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برگ اشتراک مجله های رشد

شرایط:

۱- واریز مبلغ ۲۰/۰۰۰ ریال به ازای هر عنوان مجله درخواستی، به صورت علی الحساب به حساب شماره ۳۹۶۶۲۰۰۰ بانک تجارت شعبه سه راه آزمایش (سرخه حصار) کد ۳۹۵ در وجه شرکت افست

۲- ارسال اصل رسید بانکی به همراه برگ تکمیل شده اشتراک

+ نام مجله:

+ نام و نام خانوادگی:

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+ شماره و تاریخ رسید بانکی:

+ آیا مایل به دریافت مجله درخواستی به صورت پست

پیشتان هستید؟ بله خیر

امضا:

نشانی: تهران - صندوق پستی مشترکین ۱۱۱-۱۶۵۹۵

نشانی اینترنتی: www.roshdmag.ir

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شماره مشترکین: ۱۴-۷۷۳۳۹۷۱۳-۷۷۳۳۶۶۵۶

پیام گیر مجلات رشد: ۸۸۳۰۱۴۸۲-۸۸۳۹۲۳۲

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not strictly a characteristic of what is commonly referred to as learner-centered language pedagogy. Negotiation is classroom-group centered, serving a collective teaching-learning process and, thereby, individuals are located as members of a group (Breen & Littlejohn, 2000).

Conclusion

The role of the teacher in fostering language acquisition has frequently been in question, often limited to the provider of tasks that generate circumstances where interaction between two or more learners will occur. However, the theory of mediation presented in this article maintains that the teacher can play an important role in prompting effective learning in other significant ways. Rather than being peripheral, the teacher is vital in fostering the right climate for learning to take place, for confidence to develop, for people's individuality to be respected, for a sense of belonging to be natured, for developing appropriate learning strategies, and moving towards learner autonomy. Teacher's action in the classroom and their interactions in the classroom and their interactions with their learners will mirror, either implicitly or explicitly, their own beliefs about learning, their views of the world, their self-views, and their attitudes towards their subject and their learners. Thus, whatever methodology teachers purport to adopt, whatever course book or syllabus they are following, what goes on in their classroom will be influenced by their beliefs about the learning process. As we have seen, the whole context has a significant influence on any learning that takes place. This applies not only to the immediate context of the classroom; it also applies to the broader social, educational and political context within which language learning experiences are occurring. In addition, the cultural background of the learners will influence the sense they make of the learning situation, and their views of the culture to which

the foreign language belongs (Brown, 2001).

Developing from moves towards communicative language teaching, recent innovations in classroom practice have emphasized the value of collaborative learning, learner-centeredness, autonomy and shared decision-making in the classroom. The motivation for developments in this area have come from many sources but a strong element in this is to create forms of classroom interaction which gives voice to students in the management of their learning. Through making explicit the typically hidden views of students, the intention is to arrive at more effective, efficient and democratic modes of classroom work. Negotiation in short, refers to discussion between all members of the classroom to decide how learning and teaching are to be organized. In a nutshell, an effective teacher is an autonomous, resourceful mediator and a reflective co-communicator who makes his classroom decisions, based on his negotiations with the learners.

Notes

- 1- Post-method
- 2- Mediation
- 3- Mediator
- 4- Interaction hypothesis
- 5- Comprehensible output
- 6- Zone of Proximal Development (ZPD)
- 7- Reflective teaching

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purposes of reflective teaching, such visits should be planned to be different from the kinds of observations carried out by supervisors. In an effort to improve teachers' self-awareness in this respect, some educational theorists have fostered the notion of critical reflection. The intention here is to enable teachers to become reflective practitioners; thereby they subject their everyday professional practice to ongoing critical reflection and make clear their own particular world view by means of such consideration (Carter & Nunan, 2002).

Negotiation and Decision-making

Over recent years, interests in the concepts of *negotiation* and *process* in language teaching have come from two main areas of professional debate. On the one hand, research has looked closely at the process of a second language acquisition and how interaction may contribute. The use of the concept of *process* and *negotiation* has recently emerged in the realm of classroom pedagogy. In this, *process* has been defined as taking students through various stages in producing language, most notably in the area of academic writing where students are encouraged to collect ideas, draft, seek feedback and negotiate with peers and with the reader to accomplish a successful text (Breen & Littlejohn, 2000).

