

MODUL 7

NEEDS AND REQUIREMENTS FOR TEACHERS IN PREPARING EFFECTIVE LESSONS

Pendahuluan

Modul ini merupakan modul pertama dari mata kuliah Bahasa Inggris Untuk Guru SD. Tentu saja Anda telah memiliki ketrampilan berbahasa Inggris yang diperoleh dari sejak bangku sekolah.

Sebelumnya, modul ini diambil dari tulisan **U Chit Su Maung** dari Universitas Mandalay. Dalam modul ini, Anda akan mempelajari skills yang dibutuhkan oleh seorang guru Bahasa Inggris. Dari bahan ini Anda diharapkan memiliki kemampuan sebagai berikut:

1. Dapat menjelaskan secara komprehensif skill dan sub-skills yang dibutuhkan dalam pengembangan guru

Untuk membantu Anda menguasai hal itu, dalam modul ini akan disajikan beberapa pertanyaan untuk didiskusikan secara mendalam.

Agar Anda berhasil dengan baik mempelajari modul ini, ikutilah petunjuk belajar berikut ini.

1. Bacalah dengan cermat pendahuluan modul ini sampai Anda memahami dengan benar apa, untuk apa dan bagaimana mempelajari modul ini
2. Bacalah secepat bagian demi bagian dan temukan kata-kata kunci yang Anda anggap baru. Carilah dan baca pengertian kata-kata kunci dalam daftar kata-kata sulit modul ini atau dalam kamus yang ada pada Anda
3. Tangkaplah pengertian demi pengeritan dari isi modul ini melalui pemahaman sendiri dan tukar pikiran dengan mahasiswa atau guru lain serta dengan tutor Anda
4. Mantapkan pemahaman Anda melalui diskusi mengenai pengalaman sehari-hari yang berhubungan dengan pengetahuan sosial dalam kelompok kecil atau secara klasikal pada saat tutorial.

NEEDS AND REQUIREMENTS FOR TEACHERS IN PREPARING EFFECTIVE LESSONS

It can be said that a teacher who creates effective lesson preparation will be a good teacher. If a teacher can make effective lesson preparation, she will have a chance to improve her skills automatically because she will make more effort to do so. So she needs to have essential qualities and strategies. This section is discussed the basic qualities of a teacher.

The first point we need to nurture ourselves for development is self-awareness. J.C. Richards and Thomas S. C. Farrell said that “an awareness of what the teacher’s current knowledge skills and attitude are and the use of such the information as a basis for self-appraisal are starting points in teacher development.”

The advantages of awareness was discussed that it helps to understand one’s teaching and one’s own strengths and weakness as a teacher. By understanding strengths and weakness, teacher can find ways to promote teacher development.

It was suggested by J.C. Richards and Thomas S. C. Farrell that awareness can be carried out by two ways_ by giving an outsider’s perspective or current level performance based on classroom performance by a supervisor, and by judging themselves (teachers) based on information they collect about their own teaching. In other words, awareness can be used as a basis for making decision about whether there is anything _ should be changed or modified. So we need to have self-awareness quality.

One of the qualities we should cultivate is emotional clarity. Jerry G.Gebhard and Robert Oprandy indicated that “we can explore to gain emotional clarity. By exploring our feelings we can gain awareness about things we feel deeply about or do not really care about or are ambivalent about. This affective side of teaching is often neglected. Our feelings about things can affect our behavior, so we see a need to explore the emotional side of ourselves, including how we feel about ourselves, the students, teaching and more”.

The third point we should consider is self-monitoring or self-observation. Jack C. Richards and Thomas S. C. Farrell defined self-monitoring as activities in which information about one’s teaching is documented or recorded in order to review or evaluate teaching. It also refers to a systematic approach to the observation, evaluation, and management of one’s own behavior in order to achieve a better understanding and control over the behavior.(Armstrong & Frith,1984: Koziol& Burns,1985). Jack C. Richards and Thomas S. C. Farrell pointed out the benefit of self-monitoring that it will be better understand one’s teaching and one’s own strengths and weaknesses as a teacher if information about teaching behavior and practices are collected objectively and systematically. Then using this

information as a basis, it is needed to make decisions about whether there is anything that should be changed. So self-awareness, emotional clarity and self-monitoring are basic needs for lesson preparation.

