effects. The latter could be psychological, pedagogical, managerial, organizational, administrative, parental, or else. These decisions and transformations, though sometimes unforeseen, shall be linked to the lesson's objectives (Ibid.). Whatever occurs in class, even if it disturbs its stability and regularity, can be seen as a source of excitement and further learning, and used, more or less, in favor of the objectives set for the lesson (Ibid.).

Teachers can keep the course's objectives on mind as they proceed with its content. Moreover, they perform better when they *"appreciate precisely what the student knows, understands and can do"* (Ibid., p. 82). Hudson thinks that *outstanding schools* are the ones that focus on and manage to eradicate underachievement (Ibid.) which can be done through knowing students' abilities, investing in them, and planning according to them. *"Learning objectives, appropriate for all children in each class, can then be set"* (Ibid.) which leads us back to learning personalization and learners' needs. In the midst of all the decisions, tasks, work, and objectives, teachers need not forget about learner-centeredness and learners' autonomy. Hudson (2009) explains that:

> *"Student centred – Good schools involve students in their own learning process and not just because it is 'fair'. Good schools understand that it is a student's responsibility (it's their job) to know their current academic level in any particular subject, to know what this means, to know what is involved in progressing to the next level and to know what they have to do to make that improvement. Just as importantly, the student needs to know the time frame and resources involved."* (Ibid., p. 134)

In other words, teachers' efforts should not replace those of students as Hudson further argues that: *"receiving information is more about teaching than it is about learning"* (Ibid., p 83); thus, teachers are advised to focus on learning and learners' efforts rather than on transmitting and/or receiving information.

In a nutshell, learners 'efforts ought to be encouraged and autonomized inside the classroom. The latter's atmosphere had better be family-like, yet in no way can it be *"the social space for the playing out or repetition of family-related repressions, irresolutions and role anxieties"* (Moore, 2000: 134). On the contrary, a high-caliber teacher would make it safe for the learner, and when possible, a shelter from family issues.

4.5.2.4. Experiential Learning and Relevance

Jones and Jones (1981: 42) note that: *"children tend to learn what they do rather than what they see or hear"*. Along with boosting learner-centeredness and autonomy, qualified teachers capitalize on learning by doing and by experience. Willingham sets a strong metaphor when he describes teaching as an *act of persuasion* (Willingham, 2009: 162); and what could be stronger than experiencing something to be persuaded by it?

Persuasion can be attained through other means like making learning relevant which, in turn, can be realized via *"empathy, congruence, and positive regard"* (Aspy & Roebuck, 1969). The researchers conducted a study with 600 teachers and 10,000 students from different age groups. They compared teachers who received a training to teach with empathy, congruence, and positive regard with a control group of teachers who were not trained for that; that is, their teaching did not include an important deal of these three learning-facilitative specifications: empathy, congruence, and positive regard. Well-equipped and proficient raters were in charge of measuring the audio tapes of the teacher-students in-class interactions (Ibid.). Zimring (1994) stated the results as follows:

> *"The students of high facilitative teachers were found to:*
> *1. Miss fewer days of school during the year;*
> *2. Have increased scores on self-concept measures, indicating more positive self-regard;*
> *3. Make greater gains on academic measures, including both math and reading scores;*
> *4. Present fewer disciplinary problems;*
> *5. Commit fewer acts of vandalism to school property;*
> *6. Increase their scores on I.Q. tests (grades K-5);*
> *7. Make gains in creativity scores from September to May; and*
> *8. Be more spontaneous and use higher levels of thinking."*
> (Zimring, 1994: 417)

Carl Rogers (1983: 202-203), who has initiated and directed research on relevant learning, observed that these outcomes increase when students have a high functioning teacher for a succession of academic years instead of one year. This informs us that, if better results are wanted, it is advisable to keep the same good teacher for the same students for as long as possible. It also implies that excellent teachers improve their students' achievement and conduct by being empathetic, consistent, and facilitative in class, and by making learning relevant through experiencing and doing.

4.5.2.5. Knowledge of Subject Matter and Pedagogy

It goes without saying that factual knowledge of the subject matter is indispensable to teaching, and so is knowledge of the basics of pedagogy. Research as well as observation have shown that students of teachers with rich knowledge of the subject matter learn better and more mostly when accompanied with knowledge of pedagogical substance (Willingham, 2009: 148-149). Knowledge of educational and pedagogical theory makes teachers better practitioners than those who lack it (Uljens, 1997: 14). Furthermore, Willingham alludes to background knowledge which, he sees, blends subject knowledge with knowledge of students, how they interrelate with the teacher and each other, plus how they interact with the material being taught (Op. cit. p. 156). Background knowledge helps teachers in taking pedagogical decisions and with making the choice of apposite teaching methodologies.

Matter of fact, professional teaching practice can come in different modes and patterns, methods and strategies, many of which teachers are expected to know. Teachers need to be purposeful and strategic in their practice (Moore, 2000: 145), this is why background, factual, and pedagogical knowledge is essential to the practice. What is more, while many pedagogical and methodological options are available, teachers can go eclectic. *"Eclecticism embodies the idea that truth can be found anywhere, and therefore people should select from various doctrines, systems, and sources",* say Cooper and Ryan (2010: 318). Hence, an eclectic teacher chooses not to stick to one methodology and/or approach; instead, s/he makes use of variegated aspects from more than one teaching philosophy as long as it best fits the needs of learners and the objectives of the lesson (Ibid.).

Qualified teachers are, more or less, aware of this. Some of the features mentioned by the sample of this study are flexibility, creativity, skillful teaching, and uniqueness of methods and strategies. Together, these characteristics sustain and engineer eclecticism. Thereby, to improve their practice, teachers are invited to be eclectic by investing in suitable techniques and procedures even if they do not belong to the same teaching philosophy.

4.5.2.6. Misbehavior and Disruption

It is a fact for the majority of teachers that classroom management issues waste time, discourage teachers, and hinder the process of teaching-learning. Classroom behavior management can get really daunting in some situations. Nonetheless, experienced teachers are mindful of the fact that: *"when disruption occurs in schools, it is usually with students who*

have had great difficulty satisfying their needs in school" (Glasser, 1990: 135). As the humanistic custom traces, there is no problem student, there is a student with problems and a story behind. Advisors keep reminding that teachers and educators in general need to connect before they need to correct. Empathy, in such situations, is highly recommended, and teachers are advised to find out about what led the student to misbehave instead of rushing to punish or judge.

There is a famous aspect that is often associated with misbehavior: attention seeking. Gorham et al. (2009: 120) explain that students want to be seen and remarked which leads them to *"engage in disruptive misbehaviors"* so as to obtain attention. Student misbehavior refers to verbal and/or nonverbal behavior *"which interfere[s] with her or his learning or another student's learning [...] and disrupts the classroom"* (Ibid., p. 119). Such behavior, generally, interrupts and hampers learning (Ibid.). Identifying misbehavior and its reasons helps both teachers and learners, and it is part of the classroom management work teachers do. As all learners do not have the same learning abilities, Wendy (2004: 153) assumes that detecting learning problems can improve learners' academic achievement and behavior as it diminishes their frustration and boosts their confidence which, in turn, can aid in managing classroom discipline issues.

Well-managed classrooms are characterized by effective communication as the latter is incited and fostered between teachers and students (Gorham et al., 2009: 119). Other characteristics of these classes are affect, empathy, as well as empowerment of both teachers and learners (Ibid.). The authors carry on inscribing that:

> *"For years, experienced teachers have targeted student misbehavior as the number one communication and affective problem in the instructional environment. In fact, experienced classroom managers think student misbehavior and student apathies may be the most significant problems faced by instructors today. Apathy is considered by most teachers to be a discipline problem."*
> (Gorham et al., 2009: 119)

Qualified teachers do not consider student misbehavior as personal attacks; they are rather seen as affective needs or issues students are struggling with then projecting as interruptions. In fact, great teachers seem to have their unique classroom management style which they mature and sharpen over experience (in Scherer, 2003: 221). This is why they build up some special effective techniques that allow them to have less classroom behavior

issues, a *culture of respect that flows in every direction* in the classroom, and a well-defined set or deal of inappropriate, intolerable misbehavior (Ibid.). As it can be understood, successful teachers manage their classrooms well as they appoint this behavior contract with learners then implement and enforce its rules regularly and fairly (Adams & Ross, 2010: 13). Actually, the authors suggest the substitution of the word *"rules"* by *"expectations"* or *"routines"* (Ibid.), maybe because humans tend to reject what is imposed on them and to break rules, whereas they tend to repeat routines consistently and unconsciously. It is also probable that this is due to the fact that humans naturally strive to meet expectations mostly when they know or feel they are trusted. On the whole, successful-classroom-managing teachers end up with a reputation of fairness, respect, and discipline (Ibid.).

In a nutshell, there are about three classroom routines that many students would find easy to undertake and assume (Fried, 2001: 181). Some students would even go to the extent of assisting teachers in maintaining them (Ibid.). They are:

> *"- Every person deserves — and owes — respect;*
> *- Nobody may interfere with another person's right to learn;*
> *- School is a place to learn how to settle disputes by talking them through."* (Ibid.)

It is recommended for teachers to share them with their students so as to reduce misbehavior. With that, there are teachers who cannot yet get to the top of classroom management. Some say that their failure at handling disruption is attributable to their wish of being liked by students or even to their shyness (Hudson, 2009: 85). However, these are not necessarily the only reasons why some teachers fail to defend their corner as Hudson calls to mind their absorption in teaching and passion about the content (Ibid.). These two can blind teachers from the rest of teaching aspects. Teachers are therefore advised to pay close attention to their teaching and how it is conducted, the points it misses, and how learners receive it. It would also be beneficial to enhance their understanding of how learning occurs and why learners misbehave (Ibid.).

4.5.2.7. Ethics and Humbleness

As in all professions, the best of teachers are the ones with the best ethics, because what we teach is, in reality, our ethics and who we are (in Smoot, 2010: 155). Good teachers orchestrate the class fairly rather than turning to rigid control (Adams & Ross, 2010: 22). This means that students are not passive nor abandoned. Every one of them has notes to play. They

handle their own learning, they teach each other, and they are held accountable. Qualified teachers are fair and responsible, features that the sample of this research mentioned and that improve the quality rank of teachers' performance.

Another vision is that of Tom Nordland who notices that: *"My best teachers never judged me"* (in Smoot, 2010: 133)*.* This aligns with what is scholarly known as humanism and empathy, and what the sample puts as respect to students, leadership, tolerance, trust, patience, and making learners feel well in class. All these qualities make a person -a teacher- unjudgmental towards others -learners- which helps establish good relationships and reap better learning outcomes. For this, teachers are invited to practice acceptance for learners as they are and without labels. This can be viewed as part of a larger picture, that of confident teachers. The universally-held acclaim that great teachers believe in what they do is still true (Smoot, 2010: xv). Not just that, they are purposeful and almost always youth-spirited (Ibid.).

As it happened, effective teachers are also effective communicators yet simultaneously spontaneous, genuine, and humble (Moore, 2000: 145). They are competent, reflective, thoughtful, and creative (Ibid., p. 145-146). They realize they are researchers besides being practitioners (Ibid.). They keep learning and action-researching in order to self-evaluate, better understand, and improve their practice (Ibid.). This is what makes them role models and influencers in the eyes of students. Adam and Ross conceptualize that:

> *"Successful educators personify the ideal learner – they are self-motivated. These teachers provide structured learning without being rigid. They are constantly seeking new and better ways of achieving success. They are relentless problem solvers. They take a realistic and practical approach toward a long-term goal of learning – and the love of learning – for every student."* (Adams & Ross, 2010: 19)

The ethics and manners of great teachers go hand in hand with their content performance. They master the subject matter, the pedagogy needed, communication, and dealing with learners, but they remain humble and modest. These traits will be further displayed and classified in the coming section.

4.5.3. Implications in Relation to the Recognition and Making of Great Teachers

4.5.3.1. The List of High Caliber Teachers' Attributes

To theorize the findings of this study, the following list (Table 4.1) was designed from findings in Table 3.5. It may contribute to the existing literature. It was built based on the sample's views which include both teachers' and pre-service teachers' conceptions about the profiles of excellent teachers.

Table 4.1: The Suggested List of Highly-Qualified Teachers' Traits

1. Masters teaching, competent / fabulous and unique teaching methods and techniques / skillful teaching /explains well
2. Motivational, encouraging, engaging
3. Caring, attentive, loving, compassionate
4. Helpful, supportive
5. Advises and guides
6. Kind
7. Amazing and inspiring
8. Good sense of humor, fun, funny
9. Loves her/his job, devoted, teaches from the heart
10. Respectful, treats students well
11. Good relationship builder
12. Serious
13. Enthusiastic, passionate
14. Masters the module / subject matter, knowledgeable
15. Simplifies things and facilitates them
16. Impactful, influencer
17. Makes the lesson enjoyable and interesting
18. Makes learners feel comfortable in the classroom
19. Tolerant, open-minded, easy-going
20. Makes students love learning
21. Enhances students' self-confidence and self-esteem
22. Makes students feel well
23. Unforgettable

24. Understanding, comprehensive

25. Loved and appreciated by students

26. Fair

27. An educator who gives moral lessons and shapes behavior

28. Hardworking

29. Active and dynamic

30. Trusts and believes in students' capacities

31. Accepts and corrects mistakes without offending students

32. Charismatic, strong

33. Polite, friendly

34. A good classroom manager

35. Talented, innovative, creative

36. Self-confident

37. Smiles in class

38. Listens, a good listener

39. Interesting

40. Role model, teaches by example

41. Encourages expression and creativity

42. Patient

43. Responsible, conscientious

44. Punctual

45. Loves students

46. Positive, hopeful

47. A good communicator

48. Well-organized

49. Respected

50. Calm

51. Compliments and rewards / gives positive feedback

52. Disciplined and well-mannered

53. Humanist

54. Intelligent

55. Purposeful, knows what s/he is doing

56. Contributes to society through her/his work / realizes her/his role in the building of

the nation
57.A giver, generous
58.Involves learners
59.Wise, mentally strong
60.Great personality
61.Teaches about life not just content
62.Joyful
63.Calls students by their first names
64.Gives importance to all students
65.Humble, modest
66.Brings out the best in students
67.Answers students' questions
68.A reader who encourages learners to read
69.Keeps learning
70.Uses storytelling in class
71.Proud of students' achievements
72.Leader
73.Spontaneous
74.Makes feel time goes unseen and fast
75.Uses only the target language
76.Honest
77.Knows students' needs
78.Brave
79.Collaborates with colleagues

The previous table merges learner-related, academic, professional/teaching-related, personality/personal/humane, and psychological/mental/cognitive profiles together. The researcher assessed and classified them based on the nature of each trait so as to build five distinct categories. Often, the latter could not be distinguished or extricated clearly nor definitely. Discerning the suitable category for most features was not sure nor easy. Because of this, readers may disagree with the following, add to it, or modify it.