The original use of the term *negotiation* in the sense we refer to here derives from researchers investigating the nature of conversational interaction. Here the negotiation is overtly social and occurs when people use language either to indicate their understanding on their failure to understand what another person has said, or in order to modify and restructure their language to make things clearer so that they will be understood. Long (2005) and other researchers who acknowledged the centrality of conversational interaction in SLA later adopted the term negotiation to describe it and, more recently, specified it as *negotiation for meaning*. Interactive negotiation,

therefore, occurs in an ongoing and usually spontaneous way within immediate social activity. From the perspective of language acquisition research, however, it also has a psycholinguistic purpose in that it is seen as a facilitative means for generating comprehensible input.

Four principles underlie negotiation in the language classroom. First, negotiation is a means for responsible membership of the classroom community. Next, negotiation can construct and reflect learning as an emancipatory process. Third, negotiation can activate the social and cultural resources of the classroom group. Finally, negotiation can inform and extend a teacher's pedagogic strategies. Clearly, the teacher is at the center of the negotiation process. In the context of negotiation, the teacher has the opportunity to act as a role model for active learning. The teacher can welcome learner's alternative interpretations and proposals as equal but also identify them as open to the group's judgements, selection and agreement. He can encourage learner's own gradual explicitness and greater precision in the identification of preferred learning purposes, content, ways of working and ways of evaluating outcomes so that such preferences become available for everyone as reference points and alternatives for action (Nunan, 2006). Negotiation should be viewed as a means for a teacher and students to share decision-making in relation to the unfolding language curriculum of the group. Teacher and students should identify and address those decisions from the full range which may appear to be most appropriate and feasible for them to negotiate in the context in which they work. Negotiated decision-making enables learners to exercise their active agency in learning. Being an active agent of one's own learning in a classroom entails optimizing the collective resources of a gathering of people, including a teacher who probably has greater experience of helping people to learn than others in the room. Negotiation is

is close to the next form that would be acquired naturally in the learner's interlanguage. According to this hypothesis, the psycholinguistic processing devices acquired at one stage are a necessary building block for the following stage. This implies that structures cannot be taught successfully if the learner has not learned to produce structures belonging to the previous stage. Instruction can only promote acquisition if the interlanguage is close to the point when the structure to be taught is learnable without instruction in natural setting. A central process in Vygotsky's account of learning is the scaffolding during a shared activity provided by social interaction between a learner who is not yet capable of independently achieving something and a person who is already knowledgeable and capable (Ellis, 2003).

Reflective Teaching

Gaining teaching experience, participating in teacher-development courses, thinking about and discussing published scholarship, attending conferences, consulting colleagues, and getting to know students better are but some of the many ways that English language teachers can grow as professionals. An important characteristic of an efficient teacher is to have an increased capacity for self-reflective thought. The purposes of reflective teaching are three folds (Kaplan, 2002):

1. To expand one's understanding of the teaching – learning process;
2. To expand one's repertoire of strategic options as a language teacher;
3. To enhance the quality of learning opportunities one is able to provide in language classrooms.

Richards and Lockhart (1994) define reflective teaching as an approach to second language classroom instruction in which current and prospective teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and

teaching practices and use the information obtained as a basis for critical reflection about their efforts in language courses.

As there are many topics to be explored by reflective teachers, there are many different ways or tools for reflective teaching. These tools are: *Five-minute papers*, *Formative teacher assessment survey*, *Student focus group*, *Retrospective field notes*, and *Formative feedback from peers*. Regular use of five-minute papers is a direct way of finding out how learners perceive and respond to our efforts as teachers. A few minutes before the end of the lesson, the teacher asks everyone to take out a sheet of paper and put down their feelings and suggestions which might help to improve the teacher's future decision-making. A complement to five-minute papers is to schedule several surveys of students' perceptions of how well the course is going. Teachers are advised to implement such surveys three times during the span of an entire course. These surveys should be included in the course syllabus on the first day of class so students will know from the start that their impressions will be solicited, and what the survey will include. The use of student focus group has proved helpful for fine-tuning the teachers' planning decisions and increasing awareness of their strengths as well as areas they could improve. A very effective situation for those interested in student focus group is to build toward a reciprocal peer arrangement in which two teachers may serve as the discussion facilitator for each other's classes (Celce-Murcia, 2001). Ideally, a mutually supportive collaboration evolves between teachers that could develop over time.

