

perceptions of him/herself, formed through experience with the environment, interactions with significant others and attributions of his or her own behaviour.

Self-esteem can be defined as a personal judgement of worthiness that is expressed in the attitudes the individual holds toward him or herself (Cooper Smith, 1976).

Self-concept affects school achievement, but schooling can in turn affect the self-concept and indirectly self-esteem, as academic self-concept will influence a child's global self-esteem.

As self-concept affects school achievement, and self-concept is in turn hierarchically related to global self-esteem, improving students' self-esteem could improve their school achievement. One of the main factors in improving self-concept is having high expectations of all students. Correcting misbehaviour should always be done in such a way that students' self-concept is not damaged.

The most effective way of doing something about students' self-concept thus seems to be to make sure that all students have the opportunity to experience success.

The research (Mosley, 1996) has shown that the effect of achievement of self-concept is stronger than the effect of self-concept on achievement. Therefore, one might assume that the best way to improve self-concept is probably to improve students' achievement. Effective teachers are supportive of students and create a climate in which their contributions are valued. Praise is useful, but must also be realistic.

## conclusion

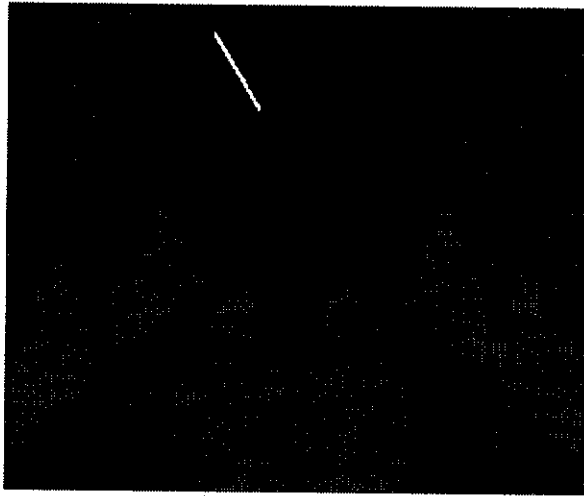
Effective teaching involves the teachers' personal traits, teaching traits that provide proper learning opportunities, and intellectual faculty. The first two categories involve the

teacher's inherent abilities, whereas the third one concerns with the acquired abilities.

In a nutshell, we might conclude that paying enough attention to a combination of both inherent and acquired abilities of teachers will provide us with highly effective teaching.

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Effective teachers like to know the school and community intimately, and gaining knowledge about their students is an ongoing adventure. Being a part of the community in which one teaches can provide insights impossible to achieve as a commuter.

If possible, a teacher should live in a community of the type where his/her students live, not necessarily for life, but at least for a time.

#### **c) A Mental life**

The highly effective teacher has a characteristic that includes the abilities to be the following (McEwan,2002).

1. **Metacognitive:** able to read one's own mental state and then assess how that state will affect one's present and future performance. Teaching is a complex cognitive skill. Sijde (1990) believes that classroom teaching consists of a number of linked problem situations: the solution of one problem situation directly influences the next problem situation.
2. **Strategic:** able to think aloud and model strategic learning for students.
3. **Reflective:** able to think about personal teaching behaviours for the purpose of self-growth.
4. **Communicative:** able to articulate ideas, issues,

beliefs etc.

5. **Responsive:** able to flex to the changing needs and demands of the profession

#### **d) Teacher expectations**

One of the most important factors both in classroom climate and in school and teacher effectiveness generally are the teacher's expectations of her or his students. From the late 1960s onwards, according to Muijs & Reynolds (2002), research has found that teachers' expectations of their students can become a self-fulfilling prophecy. Students that are expected to do well tend to achieve better, while students who are expected to do badly, usually tend to fulfil their teacher's expectations as well.

Of course, one could argue that the relationship between teacher's expectations of their students' achievement and students' actual outcome is merely the result of teachers having accurate perceptions of their students' ability. However, research has shown (Muijs & Reynolds, 2001) that teachers form expectations of students even before they have any evidence for their performance.

These expectations may be related to student ethnic, gender, age, financial status, social class, and other background characteristics.

Negative teacher expectations can be a particular problem in schools and sometimes in universities in disadvantage areas and for students studying a particular subject.

The effective teacher is aware of his/her own (often unwanted) biases, and does not treat the student's social disadvantage, for example, as a sign of less ability.

#### **e) Enhancing students' self-esteem and self-concept in school and classroom**

To clarify what is meant by these two often confused concepts Shavelson and Bolus (1982) and Shavelson, Hubner and Stanton (1976) define the self - concept as a person's

external to the classroom situation and some of which may be caused, or at least reinforced, by the classroom situation.