Learner-related features are those that rely on students' judgement or that are about them. Academic characteristics have to do with academia, the subject matter, the content, and

its handling. Meanwhile, psychological, mental, and/or cognitive attributes pertain to the teacher's, sometimes learners', psychology, mentality, and/or mind in general. Some of them can be categorized as personal traits. On another hand, teaching-related and professional traits constitute one of the two most-packed groups of traits. This class contains aspects that are related to the profession of teaching, items like mastering teaching and classroom management. The most-packed column is that of personality qualities which also encloses personal and humane points like helpfulness, tolerance, and modesty. Some traits can be found in more than one category because of their multifaceted nature. Results are brought together in the coming table.

Table 4.2: The Classification of Highly-Qualified Teachers' Traits

Learner-related Traits	Academic Traits	Psychological / Mental / Cognitive Traits	Teaching / Professional Traits	Personality / Personal / Humane Traits
Amazing and inspiring	Masters the module / subject matter, knowledgeable	Motivational, encouraging, engaging	Masters teaching, competent / fabulous and unique teaching methods and techniques / skillful teaching /explains well	Helpful, supportive
Impactful, influencer	Simplifies things and facilitates them	Caring, attentive, loving, compassionate	Loves her/his job, devoted, teaches from the heart	Caring, attentive, loving, compassionate
Makes students feel	An educator who gives	Good sense of humor, fun, funny	Respectful, treats students	Advises and guides

well	moral lessons and shapes behavior		well	
Unforgettable	Encourages expression and creativity	Makes learners feel comfortable in the classroom	Good relationship builder	Kind
Loved and appreciated by students	Contributes to society through her/his work / realizes their role in the building of the nation	Tolerant, open-minded, easy-going	Serious	Amazing and inspiring
Trusts and believes in students' capacities	A reader who encourages learners to read	Talented, innovative, creative	Enthusiastic, passionate	Respectful, treats students well
Enhances students' self-confidence and self-esteem	Keeps learning	Listens, a good listener	Simplifies things and facilitates them	Impactful, influencer
Makes learners feel comfortable in the classroom	Uses only the target language	Encourages expression and creativity	Makes the lesson enjoyable and interesting	Tolerant, open-minded, easy-going
Interesting	Collaborates with colleagues	Positive, hopeful	Makes learners feel comfortable	Makes students feel well

			in the classroom	
Role model, teaches by example	/	Calm	Makes students love learning	Unforgettable
Loves students	/	Humanist	Advises and guides	Understanding, comprehensive
Respected	/	Intelligent	Fair	Active and dynamic
Involves learners	/	Purposeful, knows what they are doing	An educator who gives moral lessons and shapes behavior	Charismatic, strong
Teaches about life not just content	/	Wise, mentally strong	Hardworking	Polite, friendly
Calls students by their first names	/	Calls students by their first names	Accepts and corrects mistakes without offending students	Self-confident
Gives importance to all students	/	Gives importance to all students	A good classroom manager	Smiles in class
Brings out the best in	/	/	Role model, teaches by	Listens, a good listener

students			example	
Answers students' questions	/	/	Punctual	Interesting
Proud of students' achievements	/	/	A good communicator	Patient
Makes feel time goes unseen and fast	/	/	Well-organized	Responsible, conscientious
Knows students' needs	/	/	Compliments and rewards / gives positive feedback	A good communicator
/	/	/	Involves learners	Calm
/	/	/	Teaches about life not just content	Disciplined and well-mannered
/	/	/	Uses storytelling in class	Humanist
/	/	/	Uses only the target language	A giver, generous
	/	/	Knows students'	Great personality

			needs	
/	/	/	Collaborates with colleagues	Joyful
/	/	/	/	Humble, modest
/	/	/	/	Leader
/	/	/	/	Spontaneous
/	/	/	/	Honest
/	/	/	/	Brave

As previously explained, some traits can be counted within more than one category such as being caring and attentive which is considered by the researcher as both a psychological/mental trait and a personal/humane one. The distinction in Table 4.2 is quite subjective as it represents the researcher's view and could be reconsidered, redrawn, or revised by other researchers or practitioners.

4.5.3.2. The Role of Administration

The administration of the place where teachers exercise, be it at school or a university department, has an incontestable impact on their performance. Price gives prominence to this through perceiving that: *"Most teachers will go to the ends of the earth for an administrator who allows them to share in decision making"* (in Scherer, 2003: 191). Involving teachers in planning, scheduling, grouping students, distributing duties and tasks, does not only empower teachers and make them more confident, it also makes them aware of some subtle details that can help much with teaching and classroom management. It allows them to learn more about students, and thus, to improve their teaching. Along that line of thinking, administrators are invited to moderately involve teachers in decision-making mostly in matters that are directly related to them, their teaching, and/or their learners. It is also very advisable to create a *"user-friendly school"* (Ibid., p. 193), one where teachers have a convenient lounge room with

relaxing chairs and desks. Every administration that is seeking a better quality of teaching and learning might consider the following questions:

> *"Do teachers have private, conveniently located restrooms? Do they have access to a private phone that they can use to make appointments, check on a sick child, or transfer bank funds? Do teachers have a quiet place where they can congregate just to put their feet up, have a cup of coffee, and take a breather for a few minutes?"* (in Scherer, 2003: 193)

Answering these questions positively is the least that can be done for teachers by their administrators and/or stakeholders.

4.5.3.3. The Role of Policy Makers

When Scherer asked Professor Berliner: *"What can the profession itself do to improve the quality of teachers?"* (Scherer, 2003: 17), he suggested a twofold approach: the first is concerned with enhancing salaries, and the second with improving the working conditions for teachers which will allow them to be more implicated in their job and in designing programs, curriculums, exams, even managing the school or the department. Amongst teachers, there are many thoughtful and wise planners whose participation in decision-making is missed because of irreducible circumstances be them personal or professional. To encourage them and boost their presence in professional life, more remuneration and better working conditions could be attributed to them as well as to the best teachers (Ibid., p. 19). When asked again: *"We recently published several articles arguing the value of merit pay. Will merit pay improve the status of teachers and make them more accountable?"* (Ibid.), Professor Berliner implicitly replied that teachers who succeed to obtain teaching certifications that prove they have excellent knowledge and abilities should receive a merit pay. However, he warned of the possibility of cheating as some teachers might refer to doing the wrong thing, either by tightening the syllabus or by amplifying learners' scores in order to get the rise (Ibid.).

In Algeria, we might create a similar national certificate and merit pay for excellent teachers all while keeping in mind the aforementioned warning, eradicating bribery and nepotism, and taking drastic measures to make sure the merit is received by those who deserve it. Prior to that though, it is urgent to strengthen salaries to all teachers. The constant obstacle to such agendas and other educational programs is often budget restraint. Politicians and policy makers search for low-priced and economic means to better the quality of teaching,

some of which might work, but it should not be forgotten that when a crisis appears in the horizon, it is essential to implement momentous solutions before things get out of control (Goodwyn, 1997: 115-116).

Scherer (2003) elucidates the multi-components of the evaluation model that can be used to decide on teachers' pay based on their competence and performance. It is contained in Figure 4.3.

Figure 4.3: Steps in the Multi-Component Evaluation Model
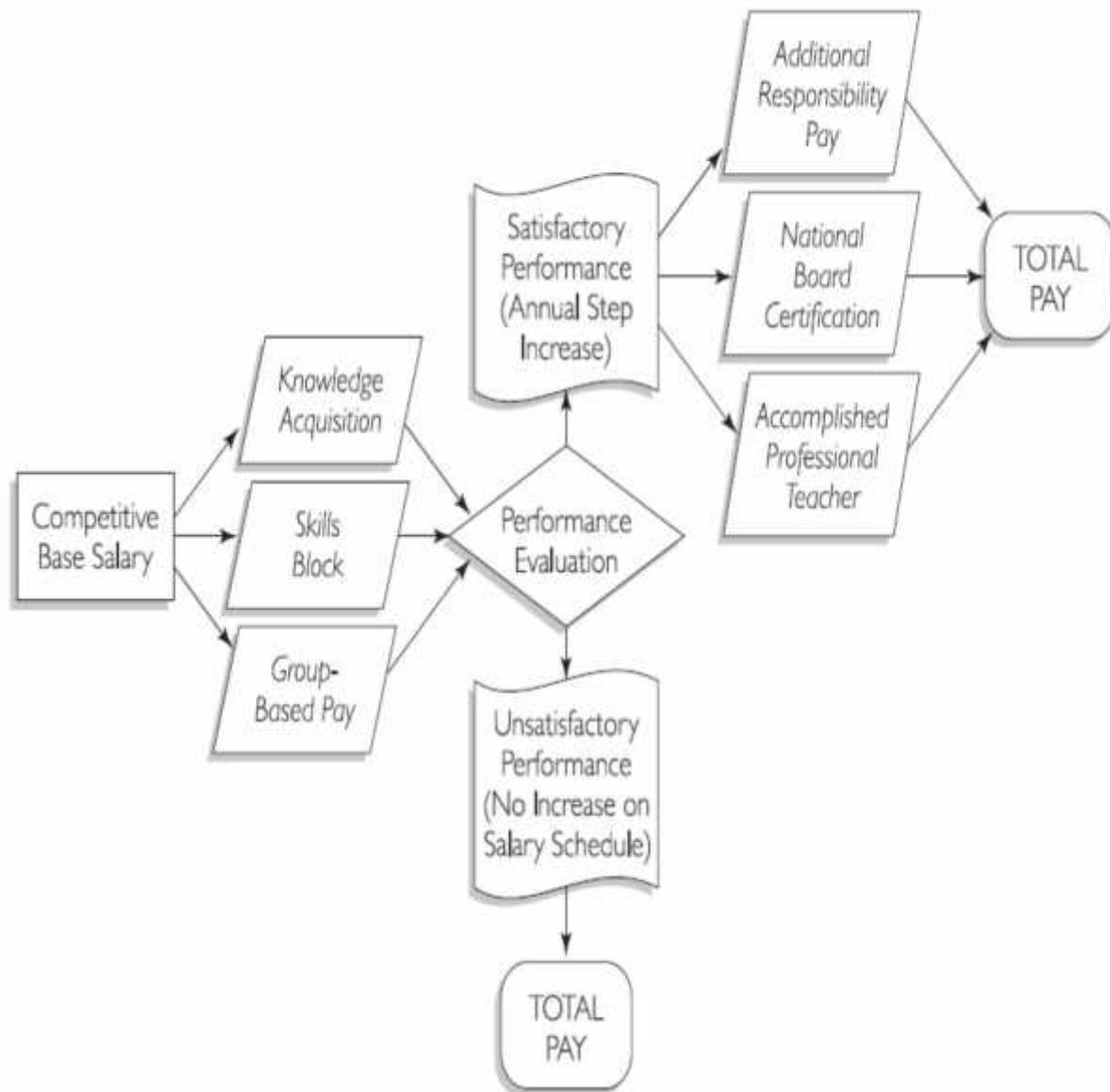
(Scherer, 2003: 96)

Such a framework can be shared with teachers and evaluators and made known to all parts as it has the potential to push teachers to do better in their job. It would be clear to all practitioners that an accomplished professional teacher's pay is better than that of a teacher whose performance is fairly gauged by honest specialists as unsatisfactory. Teachers cannot be judged only based on their students' scores in standardized exams because this can pressure them to *"feel under the gun, fearing for their jobs and their reputations, then their willingness to broaden their pedagogical repertoire is sharply diminished"* (Brody et al., 2004: 207). It can also give them the reputation of being materialistic. This is why it would be better if teachers' performance is assessed based on their actual teaching, their classroom atmosphere, their cooperation with colleagues, the ideas or plans they may contribute, and even their colleagues' and learners' truthful feedback.

There are supplementary issues to be taken into account. In the prevalence of ideas that consider great teachers to be bestowed with incomparable inborn prowess and aptitude like some movie teachers, teaching standards should not be so augmented that most candidates or teachers feel discouraged (The Economist, 2016). It is crucial to keep things in balance and to encourage teachers' creativity and innovation instead of compelling them to stick to dogma or to the set diktat to the letter (Ibid.). Looking into this trail, it is equally vital to remember that good teaching can come in different shapes as it accepts pluralism. Parker Palmer goes further to suggest that:

> *"Good talk about good teaching can take many forms and involve many conversation partners–and it can transform teaching and learning. But it will happen only if leaders expect it, invite it, and provide hospitable space for the conversation to occur. Leaders who work this way understand that good leadership sometimes takes the form of teaching. They lead from the same model we have been exploring for teaching itself, creating a space centered on the great thing called teaching and learning around which a community of truth can gather."* (Palmer, 1998: 160)

This quote puts teaching and leadership face to face. Without supportive, democratic, and well-informed leaders and policy-makers, sustaining good teaching gets hard. Honesty and ethics are also of incredible importance to give good teachers the value they deserve as well as impetus to continue.

4.5.3.4. Material Design and Syllabus Adaptation

One vital question every teacher, inspector, educational leader, and practitioner might ask themselves is: *"So which is important—how much I cover, or how much stays with my students?"* (in Smoot, 2010: 46). A reflective teacher asks him/herself many questions and thinks of every student. They wonder about how to engage learners and how to help them learn. The point is to teach all students not all the program. It would be great if all the program is delivered to all students successfully, but full coverage of content at the expense of real learning by all learners would be some sort of cramming. When adapting syllabuses or designing materials, those in charge are invited to probe the inquiry above. Inspectors and evaluators are invited to weigh which is more efficient before blaming teachers for lagging behind in achieving the program without trying to grasp the real reasons why they could not finish.

Congruently, there is a direct link between curriculum and/or syllabus development and teachers' practice. When they are involved in the process instead of having the document imposed on them, they would understand it better, then go the extra mile in putting it to practice (Rudduck, 1991: 92). Regardless of who designs the program and textbook, it remains the teachers' job to familiarize, adapt, amend, and supplement them as much as possible based on learners' needs and the requirements of the immediate context (Broughton et al., 1980: 176). The teachers are better aware of their learners' level, culture, social background, financial rank, general knowledge, degree of intellectuality, interests, and expectations, and are recommended to attune the materials fittingly (Ibid.).

This, as Broughton et al. (1980) contemplate, leads us to another aspect of classroom organization which pertains to lesson planning and material selection (Ibid.). It has to do with how to present the lesson, how much time is devoted to each task or step, what to keep and what to omit, what mode and technique suit the stage, whether some humor is needed, when seriousness is favored for better outcomes, and so on (Ibid.). More experienced teachers are more likely to bear such aspects in mind and to take decisions about them according to their learners' requirements, all while planning the lesson (Ibid.). Consequently, teacher training programs can make sure to, first, bring pre-service teachers' awareness to similar aspects while tutoring them on lesson planning, and second, to practically train them to plan lessons for a specific audience whose requirements they know or can anticipate, and thus, prearrange the lesson to meet these requirements.

In spite of all, *"no teacher can anticipate everything and all good teaching demands thinking on one's feet"* (Ibid.). Good teachers, and all teachers, are every so often obliged to take instant decisions about unforeseen situations or questions.