There are many ways in which a teacher may collaborate with others to gain a deeper understanding and awareness of the teaching-learning process. A classic way of gaining access to formative feedback is to invite a peer, that is, another language teacher whose opinion you respect to visit one or more of your classes. For

that they are both able and willing to attempt it, so that they will approach the task in a focused and self-directed way. This produces in the learner what Feuerstein calls a *State of Vigilance* and a sharpness of purpose and perception (William & Burden, 2000). This does not necessarily imply that reciprocity is a one-way process with every decision being made by the teacher. Since the ultimate purpose is to encourage autonomous learning, negotiation becomes an increasingly important aspect of this process. Michael Long's *Interaction hypothesis* also emphasized the importance of comprehensible input but claims that it is most effective when it is modified through the negotiation of meaning (Long, 1985). Merrill Swain (1985) formulated an alternative hypothesis, which she called the *Comprehensible output hypothesis*. She has suggested that teachers should give learners opportunities to produce language. According to Swain, there are a number of ways in which learners can learn from their own output. Output can serve a consciousness-raising function if teachers help learners to notice gaps in their interlanguages. That is, by trying to speak or write in the L2 they realize that they lack the grammatical knowledge of some feature that is important for what they want to say. Second, output helps learners to test hypotheses. They can try out a rule and see whether it elicits negative feedback. Third, learners sometimes talk about their own output, identifying problems with it and discussing ways in which they can be put right (Nunan, 1999). The same conclusion was reached by Schmidt (1983) who carried out a case study of his own experiences learning Portuguese in Brazil. He found that formal instruction plus opportunities to communicate out of class were both necessary for acquisition. He also challenged the idea of subconscious acquisition, arguing that he only acquired items when they were consciously noticed. Out of his study he formulated what he called the *notice the gap*

principle. This is based on the insight that learners' knowledge of a foreign language improves when he notices the gap between his own production and that of the teacher with whom he is interacting.

Vygotsky's ZPD

Vygotsky's most widely known concept is probably the zone of proximal development, which is the term used to refer to the layer of skill or knowledge which is just beyond that with which the learner is currently capable of coping. Working together with another person either a teacher or a more competent peer at a level that is just above a learner's present capabilities is the best way for the learners to move into the next layer. The concepts of mediation and zone of proximal development are important ones in social interactionist theories (Vygotsky, 1978). ZPD is a notion that has been enthusiastically taken up by some educational psychologists because it has important implications for teachers with regard to what they can do to help children in their learning. It suggests that the teacher should set tasks that are at a level just beyond that at which the learners are currently capable of functioning, and teach principles that will enable them to make the next step unassisted. Bornstein and Bruner (1989) have used the term *laddering* to refer to his process. Comparative research has shed light on how teachers engage learners in their ZPD through instructional conversation that scaffold novices into an L2. The extent to which instruction in the classroom does help learners to acquire linguistic rules is a topic that has been hotly debated in language teaching. Some researchers such as Ellis (1984) suggest that it may be that instruction helps only when the learner is ready to acquire the form being taught, that is, when the form is in the learner's ZPD. Pienemann (1989) also picks up this concept in his Teachability hypothesis where he maintains that instruction can promote acquisition of language if the form to be acquired

spoke of the death of methods and approaches and the term *Post-method era* was used (Richards & Renandya, 2002). In the *Post-method era*, attention has shifted to teaching and learning processes and the contributions of the individual teacher to language teaching pedagogy. According to post-method condition, the interaction between one's approach and classroom practice is the key to dynamic teaching. The best teachers are able to take calculated risks in the classroom. As new student needs are perceived, innovative pedagogical techniques are attempted, and the follow-up assessment yields observed judgment on their effectiveness. Initial inspiration for such innovation comes from the approach level, but the feedback that teachers gather from actual implementation then reshapes and modifies their overall understanding of what learning and teaching are –which, in turn, may give rise to a new insight and more innovative possibilities, and the cycle continues. Teachers, in Post-method era, have the authority to make decisions and generate innovative techniques specific to their own classrooms. These autonomous teachers seek to devise a systematic, coherent, and relevant alternative to conventional methods of language teaching through constructing classroom-oriented theories of practice. An enlightened teacher is required to diagnose the needs of students and to use the cumulative body of knowledge and principles in order to treat students with successful pedagogical techniques, and to assess the outcome of those treatments. An approach to language pedagogy is not just a set of static principles set in stone. It is, in fact, a dynamic composite of energies within a teacher that changes (or should change if one is a growing teacher) with continued experience in learning and teaching. One teacher's approach may, of course, differ on various issues from that of a colleague, or even of experts in the field, who differ among themselves (Richards & Rodgers, 2001).