To be effective teaching, Jack C. Richards and Thomas S. C. Farrell pointed out that “teachers are generally interested in adding to their professional knowledge and keeping up to date with theory and practice in the field, in improving their skills so that they feel more confident about what they teach and achieve better results with their students”.

As a language teacher, we will consider how the sources of teaching input to us. At our university, internet wi-fi has been installed at main building but not at each department. So the first thing we need is wi-fi free with as much speed as possible at our department to find references easily at any time. Sometimes, we faced with difficulties to get factual information on internet for our teaching. So we can’t make our lesson preparation very well. At this situation, we should need teacher’s guideline for our new courses of literature. To add to our professional knowledge, we require not only to attempt ourselves but also to be supported by guidelines. In this way, we can update our professional knowledge.

It is needless to say that we should keep up to date with theory and practice in the field in improving the teachers’ development skill. Recently, we have attended Cascade course of TF-RELC English Language Training Programme. We are managed to be familiar with up-to-date methods from this training programme. That is why we need to have effective teaching strategies and to be a qualified teacher by being trained in some ways. By doing so, teachers can get many abilities : to be able to use effective strategies to start a lesson; to be able to do group activities in a lesson; to be able to apply effective questioning techniques and to be able to give learners feedback on performance.

These up to date methods are many useful to do lesson preparation and teaching. We can exploit the theory and practice for well-prepared lessons. Without having awareness of theory and practice, we can’t build our lesson preparation well. That is why, to keep pace with the twenty-first century teaching, we do often need to have refresher course or upgrading training course. Especially, we are required to keep in touch with foreign expert in literature and language.

Moreover, Jack C. Richards and Thomas S. C. Farrell suggested that subject- matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials and career advancement are needed to be a teacher’s personal development. They are defined by Jack C. Richards and Thomas S. C. Farrell as follow:

Subject-matter knowledge: Increasing knowledge of the disciplinary basis of TESOL that is, English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development, and the other areas that define the professional knowledge base of language teaching.

Pedagogical expertise: Mastery of new areas of teaching, adding to one's repertoire of teaching specializations, improving ability to teach different skill areas to learners of different ages and backgrounds.

Self-awareness: Knowledge of oneself as a teacher, of one's principles and values, strengths and weaknesses.

Understanding of learners: Deepening understanding of learners, learning styles, learners' problem and difficulties, ways of making content more accessible to learners.

Understanding of curriculum and materials: Deepening one's understanding of curriculum and curriculum alternatives, use and development of instructional materials.

Career advancement: Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

That is why, due to Jack C Richards and Thomas S.C Farrell, it is no doubt that all the teachers should have the needs and requirements mentioned above.

The Skills Required For Teachers' Development

Communication Skills

Naturally, every class starts with the procedure such as Speaking, Listening, Reading and then Writing. These skills are known as communication skills. It is more important to teach these communication skills combined than to teach separately.

Communication skills can be regarded as the method to contact with each other by means of passing on or exchanging the news, information and feeling in the ways of listening, speaking, reading and writing (and sometime sign language). Among these four skills, reading and listening skills are receptive skills. Speaking and writing can be called as productive skills.

Reading

Reading is what happens when people look at a text and assign meaning to the written symbols in the text. (Aebersold &Field, 1997:15)

Reading is the process of constructing meaning through the dynamic interaction among the readers' existing knowledge, the information suggested by the written language, and the context of the reading situation. (Anthony, Pearson & Raphael, 1993:238). The printed

text or written text is received by eyes and sent to the brain. In this stage, the brain has to decode or search for the meaning. So, reading skill is called receptive skill.

There are several types of reading such as scanning, skimming, intensive reading, extensive reading and interactive reading aloud.

Listening

Listening is an active, purposeful processing of making sense of what we hear. (Helgesen, 2003:24). Listening is the mental process of constructing meaning from spoken input. (Rost.2002:279)

In listening, aural text or spoken text is received by ears and sent to the brain. The brain has to decode and search for the meaning. So, listening is a receptive skill. As reading and listening skill are receptive skills, they have common sub skills to be accomplished. They are as follows: Identify main facts and details, Relate cause and effect, Identify sequence of events, Predicting outcomes, and Inferring meaning from contextual clues.

Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

When the brain has an idea it encodes the idea and sent to the mouth. By using articulation system, mouth produces the spoken text. So speaking skill can be regarded as productive skills.

Writing

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note taking, identifying a central idea, outlining, drafting and editing. It is difficult to start writing of any kind without a central idea and the notes to support it.

When the brain has an idea it encodes the idea and sends to the hand. Then the hand writes down or types in words. So writing skill can be regarded as productive skills. (www.curtin.edu.au/curtin/dept/smec/iae)

Sub-skills

Creative Skill

Creativity also relates to attitudes. A teacher with an open attitude, who formulates questions, who values unusual responses, and who plans different approaches to similar problems can do a lot to promote creativity. There is a need to prepare teachers for promoting creativity in their classrooms, not only in their initial teacher training, but in continuous professional development. The importance of training teachers for developing creativity is a key competence. ([http:// wiki.answer.com/Q/what_are_creative_skills](http://wiki.answer.com/Q/what_are_creative_skills))

Creativity as an ability that can be nurtured and developed, involves that teachers and students have to become more aware of the necessary factors, to increase their creative potential, and school and training institutions have to promote these factors. The main challenge, thus, is to create an environment where factors conducive to creativity are nurtured.

Creative skill of knowing how to teach is a must for every teacher and is the key to acquiring new skills and sharpening the ability to think through problems. Teach smarter-not harder. A secondary benefit of learning how to teach is that it empowers the teachers' ability to develop a measurable task repeatedly. ([http:// en.wikipedia.org/wiki/creative_skills](http://en.wikipedia.org/wiki/creative_skills))

Critical Thinking Skill

Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions and assesses conclusions. Critical thinking can occur whenever one judges, decides or solves a problem in general, whenever one must figure out what to believe or what to do, and to do so in a reasonable one reflective way. The list of core critical thinking skill includes observation, interpretation, analysis, inference, evaluation, explanation and meta- cognition. Critical thinking skill is considered important in the academic field because it enables one to analyse, evaluate, explain and restructure their thinking, thereby decreasing the risk of adopting, acting on or thinking with a false belief. There are some advantages for teachers who have critical thinking skill. First, critically thinking mind can find the best solutions to the unexpected problems through evaluating the advantages and disadvantages of the situation. Second, they can think without biases and prejudices so they can give reasonable decisions. Third, they question, search, ask for and

give reasons, judge and evaluate. (http://exchanges.state.gov/english/teaching/forum/archive/docs/09_47_2_d.pdf)

Decision making skill

Decision making skill is important for the teacher in preparation for teaching or lesson planning. Decision making and problem solving skill are closely linked and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful. Good decision-making requires a mixture of skills, creative development and identification of option, clarity of judgement, firmness of decision and effective implementation.

In decision making process, the following steps should be followed:

1. Define and clarify the issue- does it warrant action? If so, now? Is the matter urgent, important or both.
2. Gather all facts and understand their causes.
3. Think about or brainstorm possible options and solutions.
4. Consider and compare the pros and cons of each options –consult is necessary – it probably will be.
5. Select the best options - avoid vagueness or foot in both camps - compromise.
6. Explain your decisions to those involved and affected, and follow up to ensure proper and effective implementation.

(<http://www.decision-making-confidence.com/decision-making-skills.html>)

(<http://www.time-management-guide.com/decision-making-skills.html>)

Problem Solving Skills

Problem solving is a mental process and is part of the larger problem process that includes problem finding and problem shaping. Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental skills. Problem solving occurs when an organism or an artificial intelligence system needs to move from a given state to a desired goal state.

There are many different ways to solve a problem, however all ways involve a series of steps. (<http://en.wikipedia.org/wiki/problem-solving>)

Self-study Skill

There are three methods of seeking education. They are formal education, informal education and self-education or self-directed education. Being a teacher, one has to deal with these education, especially self-education. self-education can be also known as self-study skill or autodidacticism. Autodidacticism means learning on your own or by yourself and an autodidact is a person who teaches him or herself something. (<http://en.wikipedia.org/wiki/self-study>)

Synthesis and Analytical Skill

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts and recognition of the organizational principles involved. Make inferences and find evidence to support generalizations (Bloom, 1956).

Analytical skill is the ability to visualize, articulate, and solve complex problems and concepts, and make decisions that make sense based on available information. Such skills include demonstration of the ability to apply logical thinking to gathering and analyzing information, designing and testing solutions to problems, and formulating plans.