Home circumstances can predispose students to misbehaviour. It can be a good idea to ask the student to see the teacher after the lesson to discuss what problems cause her or him to misbehave. In most situations it is necessary for teachers to spot the misbehaviour as quickly as possible and deal with it immediately. It would be counterproductive if dealing with it flow more the actual misbehaviour itself.

Developmentally, students at certain ages (particularly early adolescence) will feel the need to rebel and seek attention in the classroom. However, lessons which are perceived as boring or irrelevant by students may provoke misbehaviour. On the other hand, schools and teachers that are either too authoritarian or too lax on discipline are more likely to encounter misbehaviour.

Finally, Muijs & Reynolds (2001) believe that there is a clear relationship between students' school achievement and their behaviour in the school; low achievement often leads to misbehaviour. Therefore, one may conclude that misbehaviour can be limited by providing a relevant curriculum that allows all students to experience success.

#### **e) Effective use of homework**

There is quite a bit of research that has attempted to clarify whether or not homework is effective, often with ambiguous results, however. The main reason, according to Muijs & Reynolds (2001), is that it is very difficult to isolate the effects of homework from a variety of other factors affective in students' achievement.

Therefore, teachers are to be careful in dealing with homework. The effective teacher knows about the effective use of homework. Students

who attend classrooms about two hours a week are not expected to learn anything properly. So, teachers resort to homework to fill the gap between the time spent in the classroom and the time, which is needed to learn a particular subject matter.

- In order for homework to be an effective tool, the teacher needs to adhere to a number of principles.
- These are the two major principles: students at different grade levels are assigned different amount of homework; homework at different grade levels takes different forms.

### **III. Intellectual faculty that demonstrates knowledge, curiosity, and awareness**

#### **a) Book learning**

The highly effective teacher has a sound knowledge of content and outcomes (what the school has determined is essential for students to know) as pointed out by McEwan (2002).

To maximize the effectiveness of teaching, a number of conditions on which the teacher may have little effect, need to be met such as clearly structured lessons. A clear structure leads to a better understanding of content.

It is recommended that material should be presented in small steps pitched at the student's level. Information should be presented with a high degree of clarity and enthusiasm. Muijs and Rynold (2001) argue that teachers need to focus on one point at a time, avoid digressions, irrelevant material, ambiguous phrases or pronouns.

#### **b) Street smarts**

The highly effective teacher knowledge of the students, the school, and the community in which he/she is teaching and uses this knowledge to solve problems in the instructional setting. McEwan (2002) believes that this teacher has street smarts.



this claim lie in the following features:

1. He clearly has substance (i. e. knowledge of content and instructional effectiveness) to go along with his style.
2. Escalante's style is a genuine expression of one who is both a person and a teacher.

Escalante's style, according to McEwan (2002, 15) "includes his interest for mixing up his English with bits of Spanish and two Bolivian Indian dialects as well as his constant use of invented words and phrases. 'Take your break and don't come back' is Escalante's way of saying *get out of class*".

### c) Motivational expertise

A teacher is a motivator above all else, students differ in terms of the level of their motivation. Some have low and some others have high motivation to learn. The teacher as a motivator tries to draw student's attention to the need of learning the material due to be taught and tries to increase their motivation. He/she believes in his own ability to make a difference in the lives of students and pursues them to maintain the highest possible behavioural and academic standards.

Expectations should be coupled with excellent instruction. Excellent instruction without high expectations will not push students to their full potential. Of course, high expectations without the appropriate instruction cause them frustration.

Many times a teacher does not change his teaching approach when a student isn't learning, he lowers the expectations for that student. This is not the proper solution. Instead, he/she should change his teaching make the high expectations possible. The teacher should keep the motivations of his/her students at a high level, not only by varying his/her method of presentation or his/her instructional materials but also by giving students a sense of security, success, and achievement,

"Many researchers and authors believe that success in a task is due simply to the fact that someone is motivated"(Brown, 1994, 152).

### d) Instructional effectiveness

The highly effective teacher is an instructional artist: a skilled communicator with a repertoire of essential abilities, behaviours, models, and principles that lead all students to learning.

One of the principles utilized by the teacher is testing system. Testing completes the task of teaching. There is no successful teaching without application of testing, testing shows the extent to which the teaching has been fulfilled successfully.

The next principle which the effective teacher makes use of, is the aim of the course. It is a crucial element which determines the content. It is not possible to determine the proper content without taking the aim of the course into consideration.

The aim of the course also determines the method of teaching. In other words, there is no fixed method of teaching for all courses and in all situations. The aim, content, the method and the issue of assessment are all interrelated.