In brief, an efficient teacher uses his teaching experiences and his knowledge of teaching and learning principles to create a set of learning experiences that are appropriate, given specific contexts and purposes, for realizing established objectives and is in keeping with the dynamics of the classroom itself.

Theory of Mediation

To provide learning experiences which are truly educational, the teacher can mediate in a number of different ways. Feuerstein (1980) identifies twelve features of mediation. The first three features are considered by Feuerstein to be essential for all learning tasks. The first key feature of mediation is called *Significance* – any learning task must have value or personal meaning to the learners. In mediating in this way, the teacher's role is to help learners to perceive how the activity is of value to them. If learners do not find personal significance in a task, then it lacks the necessary vitality or relevance. Closely linked to this is the second feature of mediation, *Purpose beyond the here and now*. Feuerstein refers to this characteristic as transcendence. Learners must be aware of the way in which the learning experience will have wider relevance to them beyond the immediate time and place. They should learn something of more general value than the actual item taught by the task. For example, in learning vocabulary, they might learn a strategy that will help them to learn further items of vocabulary more easily. The teacher, therefore, needs to be aware of the more general learning value of a task, and to convey this to the learners. Once the teacher is clear in his mind what it is that he wants his learners to do and why, he needs to consider the third feature of mediation, *Shared intention*. Feuerstein refers to this as intentionality and reciprocity. In presenting learners with any learning task, teachers should ensure that learners understand exactly what is required of them, and

معلم موفق از طریق مذاکره و گفت‌وگو با نوآموزان و استفاده از تجربیاتی که در ضمن برگزاری کلاس به دست می‌آید، می‌تواند به اتخاذ تصمیمات آموزشی مؤثر مبادرت ورزد. این امر زمانی میسر است که او با ایجاد رابطه‌ای دوستانه در محیطی دموکراتیک، نوآموزان را ترغیب کند تا به صورتی مسئولانه در مورد مسائل یادگیری و آموزش، اظهارنظر کنند و معلم را در تصحیح تصمیمات گذشته و اتخاذ تصمیمات جدید مساعدت نمایند.

کلیدواژه‌ها: دوره‌ی فراروشی، نظریه‌ی میانجیگری، فرضیه‌ی تعامل، پل ارتباطی بین دو سطح متفاوت از آمادگی زبانی، تدریس اندیشه‌ورزانه، تصمیم‌گیری از طریق گفت‌وگو و مذاکره، فرضیه‌ی قابلیت یادگیری.

Abstract

This article aims at providing language teachers with an introduction to several key issues and recent developments in effective teaching that will help them to understand better the ways in which their learners learn, and which will provide a fund of knowledge which they can apply to their classroom practices. The principles which are to be discussed are applicable to teachers of English as a foreign language and those involved in the management of teaching or teacher training organizations, such as head teachers or inspectors. Key issues such as Post-method condition, Mediation theory, Zone of proximal development, Reflective teaching and Negotiated decision making are to be dealt with in detail.

Key Words: *post-method era, mediation theory, interaction hypothesis, zone of proximal development (ZPD), reflective teaching, negotiated decision making, teachability hypothesis.*