Synthesis involves putting small parts together to create a whole. This is really a common-sense definition of the word. In normal language, when we put together a whole series of skills, we say we are synthesizing those skills. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information) (Bloom, 1956). (<http://education.calumet-purdue/vockell/edpsybook/bloom/27s-taxonomy.html>)

Conclusion

In conclusion, it is needless to say that the more we put effort in teaching preparation, the more skills we improve. We should consider the facts that we can't attain all skills at the same time in each lesson. So we need to create our lesson preparation to get the skills respectively.

Many scholars in different cultures have suggested various ways for teacher's development. In this paper, some suggestions are also presented. However, teachers have to learn and need to adapt to our students' situation. We can create more effective lesson preparation if we are installed with the needs mentioned in the previous sections. It is a teacher's duty that we should try our best to promote our students' qualities.

This paper will be concluded with some suggestions needed for teachers' progress. It is the suggestion of David Nunan and Clarice Lamb that teachers have to keep a balance between teacher-control and student-based teachings. David Nunan and Clarice Lamb also explained about the terms of high and low structure teaching in language education. The terms „high-structure“ and „low-structure“ have borrowed from Biggs and Telfer (1987: 362). These themes are defined as follows:

High-structure decision-emphasizing the teacher's role in setting up the learning environment, and allowing relatively few options and hence require a reactive role from the students

Low-structure decision-providing the pupils with many options and maximum autonomy when in the learning experience (which is not to say that the teacher does not have to work very hard to provide a low-structure environment).

Briggs and Telfer (1987: 362) suggested that instructional decision making can be located on a continuum that has high-structure decisions at one extreme and low-structure decisions at the other. Therefore, we should attempt to deal with both high- and low-structure management decision in preparing our teaching.

Although we have made a perfect lesson preparation, we need to be judged or suggested by someone so that we can know our weakness and improve our teaching skills. Therefore Supervision and observation need to be the fundamental parts of teacher's career. Daresh (2001) defines supervision as “the process of overseeing the ability of people to meet the goals of the organization in which they work”. The key purpose of observation is to investigate what happens inside the classroom, primarily by watching, listening and recording. (Nunan & Baily, 2009). Observation is the act of looking at something without influencing it and recording the scene of action for later analysis. The task seems to be the duty of professor and associate professor and it is traditionally conducted by the most senior staff of the department. When observing and supervising, it should be focused on teachers' questioning skills, teachers' instructional language, student's participation, effectiveness of a particular teaching strategy or activity, use of materials and sources use of effective teaching approach. After they observed these important facts, they should give evidence based feedback that the teacher would like to use for future teaching. In real life situation, it takes too much time to observe, give feedback to all the staff. Another weak point of observation is that we may lose the courage to try new ideas, to explore more than one alternative and to explore freely because someone seems influence on our

teaching. But it can help all the staff improve their skills. That is why observation and supervision should be considered to be taken in teachers' progress.

J.C Richard stated that action research is the teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. Teachers must take practical action to resolve classroom problems in a systematic approach to carry out investigation to improve classroom practice.

The last suggestion to upgrade language teacher's skills is doing action research. Teachers and research are inseparable because teaching is followed by learning. It is the nature of action Research which takes place in the teacher's classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effects. Therefore action research can be a powerful way for language teachers to investigate their own practice. Action research sets out with the explicit aim of improving teaching skills for the teacher.

As a result of doing an action research, the teacher is in a position of trying to change in the way the teacher teaches. Moreover, language teachers not only learn about their own teaching but can also become more expert at teaching and investigating their own practice. Teachers can share their result with their colleagues in the department. Thus through the process of planning and carrying out action research , teachers can develop a deeper understanding of many issues in teaching and learning as well as acquire useful classroom investigation skills. (Richards, C. J. & Farrell, T.S.C (2005) p-171). That is why, action research should be a duty of a teacher who wants to improve her skills.

However various kinds of ways are excellent, it is no doubt that doing self- study cannot be avoided. So this paper dealt with doing self-study. We can obtain many advantages due to the fact that we generate effort as much as we can. Without any attempt, we can't improve our skills. Therefore, whatever we teach: literature or language, we can get profit from producing well-prepared lessons.

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