4.5.4. Implications in Relation to Teacher Preparation Programs

Until today, language teacher programs in Algeria have been ensuring courses in both language modules, like the macro-skills (listening, speaking, reading, and writing) and micro-ones (grammar, phonetics), and content or teaching modules, like TEFL, curriculum design, material design, pedagogy, and educational psychology. These modules are generally taught by instructors who try to focus on both theory and practice, but for reasons like limitations of time, space, and even equipment, the theoretical part earns most of the time of the course. On another stand, practicum experiences are organized in two two-week blocks -a month- with a mentor who is either a middle-school or a high-school teacher. An inspector supervises the whole operation, and at its end, the trainee teachers submit their practicum reports to the department, which in turn transfers them to the supervising inspectors for evaluation and marking.

There are persistent wonders about the efficiency of this scheme and about the quality of the mentors or the trainers. Mark Brubacher confesses that it is not easy to locate apt and well-skilled mentors *"who can model, coach, and supervise the student teacher's learning effectively"* (in Brody et al., 2004: 211). The author advises teacher induction programs to adopt ground-breaking training methodologies and to search for *"experienced, expert classroom teachers"* and innovative teacher educators (Ibid., p. 115).

On another side, the participants involved in this study put forward many suggestions for the improvement of teacher training programs plus for that of the quality of teaching and learning. Amongst what they proposed are:

- Focusing on teacher trainers' development and education as it is essential to keep them updated and to offer them opportunities for continuous development. This will be of benefit to their trainees.
- Giving importance to the humane and psychological sides of both teachers and students by trying to understand their needs, providing occasions for rest and educational entertainment, conducting surveys about their mental health and lifestyles, and ameliorating their life conditions as much as possible.

- Providing cognitive and affective teacher training besides the training on content.
- Bettering the standards of pre-service teachers' selection and those of teacher educators' recruitment.
- Recruiting inspirational and competent training teachers.
- Selecting students who have passion, love, and willingness to become good teachers.
- Increasing the time allotted to teaching practicums for trainees.
- More practice than theory, more practical modules, and more field work.
- Having the teacher internship every year or at least starting from the third year, not just during the last year of the training.
- Updating the teacher training programs and the curriculums used.
- Involving expert teachers and teacher trainers in the design of teacher training curriculums.
- Determining the exit teacher profile and setting clear objectives to be able to achieve them by the end of the training period.
- Choosing relevant training content with what will be met in work life and adopting more hands-on activities similar to the ones that might be used in real teaching.
- Making lessons relevant and authentic to the terrain and its demands.
- Novice teachers and teacher trainers ought to be supported, mentored, trained more, and coached.
- Training future teachers and all teachers on reflective teaching, self-evaluation, and continuous learning.
- Training would-be teachers on group work, project-based learning, cooperation, and collaboration.
- Training them on experiential active learning, autonomy, empathy, learning personalization, and relevancy.
- Practically training them on how to know their learners, needs, learning strategies and preferences, and on emotional intelligence.
- Teaching leadership and encouraging creativity and innovation.
- Training in effective communication.
- Teaching future teachers to search, do action research, think critically, and encourage reading.
- Providing thorough practical training on lesson planning.
- Setting clear and achievable teacher training objectives.

- The teacher preparation program should be simple yet efficient, goal-oriented, motivating, fun, and enjoyable all at the same time.
- Any lesson done theoretically should be put to practice.
- Providing constructive criticism and a good learning environment.
- Updating the school's materials when and where needed: better classes, better equipment, and better ICTs.
- Including modules on professional development, ICTs, and material design.
- Connecting the program with other teaching programs and collaborating with them.
- Providing trips, when possible, to anglophone countries to encourage future English teachers to improve the language.
- Shedding more light on pedagogy and psychology as modules and as practice.
- Making teachers feel their importance to society.
- Training pre-service teachers to become good teachers not just teachers.
- Changing assessment methods because exams cannot weigh teachers' tangible performance.
- Reducing the number of pre-service teachers per group as it allows their trainers to coach each one of them better.

These are, overall, the suggestions provided by the sample, but without a shadow of doubt, other viewers can have other and different opinions. In this regard, surviving in the classroom as a teacher demands practical knowledge. Today's classes are nothing like the nineteenth or even twentieth century classes where teachers relied on presenting their knowledge of subject matter and on their learners' discipline, silence, and reception. These data no longer fit in nowadays' pattern. For this, Carol Rolheiser and Stephen Anderson write that prepping teachers currently necessitates modern approaches as well as proactive continuous development in order to keep teachers in the know about evolving changes in society, culture, and teaching practices (in Brody et al., 2004: 13). With that, the authors notice that perceptions about the *ideal teacher* as well as those of preliminary teacher training can be expanded *"from a limited focus on developing individual expertise in the classroom, to a more complex image of teachers as interdependent professionals working collaboratively with one another and with other partners in education"* (Ibid., p. 13-14). The spirit of collaboration and networking makes it easier to set and attain group objectives like excellence in teaching, sharing views of teaching and learning, teacher development, as well as of effectiveness (Ibid.).

The lists of qualities presented earlier in this work entail that there is a myriad of skills and qualities that student-teachers need to learn, acquire, and develop (Goodwyn, 197: 127). Careful meticulous planning is required to train candidates on them; it is also necessary to vigilantly select mentors and trainers who can coach the trainees accordingly (Ibid.).

Most specialists urge teacher education programs to focus on practice rather than theory, on the understanding of learners' needs, and critical thinking (Civinini, 2017; Nieto, 2006: 470-471). As for Nieto, she advocates:

> *"[...] programs that encourage prospective teachers to learn more about the students they will teach and the contexts in which they live, and to respect their families and communities. We can provide experiences—through courses, field experiences and extracurricular activities— that will help prospective and practicing teachers learn to speak other languages and learn about cultures other than their own. We can create a climate through innovative courses and assignments, for example, in which prospective and practicing teachers can become critical thinkers. We can help practicing and prospective teachers understand—through dialogue in courses and seminars, through interactions with excellent teachers, through critical readings, and through reflection in journals and essays—that teaching is more than a job but different from missionary work."* (Nieto, 2006: 470-471)

We often hear people describing teaching as a noble job which might insinuate that erring is not allowed. Notwithstanding, when deeply thought of, the one advice that can make the difference for many teachers is tolerating them to make mistakes while trying to improve their practice, all without causing them frustration, punishment, humiliation, or even threats of dismissing (Rose, 2001: 258). Teacher trainers, inspectors, and administrators are all invited to assure that teachers get support instead of losing face as they learn to teach or try to innovate, and to regard their mistakes as signs of progress.

4.5.5. Implications in Relation to Continuous Teacher Education and Professional Development (PD)

Becoming a good or a great teacher, Heynoski et al. (2014: 9) think, is a process not a destination. Learning to teach does not stop when the practicing teacher graduates from their training program. On the contrary, that is when a long route of continuous development commences. The authors approve that great teachers share nearly the same secrets of continuous development: experimenting, opening themselves to new learnings, learning

nonstop, trying new methods, and keeping in mind that not all available notions and initiatives are feasible, thus filtering them before adoption or use (Ibid., p. 5-6). After all, teacher professional development (PD) determines the quality of students' learning. They go in the same direction and are proportionally contingent upon each other (Sagor, 1995: 27).

Moreover, assiduous professional learning can keep the same objectives of teacher education so as to concretize the promises of public education (in Scherer, 2003: 212). To encourage and sustain qualified teachers, it is deemed vital for PD programs to help teachers regenerate and refresh these three: *"enthusiasm, competence, and caring"* (Ibid.). It is also essential to consider these programs as motivation sources for teachers, as ways to boost their creativity, professionalism, and intellectuality rather than as head-fillers and occasions for the transfer of theoretical concepts (Ibid.). While flexibility, resilience, and plasticity are counted among this century's key learning and work skills (Fadel & Trilling, 2009: 75), both teachers and their trainers are advised to not adopt every concept or innovation that emerges as a trend in the field without inspection (Sapon-Shevin, 2004: 4). Some of them turn out to be ineffective or to be passing *"fads"* that get replaced by new ones shortly (Ibid.), which again evokes the necessity of teachers' critical thinking and intellectuality to assess the state of affairs before any measure is taken. Ongoing professional growth allows teachers to recognize such mechanisms and to reinforce their skills. Unfortunately, PD might be negatively reckoned, as is the case, by many practitioners as a means to compensate for the deficit in teachers and their lack of competence, while it is often maintained so that teachers better appreciate their job, learners, and contexts (Christison & Murray, 2011: 198).

Lifelong learning appears as a major contemporary learning and teaching blueprint (Gijsbers et al., 2011: 29). Due to this, both books and experience are required on the road of continuous professional development (Arends & Kilcher, 2010: xxii). Teaching practices can be sought through reading, taking extra courses, in-service seminars, workshops, conversation with colleagues, in-class observation, and/or reflection (Ibid.). *Book study* is indeed an ageless learning mode that teachers can use while seeking PD (Ibid., p. 356). Along books, extra college or university courses can be of significant importance as long as they are associated with in-service development opportunities like observing colleagues or being observed and assessed by them (Ibid., p. 8). Therefore, teachers are counselled to keep learning, attend conferences and workshops, read, do classroom observation, get observed by colleagues, get a mentor if possible, and preferably to join a professional teacher network where teaching themes and practices are discussed.

"To become and continue to be a professional in any field requires a commitment to professional competence" (Christison & Murray, 2011: 198). While lifelong learning and constant PD seem to be the proper means to sustain one's professionalism and proficiency, some still wonder about the significance of continuous development (Ibid.). The answer to them would be that PD assures both the amelioration of teaching practice and the enrichment of one's knowledge, skills, and techniques (Ibid.). PD allows teachers to meet each other as well as to come in contact with other professionals which, in turn, allows for diffusing experience, communicating concerns, engineering collective solutions, and having a support system. Last but not least, PD spares teachers the troubles of professional monotony and of repeating the same things without alteration which eventually leads to burnout (Ibid.). PD and the peer support it ensures can actually aid teachers to withstand the drawbacks of the profession and to stay in it (Ibid.).

4.5.6. Other Implications

Teaching can be compared to a couple of other professions. Earlier in this work, we saw how it can be matched up to surgery. On their side, Cooper and Ryan (2010: 520) measure up becoming a teacher to stone sculpting. The disparity, though, lies in the fact that the sculptor turns stone into a piece of art whereas the teacher plays both roles: the sculptor and the stone (Ibid.). Over the days and years of teaching, teachers change. Their practice ultimately sophisticates, their character metamorphoses, and their patience either grows or shrinks. Those who have been in teaching for long stretches of time confirm that not only teaching shapes their learners, it also sculpts them through experience. Although there is a mounting highlight on ongoing PD and earning more qualifications, it is essential to not ignore the weight of experience and the effect of human touch (Goodson, 1992: 177). It is also quite possible that in the past decades where PD opportunities were unavailable for several teachers, direct contact with learners and teaching experiences were enough to sustain teachers' growth. Thereby, in the midst of today's buzzing prospects and development paradigms, the basics of teaching, learning, and teacher learning had better not be withdrawn.

The experience teachers build can be of great use to policy makers. Some experts keep calling for complete curriculum changes for both learners and teachers. If, again, teachers are not to be consulted and involved in the operation, then many mistakes may be repeated, plenty of needs will be overlooked, and teachers' experience will remain silent for the time being.

What would be of further use besides the individual teacher's experience is the collective teachers' involvement which may lead to the subsequent inquiry.

4.5.6.1. Teaching: An Individual or a Collaborative Activity?

Reformers like Corcoran (1995), Loucks-Horsley (1998), and McLaughlin and Talbert (2006), see that networking with colleagues, collaborating with them, and having them coordinate is a game-changer for both teaching and PD as it allows teachers to share and to learn from each other's experiences. There are two main arrangements for teacher networks: *Professional learning communities and critical friends groups* (Arends & Kilcher: 2010: 357). The former, professional learning communities, are regarded as: *"ongoing groups of teachers who meet regularly for the purpose of increasing their own and their students' learning"* (Lieberman & Miller, 2008: 2). In other words, they are some form of forums where teachers meet, converse, share knowledge, and collectively reflect about their practice (Op. cit., p. 357-357), which makes them, in some sorts, much like critical friend groups where friend teachers meet, work together, and talk about multiple aspects of their job and lives. This gets better and easier in a digitally-networked world where professionals can connect on social media or specialized educational forums and platforms.

To exemplify, Arends and Kilcher (2010) tell of a beautiful experience that occurred at Southside High School. The experience can be taken as a model to learn from. They write at the inception of their book, *Teaching for Student Learning*, the following:

> *"At Southside High School teaching is no longer a private activity. Improving instruction is an ongoing goal, and there are many opportunities for teachers to share and help one another. Through the use of peer visitations, examining student work, study groups and reflective dialogue, teachers at Southside work and learn together. Monthly teachers use peer visitation to observe two of their colleagues. Over the course of a year, each teacher will participate in 18 classroom visits. A different subject area is featured each month so all teachers open their doors to their colleagues. Teachers also participate in study groups that meet once a month. Each group determines the topic they will pursue."* (Ibid., p. 1)

Thanks to this collaboration, the school's atmosphere has improved and a real professional learning community has been established (Ibid.). It is true that each teacher is on their own inside the classroom, but the presence of a support system in the form of a community or a network moves teaching from the column of individuality to that of group

work and collaboration. Adams and Ross (2010: 3) substantiate this idea and endorse that good teaching is a team work even if it seems like a private or individual achievement. Not just that, when effective teachers join forces, learners would benefit from the *cumulative impact* as they start getting good teachers for a series of years, terms, or courses not just once or twice per life (Ibid.). Consequently, qualified teachers often work in partnership with other colleagues or other teacher networks, which are easily built today thanks to Internet and to both social and professional online networks like, respectively, Facebook and Edutopia. Great teachers act as a team (in Scherer, 2003: 221), or at least as pairs or triads. They rely on each other, share resources, comfort, and support one another (Ibid.). *"Outstanding teachers quickly become identified as school leaders, whom other teachers admire and turn to for advice or collegial sharing"* (Ibid.). They also work in harmony with the administrators, parents, and even learners (Ibid., p. 222).

Effective teaching is definitely a collaboration of many efforts. Nevertheless, *"the approach to change is therefore both individual and institutional"* (Durrant et al., 2000: 139). This echoes that both individual and collective efforts are invited and needed to improve the quality of teaching and education overall.