### Classroom observation

Also, there are some useful instructional strategies for the teacher to preempt misbehaviour such as scanning the classroom, circulating around the room periodically, making eye contact normally, targeting the questions, using proximity, giving academic help, changing activities, or pace, noticing misbehaviour, noticing disrespect and moving pupils.

### Dealing with inappropriate behaviour

To deal with misbehaviours in classrooms, the teacher should not forget the causes of misbehaviours, student misbehaviour can result from a variety of causes, some of which are

to communicate more effectively with parents, organizing staff, development opportunities for his colleagues, or developing leadership skills among students; he is constantly making a difference.

"A good example is the best sermon" once mentioned by a wise man. It is significant to be aware of the influence a teacher's behaviour has on students in acting as an example or as a model for their behaviour.

#### **d) The teacher as an artist**

Teaching means transferring new information or knowledge from the mind of someone (called the teacher) to the mind of someone else (called the learner). Throughout this process a substantial number of factors get involved. The more skillful the teacher is, the easier the process would be. Teaching makes use of many branches of science: psychology, sociology, pedagogical technology etc.

Teaching involves art and science. The effective teacher artistically conveys his knowledge in the act of teaching. The more flexible, innovative a teacher is, the more successful the act of teaching would be.

## **II. Teaching traits that get results**

### **a) With-it-ness**

McEwan (2002) argues that the highly effective teacher demonstrates with-it-ness: the state of being on top of, tuned into, aware of, and in complete control of three critical facets of classroom life: (a) The management and organization of the classroom, (b) The engagement of students, (c) The management of time.

It is an important skill that comes to some extent with experience. Kounin (1970) referred to it as with-it-ness. It is the ability to spot all misbehaviour in the classroom quickly and

accurately and to identify the right student as the wrong doer, without any mistakes.

A successful language teacher, conducts his classroom like a well-oiled machine. Students know what they are supposed to do when they come into the classroom everyday: how to pass in papers and tests, where to get supplies when they run out, what to do if they need help and the teacher is busy, how to respond to signals from the teacher to get their attention, where to put homework that is due, the procedure for returning library books.

The teacher may take time (as much as needed) at the beginning of every school year to explain, rehearse, and reinforce all of the procedures he wants students to handle. His/her students know exactly what to do.

Two of the most important aspects of effective management skills, according to Finochiaro (1979) concerns maintaining adequate control over the movement of pupils around the classroom and keeping the degree of noise produced at an appropriate level.

No one can claim that a completely quiet classroom is the best class or a noisy classroom is a bad one. There is no fixed standard - what may be acceptable by one teacher may not be acceptably by another teacher in another context.

### **b) Style**

The effective teacher exhibits a personal unique style, bringing drama, enthusiasm, liveliness, genius, humor, creativity, and novelty to teaching.

Nothing is achieved without enthusiasm. It provides a suitable atmosphere for learning, in which less time is spent uselessly. Distracters are too weak to occupy the enthusiastic mind.

The story of Jamie Escalante known as the best teacher in America is legendary. Escalante has his own particular style. The reasons behind



love with a field of knowledge and highly interested in transferring his/her own knowledge to the youth attending the classroom each day also he should be drawn to the dilemmas and problems of the new generation.

#### **b) Positive and real**

The highly effective teacher is positive and real, demonstrating the qualities of caring, empathy, respect, and fairness in relationship with students, parents and colleagues (McEwan 2002). "Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher" (Palmer, 1988,10)

The teacher not only teaches his/her students to read and write, he also gives them daily lessons in caring, empathy, respect, and fairness.

A positive classroom climate very much depends on the type of relationship the teacher establishes with his/her pupils. Celce-Murcia and McIntosh (1997) believe that learning occurs mostly where there is mutual respect and rapport between the teacher and his/her students. Mutual respect develops from the fact that the pupils consider their teacher a competent one, and who cares about students' progress by planning and conducting effective lessons and carrying out his/

her various tasks with commitment.

Creating a pleasant classroom environment appears to be the effective teacher's main task. The most important aspect of classroom climate is the relationship between the teacher and students. This relationship can range along a continuum from formal to informal, and from warm to cool. A warm, supportive environment has been found to be important to teacher effectiveness. Teachers who are perceived as being understanding helpful and friendly been found to enhance student's achievement and their effective outcomes (Wubbels, Brekelmans and Hooymayers, 1991).

The effective teacher creates an unthreatening environment in which students' opinions are valued and respected. Wrong answers do not provoke their negative reactions reactions. Teachers who are concerned with students' emotional and social, as well as academic needs have led more student involvement in lessons.

However, with respect to classroom climate, teachers cannot operate within a vacuum. School climate will strongly influence classroom climate, and in order to be effective, the school and classroom need to be complementary.