4.5.6.2. Problems, Blame, and Support

Problems do occur in any educational space or teaching context. During crises, teachers need to receive support, be it material, mental, affective, social, or professional, from institutes, co-workers, co-teachers, administrations, parents, and even learners. Making educational institutions feel safe is as important to provide for teachers as it is for learners. It is equally crucial to remember that teachers are not responsible for all learners' failures, and that every partaker from the aforementioned, even society, has their share of liability (Broughton et al., 1980: 175). The authors explain that:

> *"[I]f the wrong language is being taught to the wrong people in the wrong size of class for the wrong periods of time, it is not the teachers or the pupils who should be blamed for the failure of the system to produce fluent English sneakers. But at the same time there are many ways in which the teacher can make the best of the situation that he is faced with, especially if he bears in mind that there is no teacher in the world who is satisfied with the conditions which he is asked to teach in. The teacher's duty is to make sure that his teaching is appropriate to his class, that is organised systematically, and that it is exciting."* (Broughton et al., 1980: 175)

Problems cannot be viably surmounted if teachers are often reproached or if teachers keep blaming themselves for their occurrence. Neither teachers' performance nor their spirits may improve this way. In fact, when teachers' expectations are elevated, such culpability is difficult to preclude. Entering the class with an objective like *"reaching every student"* is prominent, yet too risky and perhaps unworkable (Heynoski et al., 2014: 9). It is very probable for teachers with such goals to leave the classroom blaming or criticizing themselves. Such teachers are often full of passion, positive expectations, hope, and cheerfulness, all traits of great teachers. They are teachers who believe in what they do, in their learners' abilities, are committed, and who strive to get learners to want to learn in the first place (Ibid.). They are teachers with a vibrant professional conscious. This, however, does not entail that their performance ought to be great all the time. Goldberg (in Scherer, 2003: 222) cogitates that even if excellence in teaching is the fruit of constant and persistent performance, there are always bad times when teachers cannot be at the top of their profession. These times can extend from a day to a couple of years. Some of the best teachers have had tough years and tough circumstances that made it hard to teach, circumstances like moving to a new school, department, or city, launching and adapting to a new curriculum or method, family issues, divorce, raising children, assisting old parents or a sick family member, health problems, financial setbacks, sometimes even homelessness (Ibid.). While the struggle can be noticed, competent teachers strive to remain resilient and to maintain equilibrium (Ibid.).

All this makes the establishment of a professional support system, like a national teacher support association, for all teachers a must. Such a system can provide at least a listening ear and some understanding, and at best, concrete help depending on the kind of situation.

4.5.6.3. Gain, Reward, and Acknowledgement

Why great teaching? What would teachers get from it? What are the benefits teachers can get from the enormous efforts it demands? These questions should have probably been asked earlier in this work. Yet, for acknowledgement reasons, they have been left last as in the best for the end. For the pragmatic minds, it is necessary to mention that the outcome of improving one's quality of teaching is not always material except, perhaps, for the concrete progress in learners' scores. However, in teaching, reward can come in symbolic ways like the feeling of satisfaction, students' joy, and their gratitude that pays back in many forms.

One of my former university teachers used to say: *"You do not get rich from teaching. Don't expect that!"*. He is right if all we think of is the money. In teaching, though, we do get rich just not with money but with *human capital*. It has been years since I have last met the teacher with the words above, but his teaching still goes through me. I still remember his words; they partially shape the way I think today. I even remember the way he used to go back and forth in the front of the classroom, explaining and challenging us. It is almost as if he made an investment that still pays back. Teaching is touching the future as observes the first teacher to go to space, Astronaut Christa McAuliffe (Hohler, 1986). I also teach what he taught me, which grows the investment he made in *human capital* allowing it to increase and spread. Not just him, this is the case of the majority of teachers. Unfortunately, we do not always keep in touch with all our teachers, we do not tell them every time we think of them, mention them, or every time their influence shapes our behavior and mental processes, that is if we realized the totality of their influence on us.

Great teaching guarantees the growth of human capital, and it guarantees a sense of satisfaction. Jaime Escalante sees the same. He imparts that high-quality teaching produces human capital (in Meek, 1989: 47), while Cooper and Ryan affirm that:

> *"To many teachers, the greatest satisfaction derived from teaching is the sense that they are doing important work for the common good. This realization buoys them up and helps them tolerate the less attractive aspects of teaching."*
> (Cooper & Ryan, 2010: 7)

Another advantage of teaching is the conviction it offers of doing something worthwhile with one's life and not having it wasted (Ibid., p. 26). Nevertheless, the benefits of great teaching are not only about abstract, intrinsic, and psychic reward. In some cases, like with Erin Gruwell and Mrs. Russell as seen in the first and second chapters, great teaching practically changes lives and saves them. Teachers make remarkable difference when they believe in what they do. Hudson (2009: 28-29) notes that this, making the difference to youth and society, has become an impetus for many to opt for teaching as a profession. It is also quite possible that, in an idealistic society, *"the best of us would be teachers and the rest of us would have to settle for something less"*, because the transfer of culture and the preservation of civilization over generations require responsible conscientious individuals (in Cooper & Ryan, 2010: 485). For all these values, teachers are and must be acknowledged as *national treasures* (Nieto, 2006: 461).

The foundation established by Erin Gruwell[2] and her students, the Freedom Writers, bestows another powerful metaphor on teachers. They call them *sunshine* (freedomwritersfoundation.org, 2016). This is no surprise as teachers do literally illuminate and enlighten minds. Praising teachers and rewarding the good ones for their efforts was done over centuries through both oral feedback, symbolic prizes and titles, extra honorable tasks like assigning them mentorship and coaching, and occasionally, through material recompenses. That said, several teachers find their compensation in the feeling of joy, pride, satisfaction, and/or accomplishment (Raffini, 1993: 95). Others revel in their students' achievement and find the finest reward in it (in Smoot, 2010: 121), while research proves that pre-service teachers presume that the job's reward nests in the teacher-student relationships they will establish and the impact they leave on learners (Riley, 2011: 96). Undeniably, numerous teachers say that the human contact and interaction they share with their learners are what keep them going, but this should not be a pretext to neglect the cause of improving teachers' work conditions.

Following this line of thought, one of the best ways to reward and acknowledge teachers' efforts and value would be to amend and enhance both their work and life conditions. Many teachers work in poor, almost forgotten areas. They try daily to teach well and to attend to their learners, but sometimes if not often, they cannot even find a bus to reach their work place. Others struggle with rent, insurance, or else. The institutions where they teach are damaged, lack heating in winter, or lack the basic sanitary equipment. Some also pay from their own money seeking professional development and learning opportunities. Such teachers need to be supported, rewarded, and even celebrated (in Scherer, 2003: 212). They are often remembered by their students, some colleagues and administrators with plenty of admiration and gratitude. For instance, Carl Jung[3] wrote about them:

> *"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child."* (Jung, 1954: 144)

Humane teachers touch the heart of teaching. They bring more than content to their classes. They are committed, passionate, and caring which allows them to touch the hearts of their learners as well (Languay & Strachan, 2011: 126). However, for many reasons like the

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[2] See Chapter One, page 46.
[3] Carl Jung is a Swiss psychiatrist and psychotherapist. He is a student and a follower of Sigmund Freud. He founded analytical psychology.

ones cited above, teaching seems to no longer appeal to the brightest individuals (Goodwyn, 1997: 121). To recapitulate, low salaries, alarming deficient conditions, and the continuous degeneration of socio-economic status, all led to believing teaching to be a job for loss rather than one of gain. Owing to this, teachers' self-image has also been affected as many of them started giving themselves a lower profile than that they deserve and disregarding their accomplishments and experience (Ibid.). It is always easier to point fingers at teachers and label them as unqualified than to localize teachers with strong qualifications (Ibid.). Teachers with bona fide expertise remain unspotted because there is no clear teacher-evaluation system. Thus, setting a fair sound teacher-evaluation structure and improving teachers' image would be another manner to reward and acknowledge them. Besides the implementation of a formal and official evaluation system, Dr. Zineb Djoub, from the University of Mostaganem, Algeria, suggests techniques that teachers can perform in their classes independently. She writes:

> *"The process of evaluation entails questioning one's teaching through administering questionnaires for students and through engaging in self-questioning of most actions undertaken in the classroom. Hence, teacher's evaluation remains incomplete if the teacher does not set goals and plans for achieving them."* (Djoub. 2017: 357)

But evaluation, be it institutional or independent, would be throwaway without outcomes, reward, and incentives. In the Algerian context, as can be witnessed, good teachers receive no official recognition which is why we can suggest the initiation of national annual teacher awards similar to international teacher prizes or the teacher of the year prizes that exist in many countries. They will encourage teachers to do more and better in their job. These awards can be set for different teaching levels and sectors, and can be, alternatively, planned by the states, cities, or institutes where teachers serve. To reiterate, restating what the participants shared when asked about their favorite teaching and recognition moments can give us a glimpse into what teachers appreciate. It can also provide co-workers, learners, administrators, and society with acknowledgement ideas. Plus, they indirectly reveal the non-material gains acquired from teaching. Here are some examples:

- Thank-you moments at the end of the session, term, or year.
- All recognition and gratitude moments between teachers and learners.
- Having fun in class and a pleasant atmosphere.
- Learners' expression of their thoughts and creativity.
- Holding debates, sharing, and interacting with students.

- Sensing positive change in students' behavior thanks to the teacher's efforts.
- Seeing enthusiasm, passion, and interest in the eyes of students.
- When all students understand the lesson.
- Being surrounded by motivated students: having motivated students is as essential for good teaching as is having a good teacher for effective learning. Motivated students keep teachers working hard to meet their expectations. They push teachers to search and learn more in order to keep up with their learners' questions and progress.
- Students' success and attainment of goals.
- Students' involvement, active participation, and contribution to lessons.
- Students' respect, love, admiration, and attendance.
- Moments of affinity and connection with students.

As a multi-layered and complex job, teaching is frequently intricate yet also pleasing and rewarding typically because it involves the other and requires changing roles and varying methods (Gorham et al., 2009: 202). In other terms, many teachers find solace in the job's openness to creativity, encouragement of innovation, and direct contact with the spirit of youth.

4.5.6.4. The Professionalization of Good Teaching

The professionalization of teaching in general and good teaching in particular can find roots in taking teachers' improvement and continuous learning seriously, and in rising the standards of teaching, ameliorating its conditions, and underpinning its value. Professionalization can also be sought through officially targeting and pursuing good teaching. Many teachers aspire to become good teachers, so they chase improvement opportunities and engage in development projects individually. If asked, many great teachers would say that they are autodidact, and that their skills and competences are self-taught. It was the goal of no formal program or institution to train them on becoming good teachers. It can be true that most teacher training programs focus on producing adequate teachers, that their graduates are satisfactory teachers, but what is next? What about more and what about becoming better teachers?

Designating a mentor or a supervisor to every novice teacher, assisting teachers and holding their hands, providing ways for teachers to observe themselves and others teaching, offering opportunities for reflection, collaboration, cooperation and continuous professional

development, reducing bureaucracy, proposing rewards for well-performing teachers, and overall, bettering teachers' social, economic, and professional ranks, are some implications and initiatives that can help professionalize good teaching. Next, and to bring the preceding ideas to fruition, Waller recommends:

> *"It is sometimes proposed to remedy the low standing of the teaching profession by making teaching a real profession. Let it be known that teaching is a difficult art, and one that requires years of expensive training, say those who argue for this remedy, and the people will esteem their teachers accordingly. As a part of this program, it is usually proposed to increase the amount of teacher training necessary for obtaining a teaching position."*
> (Waller, 1932: 64)

Within this line of sight, it is paramount to keep in mind that teachers get viewed as professionals and trusted as such; that is, their work decisions, innovations, and choices ought to be respected (Sapon-Shevin, 2004: 8). This allows them to uphold their efforts, contributions, and engagement, as well as to succeed in their careers. What is more, professionalism delineates the quality of one's work; yet again, there is no universal delimited agreement or definition of what being a professional means nor what it means to professionalize teaching (Goodson & Hargreaves, 2003: 4). For these reasons, Table 4.3 exhibits a humble attempt to professionalize teaching through the betterment of teacher education, selection, recruitment, and continuous development.

Table 4.3: An Overall Suggestion for EFL Teacher Education and Development Programs

Selection	Of candidates who: - Want to be teachers. - Are passionate about teaching and learning. - Love people or at least the age group they will be teaching. - Are conscientious. - Have high academic qualifications. - Have the required personal qualifications: a psychological and/or an aptitude test can be employed to detect and measure them. - Are determined to become good teachers.
	- More practice. - Training sessions every month starting from the third year.

Induction And Training	- More teaching modules (Pedagogy, educational psychology, material design, lesson planning, TEFL, educational technology, didactics, etc). - Less time on modules that are irrelevant to teaching. Instead of having up to 9 hours per week for intercultural studies, 3 hours would be enough. The remaining time can be devoted to practical training, micro teaching, and modules related to teaching. - Updating the equipment and the syllabuses, and making them relevant to what pre-service teachers will teach. - Teaching empathy, learners' needs and psychology, tolerance, and the ethics of the profession. - Training on personalized learning. - Pre-service teacher education should not deliver teachers and leave them to teach unassisted. It is necessary to offer support, consolidate, and reteach them when needed.

Recruitment And Hiring	- Recruiting members who:
	   ▪ Received training in teaching.
	   ▪ Are passionate about teaching.
	   ▪ Have been watched and assessed teaching full lessons by professional observers before they are recruited.
	   ▪ Have high academic credentials and personal traits, and have been objectively interviewed for the job.
	 - In a teaching job interview, we need to look mainly, but not exclusively, for the following:
	   ▪ Attitude and aptitude (for example, whether they like kids, are positive, flexible, and supportive).
	   ▪ Depth of subject matter knowledge and its mastery.
	   ▪ Pedagogical skills and competences.
	   ▪ Classroom management (for instance, whether they respect students and how they treat them).
	   ▪ Collaboration and coordination (like whether they respect co-workers and how they work with them).
	   ▪ Whether they accept learners' mistakes and how they handle them.

	-For teacher recruitment, psychological and aptitude tests are suggested to find out if the candidates like people (mostly kids and teenagers), if they are patient, if they are passionate, if they are leaders, etc. - Also, we can suggest to add another stream at high school, a stream for those who want to be teachers (Teaching Stream or the Stream of Teachers), so as to start their preparation and shape their personality and attitude for the profession. - Support novice teachers, and all teachers, psychologically, mentally, emotionally, and professionally.
Post-training And Continuous Development	- Providing supervisors, mentors, or coaches to accompany neophyte teachers. - Providing continuous learning opportunities. - Encouraging Classroom observation: Colleagues can observe each other while teaching. - Co-teaching, cooperation, and collaboration with colleagues need to be encouraged. - Providing, if possible, role models who should be expert teachers and allow other teachers to observe and learn from them. - Teachers need to keep learning, trying to improve, and understanding the shifting learning needs. - If necessary, providing personalized professional development that is based on teachers' needs, wishes, and deficits. - Allowing teachers to pursue personal continuous development and facilitate it for them. - Providing active professional development where teachers try new techniques and pursue practice, not a passive one where teachers sit and listen. - Offer job-embedded learning where teachers continue to learn after they start teaching. - Understanding that good teaching comes in many forms and accepting differences between teachers and their teaching styles. - Not obliging teachers to follow the same method, and praising innovation and creativity.

	- Teachers need to receive counselling and feedback on their performance at least monthly if not weekly or daily from an accompanying supervisor, mentor, or the institute's administration. - Providing a peaceful and motivating work environment. - Assuring teachers decent social, economic, and professional statuses. - Endorsing a culture of professionalism amongst future teachers. - Measuring effective teaching through learners' objective feedback and achievements, through the teachers' teaching methods, their classroom management style, and the quality of their classroom atmospheres. - Rewarding qualified teachers.

To sum up, there is no specific persona to be a good teacher, but some traits make it almost impossible for some to be good teachers like cruelty, impatience, disrespect, dishonesty, and carelessness. Parallel to the selection and hiring of fit candidates, field-based programs need to be launched. Teacher training needs to be taken from the campus to the field namely to actual classrooms. The selection of good mentors and coaches is equally essential. Not any school teacher can train pre-service and novice teachers. They ought to be experts who have the ability to train others. These are, by and large, some schemes to fulfill the professionalization of good teaching.

4.5.6.5. Beyond Models and Techniques

So far, we have seen an array of suggestions, guesses, and recommendations. It is about time to talk of post-list and post-model great teaching. In both participants' replies and the literature review, many indicated that their favorite teachers had their own unique methods. They did not stick to one model nor followed texts and rules blindly. In Lilia Bartolomé's article, "Beyond the Methods Fetish: Toward a Humanizing Pedagogy" (1994), there is focus on a *"humanizing pedagogy"* as one of the best teaching methods. Interestingly though, *"she insisted on rejecting "uncritical appropriation of methods, materials, curricula, etc" (Ibid., p. 176-177)"* (Fersaoui, 2016: 58). In teaching, there is no holistic method except, perhaps, the eclectic one. As well, a list of criteria or a checklist cannot possibly encompass all what excellence in teaching signifies (Nieto, 2006:462). This gets truer when evoking the fluctuating aspects of modern life and education. The rapidly altering demands and wishes of digital native learners -DNLs- and the adoption of Technology Enhanced Learning -TEL- are dictating new definitions to what it means to be a good teacher. For DNLs, being a good

teacher includes, besides all what this work said up to this point, mastering technology and using it in class. TEL is no myth specially during the circumstances the world is knowing in 2020. Manuel Ramirez observed:

> *"To succeed in preparing students for success and good psychological adjustment in a complex and technological society, we must get away from the one-size-fits- all mentality that is presently so much a part of the American educational system. A focus on individualizing instruction and utilizing technology can make this possible."* (in Salkind, 2008: 157)

A qualified teacher, in the TEL mode, has ICT skills, Internet ingenuity, digital resourcefulness and awareness, much flexibility, but also most of the characteristics this work mentioned. TEL has promising benefits and many additions to the field, but it is equally associated to numerous risks and dangers. This only reinstates the post-model discourse.

This work is neither finite nor does it present definite answers and formulas. The lists and competences suggested are partial as this paper is part of extensive research. This is a small addition to all the work that exists out there, whether it has been studied and mentioned in this work or not. Also, this work does not wish to pass teachers for technicians (Giroux & McLaren, 1992: xiii) or magicians who only follow procedures and recipes to the letter to get an explicit outcome. There is no such thing in this sector. Teachers are thinkers and creators (Moore, 2000: 130), engineers and entrepreneurs who design and arrange various tasks and roles in a multifaceted context (Berry et al., 2013). Wolpert-Gawron Heather interviewed Berry Barnett about his concept of teacherpreneurs. The interview was published on *Edutopia*, a platform for teachers and educators. In it, Berry elucidated what he means by this coinage: *"Teacherpreneurs are classroom experts who teach students regularly, but also have time, space, and reward to incubate and execute their own ideas -- just like entrepreneurs!"* (in Wolpert-Gawron, 2015). Not only does this encourage teachers to innovate instead of follow a one-size-fits-all teaching model, it may also constitute a giant step towards the *professionalisation of teaching* (Arends & Kilcher, 2010: 14). In other words, it makes it a job that frees teachers to adapt their work in ways that meet both their development requirements and those of their students, a job where they grow professionally to meet the standards of good teaching and good learning for their students.

Great teachers keep looking for ways that work even when they cannot locate them within a demarcated approach or model. They constantly try new ideas in search of

betterment. They focus on students' learning. They do what it takes to help with learning. They are credible, respect students, and are life-long learners. There is not a specific way, a single image, or one patent model for great teaching. The one thing in common is 'great' which is not definite. This also leads us to think that no list of criteria can be fully exhaustive and complete. The journey to greatness in teaching takes *"one grain of trust and caring at a time"* (Freeman & Scheidecker, 1999:126). It takes much from teachers and, probably, gives very little in return. Goldberg describes this in a different yet conspicuous manner when saying that:

> *"Watching a great teacher at the top of his or her form is like watching a great surgical or artistic performance. Although infinitely difficult and painstakingly planned, great teaching appears effortless and seamless. One can easily believe that it is the simplest thing in the world— until one tries to do it."* (in Scherer, 2003: 225)

One needs to be a truly passionate teacher to sense how much adrenaline and guts it takes to stand in front of learners for hours per day and teach, how much time and efforts are spent in planning, and how much courage, resilience, and determination one needs to, first, choose this profession and, second, to stay in it, to come back for another day, another term, then another year. It might seem that a good teacher's performance flows fluently without difficulties and drawbacks, but the price is often towering for *"this incredible learning journey called teaching"* (Languay & Strachan, 2011: 126) and the persistent endeavors to improve it.

The call for great teachers is underlined by *commitment to excellence* (Cooper & Ryan, 2010: 393). It is, after all, part of teachers' and teacher educators' accountability. To do one's job well is no luxury or bonus. It is a responsibility and a reflection of one's integrity. In relation to this, Parker Palmer's vision of teaching is outstanding. He makes it a question of identity and self-knowledge, of the heart, the soul, and of integrity. He observes that there is an integrity in great teachers that is rare, some kind of honesty that can only be described as heartful and artful. Teaching, to him, is based on who the teacher is, thus, teachers teach who they are (Palmer, 1998). Consequently, effective teaching cannot be limited to techniques, models, and lists, its genesis lies in the teacher's personality and integrity (Ibid.). It cannot be downgraded to information and the subject matter (Smoot, 2010: xiii); it extends to morals, ethics, human connectedness, critical thinking, creativity, empathy, wisdom and deep meta-knowledge that remains with the learner after facts are forgotten (Ibid., p. xiv).

To deepen this talk and to shape oneself into a good teacher, Burden and Williams (1997: 48) suggest self-exploration and exploitation in one's features rather than looking for an external list of characteristics and trying to be or adopt them all. Thereby, *"teachers should be trained to do their work, not following blind tradition, or even immersed in the particulars of technique"* (Gardner in McIntyre et al., 1993: 31). Experts continue highlighting the fact that good teaching is not the sum of firm lists, inflexible plans, and sophisticated materials. They are essential, but they are not all that matters. Additionally, Lori Gard (2014) discerns that students do not remember lesson plans and bulletin boards as much as they remember the teacher's person, their caring, listening, kindness, and empathy (See Annex Two for more, page 371). After some weeks or months, if students are asked about a certain lesson, they will probably be unable to evoke its factual content, but surprisingly, they can easily recall their teacher's anecdotes, personal examples, and life stories (Ibid.). Gard (2014) re-confirms that good teaching is about sound relationships and the *human touch*. He advises that excellent teaching can be reached through:

> *"Being available.*
> *Being kind.*
> *Being compassionate.*
> *Being transparent.*
> *Being real.*
> *Being thoughtful.*
> *Being ourselves.*
> *And of all the students I know who have lauded teachers*
> *with the laurels of the highest acclaim, those students have*
> *said of those teachers that they cared."* (Gard, 2014)

All these traits have recourse to integrity and uprightness. Gard, like Palmer, sees beyond the surface of teaching. Models, techniques, and efforts are imperative, but if they do not come from within, with true intentions, they remain soulless. Teaching is such a job of heart and courage, like nearly every other profession. It is about the other but also about being one's true self. It is also a job where one needs to be outspoken and needs to find their own voice and calling (Rudell Beach, 2014). This does not need to be heroic, epic, or movie-like, a teacher can eventually build their own teaching style all while remaining authentic and true to themselves (Ibid.). While undertaking diverse techniques, excellent teachers do not fail their identities and always end up teaching who they are as Palmer (1998) put it.

To go over, with the presence of many models, lists, and suggestions, it might seem that there is a particular or conclusive expert teacher profile, but there is not (Goodwyn, 1997:

122). There are many expert teachers, and each one of them has her/his unique identity for which they remain faithful.

4.5.6.6. Is There a Side-Effect to Great Teaching?

Yes, there is burnout! It is a pressure to keep trying to get and to do better. This work does not intend in any way to add to all the pressure teachers receive and endure. Rather, it hopes to help them through and to note the essentials. Good teachers are not wanted specifically because better marks are sought, but because a better learning and teaching experience is targeted. It is a win-win situation where teachers improve their performance leading learners to improve their achievements. Both teachers and learners end up enjoying and liking what they do. Nonetheless, Gorham et al. (2009: 208) confirm that: *"Teachers who are caring, committed, dedicated, and competent communicators are most likely to be prone to experience burnout"*. In fact, Anthony Gary Dworkin estimates that from one third to almost half of the teachers he surveyed feel isolated from their job and colleagues, alien to their students, have burnout, desire to leave teaching, and regret having chosen it as a profession (in Biddle et al., 1997: 459). The status quo of educational institutes plus the social, economic, cultural, and personal difficulties mentioned in this work can all justify why several teachers feel constantly tired of teaching, unable to carry on, and unable to exert more efforts.

In addition, burnout can be a sequel for constantly working hard. No one can deny that recurrent improvement attempts, continuous search, and seeking more and better is stressful and energy-depleting. This *job-related stress* can further be increased by institutional, administrative, and bureaucratic pressures (Ibid.). Even curriculum reforms can intensify the tension teachers feel (Ibid.). This tension worsens when the teacher is a competent communicator since they often get in charge of discussions, conveying decisions, and defending ideas (Gorham et al., 2009: 208). They are required to be expertly ready for intervening at any moment which puts them under quotidian communication overwork (Ibid.). Not only them, most teachers, regardless of their communication skills, talk a good deal per a teaching day. As proof, *"The average teacher talks to or with more than thirty persons on a daily basis"*, every time in a different situation that necessitates a distinct communicative style (Ibid.).

Daily overloads are the irrefutable and leading cause of overwhelm. Similarly, jobs with lofty communication requirements, like teaching, are strong triggers of burnout which makes teachers easily prone to it (Ibid.). Moreover, teachers are prone to disappointment and acquainted with unsatisfaction as it is unrealistic to achieve all objectives and fulfill all expectations (Loughran & Northfield, 1996: 111). It is frustrating for many teachers to, on one hand, comprehend their own potential and that of their learners but, on the second hand, to perceive the surrounding limitations and obstacles (Ibid.). Hence, what can help lighten up the weight on teachers' shoulders is the presence of collegial or professional support in the form of a network or a professional learning team (PLT). Seeking psychological and mental support should be no shame. No man is an island. Teachers need both assistance and resources to excel without wearing out. Educational leaders, for their part, are invited to allow teachers some days off when exhausted and to offer fully- or partially-paid vacations to help teachers restore and revitalize their energies and spirits.

A good way to evade burnout and disappointment is to be in charge of reasonable amounts of work, and when the loads get heavy, it is essential to make sure they do not extend for long intervals (Gorham et al., 2009: 213). Right after, recharging is required. It is also helpful to keep an eye on one's expectations as unrealistic hopes often provoke disappointment. It is nice to have high ones, but not too high for them to be accomplished. Furthermore, praising and self-affirmation can promote teachers' well-being and perseverance. Gorham et al. advise:

> *"Occasionally say to yourself, "good job, nice work, way to go, I made it through another day." Cognitively and orally restructuring how we react to our days and situations can make any day or situation more manageable. As H. Peck Sr. used to tell his children, "Sometimes you have to be your own best cheerleader.""*
> (Gorham et al., 2009: 214)

If truth is told, teachers need cheerleaders more than athletes do. With all the efforts and hardships, does not teaching feel like a marathon or some sort of athletics? In my personal view, it does.

4.5.6.7. Teachers' Mental and Physical Health

Inside the classroom, each mistake made by the teacher may be considered as an argument to accuse him later. In many cases, we witness that neither learners nor their parents, not even the rest of stakeholders, forgive teachers' mistakes. The latter are rarely

forgotten, and once done, teachers will have them stamped on them for the rest of their carriers. It is rarely considered that teachers, like all professionals, can commit mistakes. They are not perfect nor should they be expected to be so. Even qualified teachers make mistakes for which they should not be blamed nor punished unfairly. Teachers often close their eyes on learners' mistakes and misbehavior; they should probably be treated likewise mostly when we are sure they are hardworking.

Teachers, like the rest of professionals, are subject to both mental and physiological issues which can be caused by the profession itself or by other factors. As a highly-reflective job, teaching can lead to overthinking and eventually to self-blaming and self-disregard mostly when failures occur (Moore, 2000: 145). Thus, teachers need to be mindful of that as they need to reflect about the bigger picture of the context where they live and teach (Ibid.). This can help them tolerate their mistakes and shortcomings as well as understand the reasons behind them (Ibid.). For this, it is also essential to offer teachers psychological, mental, and moral support by assigning mentors, coaches, or even occupational psychologists with this specific mission (Scherer, 2003: 69).

4.5.6.8. Difficulties and Support

The researcher shares a similar dream with Dr. Olivier Casper who opened his inspiring book with this statement: *"I have a dream that all teachers are great teachers empowering learners to become great learners"* (Casper, 2012). Although this seems hard to guarantee for all learners, it is not impossible. This work found that many teachers and pre-service teachers aim to be qualified teachers. While the views of different minds are reported and many tips are recommended, this work does not wish to *"jump on the bandwagon of the latest 'quick fix'"* as Nieto (2006: 462) says. After all, it is rudimentary to rethink what we did and found. Does pumping research, findings, and facts into teachers make them great? Does it make the dream easy to achieve? It is probably not the case, but contemplating the findings, trying the recommendations, maybe personalizing the research findings to learners' needs and environment will hopefully be of help and insight. Doing great in teaching does not lend itself to scripts, scenarios, nor even to straightforward measurement and patent recognizing. This is an idea that many researchers and critics agree on (Hess, 2006: B07; Nieto, 2006).

Like in all fields, difficulties are part of teaching, and good teaching is extra challenging, demanding, and intricate just as learning is (Barzun, 1991: 4). For this, it is only

fair to not expect teachers to win all battles, help all students, save them, make the difference every day and with every one unless, maybe, they have a very small number of students. One cannot resist wondering: how can a teacher be there for 500 students all at once, teach them all, and guarantee they all learn well? Failure could be expected and accepted with such a big number of students and a limited amount of time, like meeting them once per week for 90 minutes or less. No doubt, many of these students will find that teacher only average or less given the previous conditions. It is even worse when the teacher has few if any sophisticated materials and equipment to teach large groups in short periods of time. Greatness and success in teaching do not come only from the efforts of the teacher. They are the fruit of many hands, hearts, and brains working together.

Large groups, shortness of time, and lack of equipment are all difficulties teachers face, and which can have a strong hand in the quality of their performance. Moreover, the socio-cultural context teachers are in can cause obstacles to the improvement of one's teaching mostly when it is coupled with a low economic status. Following Howard Gardner's logic, *"Good schools […] arise from the crucible of their culture"* (in Cooper & Ryan, 2010: 54); good teaching, as well, arises from the social and cultural milieu. It is a culture thing, and while some cultures encourage hard work and excellence, others just do not care. These are, indeed, uneasy times for most teachers as the latter are often belittled and depreciated by the public which pushes them to cast doubt on their value and professionalism, and indirectly suffocates their creativity and stifles their job joy (Nieto, 2006: 461).