Celce-Murcia and McIntosh argue that the teacher's positive view of culture of target language provides him with motivated and interested students. It is a crucial point that needs more research to investigate different aspects of students' familiarity with the target language. However, it is not in the domain of this article.

#### **c) The teacher as a leader**

According to McEwan (2002) the highly effective teacher is a "leader" who positively affects the lives of students, parents, and colleagues. A highly effective teacher makes an impression wherever he/she focuses his/her high-energy efforts. By coaching a new teacher in how

## Introduction

Scholars have tried to create a schema that would describe and identify effective teachers for over a century. They have determined different characteristics for effective teachers.

Historian, Richard Traina(1999), examined the autobiographies of 125 prominent Americans from 19th and 20th centuries. He paid special attention to the descriptions these leaders gave of the teachers whom these prominent Americans/ admired most. These leaders' descriptions were remarkably consistent. To view some of them, one may refer to the following statements: (a) a command of subject matter, (b) a deep care and concern for students, and (c) a distinctive or memorable attribute or style of teaching.

However, effective teachers don't always present themselves wrapped in neat and predictable packages. "They evoke strong and sometimes even negative feelings" (McEwan 2002,2).

One of the earliest large-scale studies of teacher's characteristics found that "superior intellectual abilities, above average school achievement, good emotional adjustment, generosity in the appraisal of behaviour and motives of other persons, early experiences in caring for children, and a history of teaching in the family" were some of the characteristics that applied " very generally to teachers judged by various kinds and sets of criteria to be outstanding" (Ryans, 1960, p366). The search for "the effective teachers" continued to focus on what teachers were like, but rarely on what they did or should do during the act of teaching.

The coleman report (1966) further reinforced the notion that teaching quality mattered in terms of students' success in school.

In response to Coleman's assessment, researchers in the early 1970s identified teachers whose students consistently achieved higher than

students in other classrooms and they closely compared what these teachers might have done differently from the teachers of low-achieving students.

The definitions of an effective teacher began to change as the emphasis shifted from what teachers 'were' to what they 'did', and what effects those behaviours had on students' achievement. (McEwan, 2002). However, the writer of this article believes that a good definition includes both of them, i.e. what a teacher is and what he/she does.

In the light of aforementioned ideas, defining an effective teacher in a few traits is a challenging task but not an impossible one. Although there may not be a clear-cut classification for the traits, and each trait may belong to one or more categories, the traits that will be described in the following pages would appear in three major categories:

- I. Personal traits that indicate character of the teacher
- II. Teaching traits that result in the student's achievement
- III. Intellectual faculty demonstrates knowledge, curiosity and awareness of the teacher

In the following section, each category is described respectively:

### **I. Personal traits that indicate character**

#### **a) Mission- Driven, patient and passionate**

The effective teacher is mission-driven, i.e. he has a mission or duty to teach, feeling a call to teach as well as a passion to help students learn grow(McEwan, 2002)

Patience as an essential trait for teachers, plays a significant role in conducting the class. The teacher should be patient enough toward all students especially less motivated ones.

To be a passionate teacher is to be someone in





Knowledge Improvement

# Teachers, an Overview

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چکیده

این مقاله با رویکردی تازه، به بیان و طبقه‌بندی ویژگی‌های معلم خوب پرداخته است. این ویژگی‌ها به سه دسته کلی طبقه‌بندی می‌شوند: نخست، ویژگی‌های شخصی که بیانگر کنش، حالات روحی و شخصیتی است؛ دوم، ویژگی‌های مربوط به روش تدریس موفق؛ سوم، ویژگی‌های فکری و بینشی که بیانگر دانش، کنجکاوی و آگاهی معلم است. در این رویکرد برای ارائه تعریفی از معلم خوب، ترکیبی از آن‌چه که معلم خوب «هست» با آن‌چه که وی در کار تدریس «انجام می‌دهد»، به طور عمده مورد توجه قرار گرفته است. کلید واژه‌ها: روش تدریس، معلم خوب، تدریس خوب، توانایی‌های فکری

## Abstract

Offering a new point of view, this article tries to classify and describe the traits of potent teachers. The traits are described under three major categories, due to the emphasis they put on a particular aspect: First, personal traits that indicate the teacher's character or personality and other psychological features; second, teaching traits that may result in a proper learning; third, intellectual faculty that demonstrates knowledge, curiosity and awareness. In this study, special attention is given to a combination of what an effective teacher "is", the inherent abilities, what he/she "does" in the act of teaching by his/her acquired abilities.

**Key Words:** teaching methods, the effective teacher, effective teaching, intellectual abilities