Other difficulties teachers face are captured in keeping up with learners', parents', and institutes' objectives, wishes, expectations, and needs (Loughran & Northfield, 1996: 112). What exacerbates the situation for teachers is that all these aspirations are not fixed, they alter frequently and defer to the impact of complex dynamics (Durrant et al., 2000: 152). All these complicate the process of teacher development and might culminate in burnout. Add to that, all the attributes teachers are required to have or embrace are not lucidly and exactly defined (Aloisi et al., 2014: 2). Their requirements are ambiguous, equivocal, shifting, and changeable from one case to another. As an instance, teachers are required to be kind, polite, and smiling, but also firm, serious, and efficient classroom managers. There are situations or classes when a teacher cannot be both smiling and firm. This is a plain example, but teachers have many similar struggles that leave them feeling worried, perplexed, tired, overwhelmed, unfit, and unworthy.

Away from the politics of teaching, teachers have so many struggles, inside the classroom, inside the institute, and outside in society. They struggle for *"professional recognition and for the associated working conditions and rewards that might bring it about"* (Goodson & Hargreaves, 2003: 1). They fight for better payment, better status, improved equipment and work conditions, more job autonomy and innovation, and for continuous professional training (Ibid.). This fabric has been part of teachers' history for decades now. There is no doubt that much advancement has been scored, but there are still teachers, in many regions around the globe, who are still fighting for the basics of their profession and lives. To regain public confidence in teachers, teaching, and education, it is convenient to take into account teachers' victories which they produced thanks to *"years of difficult and painful labor"* (Esquith, 2007: 14). Achievements and epiphanies or, as Rafe Esquith dubs them, *"educational eurekas"* rarely take place, and even when they do, they come after long cogitation and introspection (Ibid.) and much hard work.

To stand up to some of these difficulties and aid teachers with these struggles, stakeholders are invited to carefully select the educational staff. However, educational institutes have the motivated members as well as the discouraging ones. Partin clearly recommends:

> *"Avoid joining the staff saboteurs whose main function is to prevent any efforts at improvement. Their primary activities are complaining, gossiping, nit-picking, whining, and ridiculing. Rarely do they offer positive solutions or acknowledge their own deficiencies. They blame all their problems on others. Often they will be found sitting in the back at faculty meetings or clustered in faculty lounges before and during school. Treat them cordially, but resist their venomous game. They are an emotional and economic drain on their schools, taking far more than they contribute. It is unlikely that they find much joy in teaching."* (Partin, 2009: 270-271)

Such colleagues pose an extra difficulty for teachers who like their job and aspire to improve. In every staffroom, there are some. They complain often, blame students, the administration, or the circumstances, and cast their limitations on others. They do not appreciate development opportunities nor those who seize them. This is what practitioners loosely refer to as "stagnant teachers" who can be harmful to their entourage mostly to the novice teachers. The crux of the matter is that teachers seeking proficiency are invited to begin and stay on their personal development journey *"toward the best teacher"* in them

(Heynoski et al., 2014: 171) regardless of negative voices. The authors propose some ideas to help teachers endure the difficulties and preserve their enhancement efforts. Here are some:

- Adopting self-reflection and taking courses on self-assessment.
- Each institute is invited to establish a *professional learning team* (PLT) whose supporting members convene on a regular basis to share experiences and insights, find solutions, peer-assess, help and support each other. Teammates can observe each other teaching, and indicate strengths and weaknesses to one another.
- Often discuss new ideas with students and helpful colleagues. Ask for their feedback, for *"What is working better? What still needs to be done? What ideas can they offer to help you move forward?"*.
- Shifting focus from strength to growth: As many teachers have lessons or parts of the syllabus they are strong at, it is important to not feel them sufficient and to extend efforts to grow strength in the rest. Continuous slow but sure efforts to improve are momentous. Sharing these experiences and attempts with the PLT or another support network can be of help and reassurance.
- *"Consider using a journal to record your observations and feelings as you experiment"*. It helps with scrutinizing the progress, reflecting, and self-assessing. The progress barriers can easily be spotted when re-reading the journal, and thus avoided. (Ibid., p. 171-172-173)

Any support or advice from co-workers is useful, but moving on from the ones who cause setbacks and negativity is a steppingstone in the process of improvement. Last but not least, it is about time support enters the contract of teaching for all the reasons stated earlier, but mainly because it is the positive and progressive means to improve. Pretexts like accountability and pressures are believed to exhort teachers to do more (Weston, 2015), but they come with secondary effects like burnout or job leaves. The *crazy world of education* (Esquith, 2007: 21) is laden with heartaches and headaches; thus, support can be considered as one of the gratifications the job offers and a fix to many aches.

4.6. Limitations of the Study

Although conducting this research has been a delight, a handful of limitations were encountered. Time and deadlines have been a source of stress to the researcher. While investigating good teaching practices seems to be a vast sea with abundant information,

human time and energy are relatively limited. Life itself with its events and pressures have impeded the advancement of the work more than once. The broadness of the available research literature and its scope made it intricate and complicated to choose what to take and what to leave. Time, settings, and approaches were not easy to decide. This means that making choices of how to proceed and what to tackle constituted some difficulties and took the researcher months of planning, organization, and selection.

When it comes to the employed questionnaires and many other parts of this research paper, the researcher has been struggling with the choice of words, questions, and how to keep it objective. In the Operational Definitions section (first chapter), she explains what is meant by "good teacher" and "great teacher" all over the paper. This is because after piloting the questionnaire, it has been found that when "effective" is used, teachers and students keep asking questions about what is meant by "effective teacher", which is also explained in Operational Definitions. Many of them said that they had many effective teachers, which blocked them from answering. Many students reported that they do not quite understand what effective teaching means. However, when it was kept generic, using "good" or "great", many of them found it clear and submitted rich answers. They thought many of their teachers were effective, but only some or few of them were good / great.

The researcher is not totally at ease with using "great teacher" instead of "effective teacher" nor is she sure of the research tools she designed, but to obtain the data needed for this research, the questions had to sound repetitive, somehow casual and unspecific. From readings and some analyses, it is deemed that this is a research topic that is better built on subjective views which are to be compiled to form objective outcomes when possible. Even when we qualify teachers with effectiveness or efficiency, it remains relative, depending on the meaning one associates to it. Therefore, we figured out the use of one holistic word that is already employed casually, like "good" or "great", in order to give the sample some freedom to reply according to their own understanding and definition of good teaching, then, after analyzing the data, come up with similarities that could, more or less, allow for objective results, all this while making sure to provide established definitions of the keywords used in the drafting of the research paper.

Indeed, measuring effective, good, or great teaching has not been an easy pursuit. While the researcher attempted to remain objective, there are parts and moments where objectivity was unreachable. This probably reduces the authenticity of the findings as well as their

observability. Besides, it is not possible to study all effective teachers' practices. Thus, this research in neither inclusive nor generalizable and conclusive. Equally, the fact that there is not one recipe to be a good teacher poses a limitation to this research but is also a provider of possibilities for future research. In a nutshell, the domain remains open for further investigations and recommendations.

4.7. Recommendations and Further Research Directions

There are sections in this research paper where we referred to the role of the learner, institutions, and the learning environment in general. However, we chose to devote the attention of this work to the role of teachers. In no way does this work deny the impact and role of the other learning factors and pillars, it just investigates these specific segments: teachers, their making, and their impact as an extension. Further research may closely handle the contribution of learners, the school's administration, policy makers, stakeholders, or society, to excellence in teaching.

Moreover, the terrains of teacher making, teacher training, and teacher professional development can be further explored to find out more about how they are being conducted. They can also be researched for their current state as for other relational factors like the quality of equipment, the performance of teacher trainers, the revision and update of teacher training curricula, or even the selection of candidates for those programs. The terrain also accepts comparative studies wherein researchers can compare between Algerian teacher training programs and other systems. Further focus could be given to studying the current programs of teacher induction and suggesting applicable updates or modifications. One more thing, the suggestion of a detailed curriculum for teacher training institutes was not within the scope of this work, but further research can try to do it.

The synergy between qualified teaching and a handful of other variables can be examined, such as examination, learning personalization, role modelling, and/or humanistic education. In addition, the social and economic statuses of teachers and their impact on teachers' performance sounds like an interesting variant to survey. All these variables and others can be explored using different research methods and tools. Further research could also tackle the relationship between teachers' IQ and the effectiveness of their teaching or learners' achievement as Dylan William notices: "*The only variable in teachers that is consistently associated with student progress is teacher IQ*" (in Killian, 2015). Moreover, teachers' personality features like empathy and kindness could be studied for their impact on

learners' achievement. They can also be investigated to find out how to train student-teachers on them.

In synopsis, the terrain of teacher-making can accept several research initiatives which can also tackle continuous professional development. How do teachers pursue PD? Is there an official plan and budget for it? What are the outcomes and benefits of professional development on teachers' performance? Some research can be conducted to cover these specific questions. On another note, there is a pressing need for research about teachers' professional needs as it is essential to understand what helps them stay fit professionally speaking and also personally.

Last but not least, the pressures on teachers' shoulders must have an impact on their practice; consequently, research about them and how they shape teachers' performance is recommended, and the same thing for the impact of support networks on teachers' performance. Other ideas can surge from these recommendations as researchers can link them to their own research interests or to variables that the researcher of this work cannot put a hand on yet.

4.8. Conclusion

This has been a work *"about what accomplished teachers do to ensure that their students flourish rather than flounder and about how teachers become accomplished through a long and complex journey characterized by desire and commitment to continuous learning"* (Arends & Kilcher, 2010: xxi). Its quest was to unveil the mystery of great teaching, but to do that, many other mysteries had to be studied like learning, teaching programs, policies, and the socio-cultural context. This last chapter revisited those sectors, suggested some lists, program ideas, and practices. Besides the implications set forward, it cited the limitations of the study and the suggested recommendations for further research. Some of the main results we come out with from this chapter are:

- It is possible to follow a list of good teachers' qualities, but no list is holistic. Thus, teachers need to stick to integrity and to invest in who they truly are.
- There are many suggestions for the improvement of teacher training programs and professional development. As teachers are required to constantly improve, the amelioration of their training and ongoing development programs needs to be equally accentuated and upheld.
- Having a teacher support network is of primordial importance as it helps teachers both sustain their wellbeing and enhance their job performance.
- Having role models from expert teachers is also useful. They can play the role of mentors and inspirational coaches.
- The professionalization of good teaching is highly recommended.

These are, overall, some of the implications presented in this last chapter.

GENERAL

CONCLUSION

General Conclusion

The field of teaching has seen more than one single work of research can hold. In teaching, like in writing, we fish people's interest, we grab their attention or we bore them. We ignite sparks including ours. Teaching is a physical, emotional, psychological, and intellectual business. So much has been said and written about this profession and its effectiveness. The agreement in the educational circles claims that effective teaching is the result of many efforts, a combination of factors, and solid equipment. Both the praxis and the theory of teaching confirm that the quality of learning depends on that of teaching. If we want learners to learn well, we need to make sure teachers teach well.

Teachers are the direct picture of whatever an educational system wishes to install in learners. They do not merely teach academic content; they transfer a culture. They are the cultural, religious, and ideological representation of what we want to inculcate on learners. It is essential to pay careful attention to who they are and how they teach, what they believe in, how they are selected, trained, and how they perform. If we wish to have a look at how the future generations would behave, we can have a look at parents then at teachers. This idea is as old as hills. However, it persistently reintroduces us to the timeless cause of educators' improvement.

This work focused on the improvement of teachers and of the quality of teaching. It reflects, officially, four years of teaching, learning, and searching among university teachers and students. However, it brings together the outcomes of more years spent in schools, universities, and life in general. It started with the simple idea of collecting tales about great teachers and the curiosity to find out what people say about their best teachers and how they remember them. This idea built up over the years and culminated in this research. It led the researcher to engage in the pursuit of qualified teaching and search the theme both theoretically and practically, in books and in the classroom.

The present study adopted qualified teaching and its formation as a main theme. The pathways taken from there diverged into several elements like teacher training, continuous professional development, challenges that teachers face, measurement of qualification, teaching practices and methods, learning concerns and needs, and plenty of other related spheres. After the first two chapters which are literature-oriented, chapters three and four are preoccupied with the methodology of the research paper and its pedagogical implications, respectively.

In the first chapter, a general overview of the work was laid out. The background and the rationale of the study were presented in depth. Other details like the scope and the general design of the thesis were expounded. The chapter also initiated the literature review in relation to the theme of the work.

The second chapter was all about the literature review as its name indicates. It was the result of delving into resources and choosing what suits this work from them. The chapter tackled many items that have to do with teacher selection, making, training, hiring, practice, and continuous development.

The third chapter embarked on the practical methodology of the work and the study conducted in the terrain. It comprehended the explanation of how the research was led, what research tools were employed, the sample and setting, the data presentation, their analysis, and the discussion of the results.

After presenting and analyzing the findings in the preceding chapter, the last chapter, Pedagogical Implications, brought together suggestions, recommendations, and the limitations of the study. Eventually, a list of qualified teachers' personal and professional traits was proposed. Also, the chapter appended a humble idea of a general framework for teacher selection, training, and recruiting.

Within this exploratory study, five research instruments were employed to collect the corpus and the data of the study. Both qualitative and quantitative research means were used. In total, the tools used are questionnaires with university teachers, questionnaires with university students (pre-service teachers), interviews with university teachers and teacher trainers, essays and writing tasks with university students (pre-service teachers), as well as classroom observation with EFL university teachers and teacher trainers.

The sample was made up of university EFL teachers and students. More precisely, the students are 200 pre-service English teachers at ENSB, and 35 teachers from three different universities. The teachers participated through questionnaires, interviews, and classroom observation, while the students' participation was through questionnaires and writing tasks.

This study aimed to deepen our understanding of excellent teaching, its qualities, requirements, and making. It explored both teachers' and pre-service teachers' views about the topic. Answers to open-ended questions and anecdotal evidence from the sample provided qualitative data for the research, while quantitative data were gathered via close-ended

questions. Moreover, the correspondence analysis method was used to scan answers to open-ended questions and writings for similar conceptual items. Altogether, the collected data were analyzed using the descriptive and the content analysis methods.

The findings showed that there is a discrepancy between theory and practice in teacher selection, training, and even hiring. Furthermore, the analysis made in the third chapter proves that the teachers' impact on learners is of notable significance as 75% of teachers and 75% of students agreed to it. Meanwhile, excellent teachers can be recognized mainly through their teaching methods, their treatment for students, and their classroom management. The sample also stressed the fact that great teachers make learning enjoyable and joyful, meaning that enjoyable classes are one indicator of excellence in teaching.

Additionally, the findings revealed that great teachers are generally eclectic as they use different teaching methods and strategies. They seek to establish a comfortable classroom atmosphere through respecting learners and treating them well. Their profiles comprise both personality / charisma traits and competence / ability features. On top of the list of their criteria is mastery of the subject matter, followed by motivation and encouragement to students, then care about them and their needs. Excellent teachers are also lifelong learners; they are well-equipped with knowledge of pedagogy and educational psychology. They are self-confident. Lastly, they accept learners and tolerate their mistakes. Yet, these are only some of the characteristics mentioned repeatedly by the sample. There are plenty others that can be read within the chapters of this research paper.

In relation to what helps with improving the quality of teaching, 87.50% of the teachers' sample and 65% of that of students believe that continuous development, learning, and training are the main ingredients to make or become a qualified teacher. The presence of reliable teacher training and induction programs is also of unquestionable importance to the formation of competent teachers. Besides, passion and talent were not disregarded by the sample as 62% of pre-service teachers as well as 58.33% of teachers thought they are rudimentary for the making of good teachers. Last but not least, 96% of both teachers and students considered teaching as both a science and an art.

Respondents also spoke of the importance of having a motivating and peaceful working environment. We can recommend and add to that having a tranquil and well-settled personal and social milieu. Matter of fact, having a supportive administration, facilitating logistics, and stable accommodations certainly helps teachers to focus on their job leading eventually to the

amelioration of their performance. These variables may generate ideas for further research about teachers' performance, well-being, and formation.

There is more work to be done if we wish to improve teachers' performance and learners' achievement. Those in charge need to give more importance to the making of teachers, their selection, and their continuous development. While there is a growing body of evidence that people learn better with democracy than with authority, with those they love and respect rather than those they fear, it is essential to recommend empathy in classroom situations as well as in teacher training. It is the alternative of apathy and rigidness, and could be a fix to classroom management concerns. This urges induction programs and teacher trainers to include empathy in their courses. It also orients us to observe that if we want the nurturing type of teachers for learners, then these teachers need to be themselves nurtured and supported at many levels.

In accordance, stakeholders are invited to give more importance to teachers' social and economic status, and to professionalize good teaching by making it a focus. Teachers per se are invited to care more about the quality of their teaching, their continuous development, their physical and mental health, and their learners. As this is not easy to achieve and sustain, future research can seek to establish a realistic formula to keep things in balance so as teachers achieve excellence in teaching without losing their personal grounds, sanity, nor health. By the same token, more research could be conducted to find more about qualified or effective teaching measurement.

"The teaching triad is the daily miracle: teacher, student, and that which passes between them" (Smoot, 2010: xvi). This miracle is what ignited this work and kept it on till here; yet, it cannot be thoroughly contained nor understood in one piece of research. The latter, though modestly, attempted to contribute to research and to ripple the waters of monotone classrooms that sometimes bore students, and that teachers themselves find no meaning in them. We humbly tried to answer some questions and to find out some of what can help teachers teach better, invigorate classes, and improve learners' achievement.

Finishing, there is yet so much to search about and explore in relation to the theme of this work as well as to interrelated variables. There are other recommendations that could be forwarded and implications that can be extracted. This work is neither all-embracing nor holistic. It has its shortcomings that may render its findings ungeneralizable, and in some cases even subjective, although the researcher tried to minimize these defects.

In any research, we are both time-bound and volume-limited. It is impossible to search forever, which is why this thesis is arriving at its end. Seeing that new variables and updates keep coming to the world and to our awareness, there is no doubt that research needs to keep going.

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APPENDICES

Appendix One

The Teachers' Questionnaire

The distributed teachers' questionnaire appeared as follows.

Dear Participant,

Thank you for agreeing to participate in this survey. The following questions have been designed as part of my research project which is about the making of qualified / great teachers. All your answers will be kept confidential. All your responses will be compiled together and analyzed for research purposes only. Your feedback is valuable and important.

Instructions: Kindly please, tick the answers that suit you and complete the space where necessary. In multiple choice questions (MCQs), you can choose more than one answer.

N.B. You are not obliged to answer all questions. Feel free to ask questions if any.

Demographic Information about the Teacher

    a. Age: _____

    b. Gender: ☐ male   ☐ female

    c. I have been a teacher for _____ years.

    d. Specialty/Major: _____

    e. Were you trained in a teacher training school or program?   ☐Yes   ☐No

The Influence of Teachers

1. A teacher's impact on students is everlasting.

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
        0   1   2   3   4

2. Is there a particular role model teacher that inspires you? ☐ yes   ☐ no

3. Has a teacher impacted your life?   ☐ yes   ☐ no

4. How was that?

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5. Have you ever impacted a student's life, something you are aware of?

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Characteristics of Great Teachers: What Makes Them?

What Does It Mean to Be a Good/Great Teacher? How Do We Recognize One?

6. Have you ever had a teacher that you can describe as great?   ☐ yes   ☐ no

7. What makes you think they were great?

 a. The way they explain / transmit knowledge ☐

 b. The way they treat students   ☐

 c. They are appreciated by most students   ☐

 d. In their company, you learn in joy ☐

 e. Other:

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8. How did your great teachers transmit knowledge?

 a. They spoon-feed, by chalk and talk   ☐

 b. They let you work all on your own   ☐

 c. They let you figure it out on your own, but they are there to guide if needed ☐

 d. They know when to do chalk and talk and when to let you on your own   ☐

9. If asked to describe them in your own words, what would you say about your best teachers?

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How Do We Become One? How to Make Them?

10.	The making of great teachers takes:

    a.	The selection of members with enough potential and talent for the job ☐

    b.	A relevant and efficient training program ☐

    c.	Continuous development, awareness, efforts, and training to improve ☐

    d.	Talent and passion ☐

    e.	Experience ☐

    f.	Role models to follow ☐

    g.	Other:

       …………………………………………………………………………………………

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11.	Great teachers love teaching and are passionate about learning.

☐ strongly disagree   ☐ disagree   ☐ neither agree nor disagree ☐ agree ☐ strongly agree
       0   1   2   3   4

12.	Great teaching is both a science (knowledge & experience) and an art (talent & passion).

☐ strongly disagree   ☐ disagree   ☐ neither agree nor disagree ☐ agree ☐ strongly agree
       0   1   2   3   4

13.	I chose to become a teacher.

☐ strongly disagree   ☐ disagree   ☐ neither agree nor disagree ☐ agree ☐ strongly agree
       0   1   2   3   4

14.	I love teaching and learning.

☐ strongly disagree   ☐ disagree   ☐ neither agree nor disagree ☐ agree ☐ strongly agree
       0   1   2   3   4

15.	I care to be a good teacher.

☐ strongly disagree   ☐ disagree   ☐ neither agree nor disagree ☐ agree ☐ strongly agree
       0   1   2   3   4

16.   I am a good teacher.

☐ strongly disagree   ☐ disagree   ☐ neither agree nor disagree ☐ agree   ☐ strongly agree
                0   1   2   3   4

17.   How do you know you are a good teacher or not?

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18.   What do you do to be and remain a good teacher?

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19.   What do you suggest to make the teacher preparation program one that makes great teachers?

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Personal Experience

20.   What is the best part of teaching to you? What is your favorite teaching aspect?

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21. What would you like your students to say about you or your class when they are out of your earshot?

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22. So far, what has been your best moment in teaching?

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23. All in all, being a good teacher means …?

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Thank you for your contribution

Appendix Two

The Students' Questionnaire

Dear Participant,

Thank you for agreeing to participate in this survey. The following questions have been designed as part of my research project which is about the making of qualified / great teachers. All your answers will be kept confidential. All your responses will be compiled together and analyzed for research purposes only. Your feedback is important.

Instructions: Kindly please, tick the answers that suit you and complete the space where necessary. In multiple choice questions (MCQs), you can choose more than one answer.

N.B. You are not obliged to answer all questions. Feel free to ask questions if any.

Demographic Information about the Student

a. Age: ……………….
b. Gender: ☐ male   ☐ female
c. Academic Year: ☐ **1st**   ☐ **2nd**   ☐ **3rd**   ☐ **4th**

The Influence of Teachers

1. A teacher's impact on students is everlasting.

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
　　　　0　　　　　　　1　　　　　　　　2　　　　　　　　3　　　　　　4

2. Is there a particular role model teacher you wish to resemble? ☐ yes   ☐ no

3. Has a teacher impacted your life?   ☐ yes   ☐ no

4. How was that?

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Characteristics of Great Teachers: What Makes Them?

What Does It Mean to Be a Good/Great Teacher? How Do We Recognize One?

5. Have you ever had a teacher that you can describe as great?   ☐ yes   ☐ no

6. What makes you think they are great?

 a. The way they explain / transmit knowledge   ☐

 b. The way they treat students   ☐

 c. They are appreciated by most students   ☐

 d. In their company, you learn in joy   ☐

 e. Other:……………………………………………………………………………………

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7. How do your great teachers transmit knowledge?

 a. They spoon-feed, by chalk and talk   ☐

 b. They let you work all on your own   ☐

 c. They let you figure it out on your own, but they are there to guide if needed ☐

 d. They know when to do chalk and talk and when to let you on your own   ☐

8. If asked to describe them in your own words, what would you say?

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How Do We Become One? How to Make Them?

9. The making of great teachers takes:

 a. The selection of members with enough potential and talent for the job ☐

 b. A relevant and efficient training program ☐

 c. Continuous development, awareness, efforts, and training to improve ☐

 d. Talent and passion ☐

 e. Experience ☐

 f. Role models to follow ☐

 g. Other:

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10. Great teachers love teaching and are passionate about learning.

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
   0   1   2   3   4

11. Great teaching is both a science (knowledge & experience) and an art (talent & passion).

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
   0   1   2   3   4

The Efficiency of Teacher Preparation Programs

12. I chose to join a teacher training program.

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
   0   1   2   3   4

13. I love teaching and learning.

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
   0   1   2   3   4

14. I would like to become a good teacher.

☐ strongly disagree ☐ disagree ☐ neither agree nor disagree ☐ agree ☐ strongly agree
   0   1   2   3   4

15. What are you planning to do to become a good teacher?

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16.   The training I am receiving at ENS is preparing me to become a good teacher and develop great teachers' characteristics.

☐ strongly disagree ☐ disagree   ☐ neither agree nor disagree ☐ agree   ☐ strongly agree
        0   1   2   3   4

17.   I can become a great teacher regardless of the training. I can do it on my own.

☐ strongly disagree ☐ disagree   ☐ neither agree nor disagree ☐ agree   ☐ strongly agree
        0   1   2   3   4

18.   What do you suggest to make the teacher preparation program one that makes great teachers?

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Thank you for your valuable contribution

Appendix Three

Writing Task Number One

"What good teachers do you remember from your own school and university experience?
What was it about those teachers that made them good?"

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Thank You

Appendix Four

Writing Task Number Two

Who has been the most important teacher in your life so far?
What made them important?

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Thank You

Appendix Five

The Teachers' Interview Questions

Several questions were asked. They are almost similar to the ones asked in the questionnaires. Overall, they are:

1. What is your favorite teaching aspect? What has been your favorite teaching moment? What do you like most about teaching?

2. Do you agree that great teaching is both a science and an art?

3. Was teaching your choice?

4. Do you like teaching? Are you passionate about it?

5. What does being a good teacher mean to you?

6. Is there a particular role model teacher that inspires you?

7. Has a teacher impacted your life?

8. How was that?

9. And you, have you ever impacted or changed one of your students' lives, something you are aware of?

10. Can you describe your best teachers?

11. Do you consider yourself as an effective teacher?

12. How do you know you are an effective teacher?

13. What do you do to be and remain an effective / good teacher?

14. What do you think can help teachers improve their performance and become more effective teachers?

15. What feedback would you like your students to give about you or your class?

Thank you for your cooperation

Appendix Six

The Classroom Observation Checklist / Report Form

Below is the model/form of the classroom observation checklist that was used during classroom observation. It is originally a checklist to identify effective teachers.

Instructor: ………….   Course: …………..

Observer: ……………

> **Purpose:** The purpose of this classroom observation is, first, to provide data base for a PhD dissertation. Second, it is to improve the observer's teaching skills and performance. Third, it is to provide the instructor with a report on his/her performance.

Effective Teacher Checklist

"Do You . . .

_____ *Listen to your students?*

_____ *Know your students' names by the end of the first two weeks of school?*

_____ *Try to see things from your students' point of view?*

_____ *Smile in class?*

_____ *Believe all your students are capable of learning your subject?*

_____ *Convey your enthusiasm for what you are teaching?*

_____ *Continue to improve your teaching effectiveness?*

_____ *Believe in the value of what you are teaching?*

_____ *Have clear objectives for each lesson?*

_____ *Clearly communicate your expectations to your students?*

_____ *Strive to create an inviting room environment?*

_____ *Establish routines the first week of school?*

_____ *Try to get to know all your students as individuals?*

_____ *Encourage cooperation more than competition in your classroom?*

_____ *Demonstrate a sense of humor in working with your students?*

_____ *Praise your students for specific accomplishments?*

_____ *Fairly and consistently enforce your rules?*

_____ *Use more positive than negative statements in your classes?*

_____ *Vary your seating arrangement according to your teaching needs?*

_____ *Communicate the positive achievements of students to their parents?*

_____ *Make positive comments on students' papers?*

_____ *Permit your students to make mistakes as they learn new content and skills?*

_____ *Avoid overreacting to minor misbehaviors?*

_____ *Create interesting lessons that actively involve students?*

_____ *Encourage students to ask questions when they don't understand some part of your lesson?*

_____ *Capitalize upon spontaneous learning opportunities when they occur?*

_____ *Attend workshops or classes to continue improving your teaching skills?*

_____ *Maintain at least an 80 percent on-task rate in your classes?*

_____ *Compliment students, individually and as a group?*

_____ *Create a sense of family among your students?*

_____ *Make effective use of class time?*

_____ *Strive to link current lessons to students' prior knowledge?*

_____ *Provide reflection time for all students?*

_____ *Give students guided practice?*

_____ *Provide appropriate pacing for your lessons (neither too slow nor too fast)?*

_____ *Employ a variety of instructional techniques besides lecture?*

_____ *Regularly communicate with the parents of students having difficulties?*

_____ *Consider the variety of learning styles of your students in planning your lessons?*

_____ *Incorporate students' questions and comments into your lessons?*

_____ *Adapt your lessons on the spot when they aren't working?*

_____ *Provide opportunities for students to seek extra help if they fall behind?*

_____ *Feel confident in your ability to handle the challenges you face in the classroom?*

_____ *Greet your students as they enter the classroom?*

_____ *Avoid the use of sarcasm or ridicule in interacting with students?*

_____ *Have everything ready for the day when you enter the building in the morning?*

_____ *Are you in control of your classroom, but not obsessed with the idea of control?*

_____ *Are you able to effectively nip behavior problems in the bud before they escalate?*

Scoring Directions: Count the number of items you checked and find your score in the categories below.

41–50   Outstanding   A master teacher. Others can learn much from you.

31–40   Good   You're on the way to success. There are a few areas needing attention.

21–30   Challenged   It's not too late to seek help in improving your classroom effectiveness.

0–20   Struggling   Teaching is probably not very enjoyable. Considering a career change might be wise." (Partin, 2009: 303-304)

Source

Partin, L. R. (2009). *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducibles for New and Experienced Teachers*. San Francisco: Jossey-Bass.

ANNEXES

Extra Texts

Annex One

To Mrs. Russell

"To Mrs. Russell: Without You This Never Would Have Happened

Growing up, I was the child that everyone dreaded to have show up in their classroom. I was unruly, talkative, and slow. As early as Kindergarten the teachers decided that I was too slow to keep up with the other children, so I was placed with other slow learners. All throughout my elementary career I was anything but the ideal student. I was a troublemaker. In the second grade, students who misbehaved were forced to wear a red block of wood with a gigantic sad face painted on it called a sad face block. When a student was forced to wear the block, s/he could not talk to anyone but the teacher. I personally think I still have a rope chafe from where the rope bit into the back of my neck on almost a daily basis.

My grades were also the poorest declaration of a school system. If I was lucky, I got the occasional C. My parents hoped that one-day I would actually be allowed to graduate high school, or at least get a GED and go work at some fast food restaurant. In the third grade, my teacher truly hated me. When my grandfather had visited one day, he demanded that I be removed from the teacher's classroom because of the spiteful and mean spirited way that she related to me.

Then when I was in the fourth grade, the resource (the term used for slower students) classroom was taken away because they needed the space for "normal" students.

After searching throughout the entire building, the administration decided that our class was to be held in a janitor's closet. Throughout my entire elementary career I was constantly being told by teachers and administrators that I was stupid, slow and just not good enough to be with the other students. To say that my self-esteem was "Shot to Hell" would be putting it nicely. I often felt like I had been God's only mistake. I felt useless, dumb, and bad. Being forced to wear a red block that symbolized that I had made a mistake, forced me to become introverted and unaware to life's joys. Being told that I was not good enough to have a classroom, but that there was a lovely janitor's closet where I could learn, made me think that I was only as good as the trash that inhabited my classroom. Constantly being told that there

was no hope for me and that I might as well not even try, had killed the spirit of a once bright and eager child.

At the beginning of my sixth grade year, I was given the opportunity to join the school orchestra. The only problem was that if I joined orchestra I would not be able to be resource any longer. My parents and the school administrators hashed it out and it was decided that I would be allowed to join the orchestra. Therefore, I joined the main stream of the school for the first time.

My homeroom teacher was a gentlewoman of about forty-five. She welcomed me into her class on the first day of school with a big smile and the desire to teach. The sixth graders were located in portables or classrooms that a school district can transport from one place to another when a school needs more classes and it would be too expensive to add on to the school. This was the first time that I was in a classroom where I could only see and hear my teacher. Before this, all of the "regular" classrooms had been in open-concept classrooms – these are classrooms where there are no walls and doors between the connecting classrooms. In these classrooms, students could see and hear everything that was going on in every room around them. This had always made it extremely hard for me to focus on what the teacher was saying, and since I was a poor student, I had always been placed in the back of the room near the other classrooms.

Having a closed room in the sixth grade allowed me to focus only on what the teacher was saying, and not everything else that was going on around me. My homeroom teacher was named Mrs. Russell. Mrs. Russell was a first year teacher at my school, even though she had been teaching for years elsewhere. She was friendly and would only be negative when she absolutely had to discipline a child.

Mrs. Russell decided at the beginning of the year that every student in the room was going to have a specific job within the classroom. I was quickly assigned to be the desk monitor. I half think that I got this specific job because my desk was the most horrendous area anyone could ever imagine. My job was very simple, after school each day I would check everyone's desk and make sure that it was clean. If the person's desk was clean, I would put a blue piece of paper on it. If a student collected five blue strips they would then get candy from Mrs. Russell. If their desk was dirty, they would receive a yellow strip of paper and be forced to give up all of their blue strips. If a student received two of these, they would be held after school in

detention. I was the one who came up with the entire idea. Mrs. Russell used this format of checking desks until the day she retired in May 1997.

For the first time in my life I had a passion about something. I loved the power that being the desk monitor actually gave me. I never once abused the power because I knew that Mrs. Russell had instilled trust in me to be just. Over and over she would compliment me on doing a great job. She also would say things like, "You're going to grow up and be something pretty special." "You can do anything you want in life Jason, as long as you put your mind to it."

Mrs. Russell was the first teacher who had ever been nice to me. She told me that I was a person. She showed me that I was a good person despite what the sad block had said. She told me that I was smart; I just had to apply myself and do the work. She told me that I was worthy of living as a human being. Many people talk about that one teacher that just absolutely changes their life. Mine would definitely have had to have been Mrs. Russell.

That year my grades went from C's and D's to A's and B's. The dramatic change came simply because one teacher loved and cared enough to take the time to work with me and show me how much she cared. As one former president of the National Speakers Association, Cavett Roberts, once said, "They don't care how much you know, until they know how much you care!"

At the end of my sixth grade year I was encouraged by Mrs. Russell to apply to the honors junior high school. I discussed it with my parents and we decided that I should try to apply. I filled out the paper work and acquired the proper recommendations, but figured I had no chance of making it.

About a month later, my principal announced over the loud speaker that anyone who had applied to a magnet school needed to come to the main office. All of the students who had applied to the honors junior high mingled around the room. Some leered at me wandering what "the dummy" (what many classmates referred to me as) was doing there.

Since my last name starts with a "W," I was the last one to get their letter of acceptance or rejection. I took a huge breath and gulped as I slid my finger under the envelope's sealant.

I was in! I leaped for joy and told everyone I saw. I had gone from being one of the dumb resource kids to being in an honors junior high school. There were many people around the room who had not been accepted into the program. People that had always stuck their noses

in the air when I walked by thinking of me as the "dummy" did not even get into the school. I had finally come around in my academic life.

Not only did I go to the honors junior high, but I also went to the honor's high school and ended up graduating Magna Cum Laude from college. My road to academic and intellectual maturity has been a tough one at many times. I often wonder how many kids like myself were left on the side of the academic road. How many brilliant kids never meet their Mrs. Russell and therefore never achieve the potential that they actually have. I also wonder where I would be if I had not had a teacher who showed me that she cared.

Currently I am finishing my doctorate in communication studies and curriculum and instruction (who would have guessed). I have also had the opportunity to teach classes on the University level. If anything, Mrs. Russell has inspired me to be the kind of teacher that she was for me. I hope that I will always recognize a diamond in the rough. I hope that I will never pass a student on thinking that they just are not smart enough. I hope that I will boost my students' self-esteem, not destroy it. Mrs. Russell is a very hard act to follow as a teacher, but is a wonderful role model.

I'll never forget the day I entered into my old elementary school for Mrs. Russell's retirement party. I had never stepped foot in the building since I left. I had kept in touch with Mrs. Russell. When I had graduated from high school, she and her husband sent me a graduation present. When I had a short stint as a radio talk show host for a Christian radio station, Mrs. Russell was my biggest fan.

Walking into that school brought a flood of emotions upon me. I remember looking at the door that led to the janitor's closet where I had spent a lot of the fourth grade. I remember seeing classrooms and feeling the torment that went along with those rooms. But then there was Mrs. Russell, the woman whom I had come to say thank you. Even now as I write, I still have huge tears that swell in my eyes as I think about her generosity and loving spirit.

I gave her a small teddy bear (the school's mascot) with a huge bouquet of balloons from my family. (My dad had wanted to build a monument in her honor, but that would have been going a little over board, right?) I also gave her a copy of a paper I had written in college dealing with an event or person that changed your life.

It often amazes me at how God knows when we need someone the most and miraculously places him or her in our lives at those times. Without Mrs. Russell in my life, who knows where I would have gone and what I would have done?

When I graduated with my undergraduate degree, I dedicated my undergraduate thesis (just like I will for my master's thesis and my doctoral dissertation) to "Mrs. Russell – Without you this never would have happened."

Reprinted with Permission from the Author

WRENCH, J. S. (2000). To Mrs. Russell. In D. James (Ed.) Teens Can Bounce Back: Stories for the Waves of Life, (pp. 85-92). Camp Hill, PA: Horizon Books." (Gorham et al. 2009: 219-222)

Source

Gorham, J., Peck Richmond, V., & Wrench S., J. (2009). *Communication, Affect, & Learning in the Classroom*. USA: Creative Commons.

Annex Two

What Students Remember Most About Teachers

"Dear Young Teacher Down the Hall,

I saw you as you rushed past me in the lunch room. Urgent. In a hurry to catch a bite before the final bell would ring calling all the students back inside. I noticed that your eyes showed tension. There were faint creases in your forehead. And I asked you how your day was going and you sighed.

"Oh, fine," you replied.

But I knew it was anything but fine. I noticed that the stress was getting to you. I could tell that the pressure was rising. And I looked at you and made an intentional decision to stop you right then and there. To ask you how things were really going. Was it that I saw in you a glimpse of myself that made me take the moment?

You told me how busy you were, how much there was to do. How little time there was to get it all done. I listened. And then I told you this:

I told you to remember that at the end of the day, it's not about the lesson plan. It's not about the fancy stuff we teachers make -- the crafts we do, the stories we read, the papers we laminate. No, that's not really it. That's not what matters most.

And as I looked at you, wearing all that worry and under all that strain, I said it's about being there for your kids. Because at the end of the day, most students won't remember what amazing lesson plans you've created. They won't remember how organized your bulletin boards are. How straight and neat are the desk rows.

No, they'll not remember that amazing decor you've designed.

But they will remember you.

Your kindness. Your empathy. Your care and concern. They'll remember that you took the time to listen. That you stopped to ask them how they were. How they really were. They'll remember the personal stories you tell about your life: your home, your pets, your kids.

They'll remember your laugh. They'll remember that you sat and talked with them while they ate their lunch.

Because at the end of the day, what really matters is YOU. What matters to those kids that sit before you in those little chairs, legs pressed up tight under tables oft too small -- what matters to them is you.

You are that difference in their lives.

And when I looked at you then with tears in your eyes, emotions rising to the surface, and I told you gently to stop trying so hard -- I also reminded you that your own expectations were partly where the stress stemmed. For we who truly care are often far harder on ourselves than our students are willing to be. Because we who truly care are often our own worst enemy. We mentally beat ourselves up for trivial failures. We tell ourselves we're not enough. We compare ourselves to others. We work ourselves to the bone in the hopes of achieving the perfect lesson plan. The most dynamic activities. The most engaging lecture. The brightest, fanciest furnishings.

Because we want our students to think we're the very best at what we do and we believe that this status of excellence is achieved merely by doing. But we forget -- and often. Excellence is more readily attained by being.

Being available.
Being kind.
Being compassionate.
Being transparent.
Being real.
Being thoughtful.
Being ourselves.

And of all the students I know who have lauded teachers with the laurels of the highest acclaim, those students have said of those teachers that they cared.

You see, kids can see through to the truth of the matter. And while the flashy stuff can entertain them for a while, it's the steady constance of empathy that keeps them connected to us. It's the relationships we build with them. It's the time we invest. It's all the little ways we

stop and show concern. It's the love we share with them: of learning. Of life. And most importantly, of people.

And while we continually strive for excellence in our profession as these days of fiscal restraint and heavy top-down demands keep coming at us -- relentless and quick. We need to stay the course. For ourselves and for our students. Because it's the human touch that really matters.

It's you, their teacher, that really matters.

So go back to your class and really take a look. See past the behaviors, the issues and the concerns, pressing as they might be. Look beyond the stack of papers on your desk, the line of emails in your queue. Look further than the classrooms of seasoned teachers down the hall. Look. And you will see that it's there- right inside you. The ability to make an impact. The chance of a lifetime to make a difference in a child's life. And you can do this now.

Right where you are, just as you are.

Because all you are right now is all you ever need to be for them today. And who you are tomorrow will depend much on who and what you decide to be today.

It's in you. I know it is.

Fondly,

That Other Teacher Down the Hall" (Gard, 2014)

Source

Gard, Lori. "What Students Remember Most about Teachers". 12 Feb. 2014. *edutopia.org*. 12 Jul. 2017 <https://www.edutopia.org/discussion/what-students-remember-most-about-teachers>.

Annex Three

Oprah Winfrey's Interview with Ron Clark

"***OPRAH:*** *Was it always your desire to be a teacher?*

RON CLARK: *I never wanted to teach; all I wanted was a life filled with adventure. After college I became a dancing and singing waiter in London. I went to Greece and got stranded on a desert island for four days. Then I went to Romania and stayed with gypsies in Transylvania—they fed me rats and I got really sick, so I had to come home. I lived with my mom in Belhaven, North Carolina. She told me a teacher in her area had passed away and asked me if I'd be willing to finish out the school year for that teacher. I wasn't interested ... but I figured I'd just go down to the school. I was hooked! The next day I started teaching fifth grade. From then on it was like magic—I fell in love with teaching.*

Five years later, I saw a program about a school in Harlem. It showed these students who although they were intelligent had extremely low test-scores because the school couldn't attract good teachers. And at that moment I had a feeling... it was like a calling. The next day I told my co-teacher, "I'm going to teach in Harlem." I packed up my car, drove up to New York, and stayed at the YMCA. Every day, I went from school to school in Harlem trying to find a school like the one I'd seen on TV.

O: *You're kidding.*

RC: *I'm serious! It was hard. I knew the calling I'd felt was strong enough that when I came to the right school I'd know it.*

O: *That's not a calling, Ron—that's a siren!*

O: *How do you motivate your students?*

RC: *The main motivator, whether in rural North Carolina or Harlem, is letting the kids know that you care about them and that you're interested in their success. Sometimes it takes other motivators, like jumping rope with them. When I first got to Harlem, jumping rope was the thing—all the kids were out there doing Double Dutch. So I tried it—I knew that if I could learn to do it, it would earn me points with them.*

O: *And a connection.*

RC: Yes. It became a bonding experience because every day at lunch, when the other teachers would go to the teachers lounge, I would spend my time with the students and practice Double Dutch. And when I finally got [Double Dutch], it was a success for me and for the kids.

O: So your curriculum was based on what was happening in their lives?

RC: Exactly. Through my curriculum I tried to help them become complete individuals and to love life. Using things they were already interested in made my job a lot easier.

O: How do you encourage students to be lifelong learners?

RC: I model the behavior that I expect from them. For example, whenever I teach anything, whether it's math, science, or geography, I am excited about it! When the kids look at my face, they can tell I'm excited about it. Sometimes I may not be that ecstatic, but it's important to show them the excitement you can have from learning.

O: Why does your philosophy work?

RC: I'm sincere—my students know I mean what I say. They know everything I do is for them and that I'm giving it everything I've got. Some people say I'm crazy because I put so much effort into dealing with the kids. But when the kids see my effort, it makes them put forth more effort. They know I have high expectations for them.

O: Do you think of yourself as creative?

RC: If I had to name three of my characteristics, one of the top three would be creative. You have to be creative to be a good teacher because you can't do the same thing day after day.

O: If you can make long division exciting, you are one creative person!" (Winfrey, 2001)

Source

Winfrey, Oprah. "Phenomenal Man: Mr. Clark's Opus". 2001. *oprah.com*. 12 Dec. 2017 <http://www.oprah.com/spirit/phenomenal-man-ron-clark>.