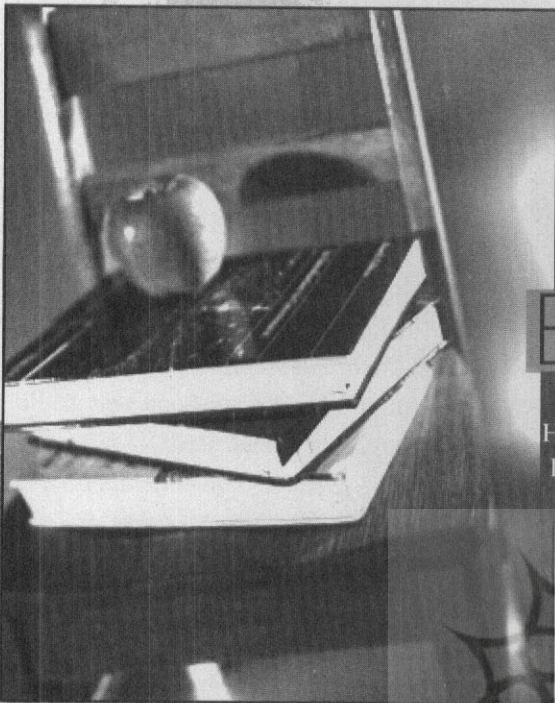
Introduction

How do we feel that language teaching profession will move ahead in the near, or even more distant, future? The approaches and methods presented so far have identified a number of issues that we expect to continue to shape the future of language teaching in different ways. Some of the responses to these issues may take the form of new approaches and methods; others may lead to a refining or reshaping of existing approaches and methods as the teaching profession responds to the findings of new research and to developments in educational theory and practice. The initiatives for changing programs and pedagogy may come from within the profession—from teachers, administrators, theoreticians, and researchers. Incentives or demands of political or social, or even fiscal nature may also drive change, as they had in the past. This article aims to identify and elaborate on some of the factors that influenced language teaching trends in the past and that can

be expected to continue to do so in the future.

Post-method era

The notion of teaching methods has had a long history in language teaching, as has been witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching. Many teachers have found the notion of methods attractive over the last one hundred or so years, since the offer apparently foolproof systems for classroom instruction and are hence sometimes embraced enthusiastically as a panacea for the language teaching problem. The 1970s and 1980s were perhaps the decades of greatest enthusiasm for methods. In 1990s, the notion of method came under criticism, and a number of limitations implicit in the notion of all-purpose methods were raised. By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factors in accounting for success or failure in language teaching. Some



Effective Teaching

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چکیده

مقاله‌ی حاضر عوامل و نظریه‌هایی را معرفی می‌کند که براساس آن‌ها ما می‌توانیم، به آموزشی موفق و مؤثر در زمینه‌ی آموزش زبان دست یابیم.

اولین نظریه‌ی مطرح شده در این مقاله، «فراروشی^۱» نام دارد که ما را در تدریس زبان به دوره‌ی جدیدی، یعنی دوره‌ی فراروشی وارد می‌کند. در این

دوره برخلاف دوره‌های پیشین، روش یا متد خاصی مدنظر نیست، بلکه تأکید بر این نکته است که معلم زبان باید با استفاده از تجربیات و اطلاعات نظری و کاربردی خود در زمینه‌ی آموزش زبان، روش و فنونی را در کلاس ابداع کند که جواب‌گوی نیازهای زبانی، عاطفی، ذهنی، اجتماعی و فرهنگی نوآموزان زبان باشد. معلم، طبق این نظریه، به صورت کاملاً مستقل و رها از قيودات و محدودیت‌های آموزشی و بدون پیروی از روش و یا برنامه‌ی درسی خاصی، با توجه به ویژگی‌های منحصر به فرد شاگردان خود، به اجرای فنون و روش‌های ابتکاری می‌پردازد. شعار دوره‌ی فراروشی این است که یک روش آموزشی خاص نمی‌تواند پاسخ‌گوی نیازهای نوآموزان متفاوت در فضاهای گوناگون آموزشی باشد. بنابراین، تدریس زبان زمانی مؤثر و موفق است که با نیازهای زبانی یک گروه خاص در یک محیط خاص مطابقت داشته باشد.

مقاله، در ادامه به بررسی نظریه‌ی دیگری به نام «میانجیگری^۲» می‌پردازد. طبق این نظریه، مدرس زبان برای تدریس مؤثر باید به سه صورت در یادگیری نوآموزان خود، به عنوان یک میانجی^۳، مشارکت و دخالت مثبت داشته باشد. برای موفقیت لازم است، ابتدا نوآموزان زبان را از اهداف برنامه‌ی آموزشی آگاه کند و سپس آن‌ها را برانگیزد، در ضمن فراگیری زبان، به نکات و موضوعاتی فراتر از محتوای درسی دست یابند. در ادامه، مدرس باید مشخص کند تا چه حد در انتقال مفاهیم و مقاصد موردنظر خود به نوآموزان موفق بوده است. مقاصد ما گاه چنان که مدنظر ماست، به نوآموزان منتقل نمی‌شود و یا به غلط برداشت می‌شود.

مایکل لانگ و مریل سواين در همین راستا با طرح نظریه‌ی تعامل^۴ و نظریه‌ی «برون‌داد قابل فهم^۵»، هرچه بیشتر بر نقش تعامل و تبادل معنایی برای قابل فهم کردن مطالب ارائه شده، تأکید دارند. آن‌ها عقیده دارند، مطالب آموزشی که معلم به نوآموزان عرضه می‌کند، می‌تواند از طریق تعامل و گفت‌وگو بین معلم و شاگردان، به صورتی قابل فهم درآید؛ به شرط آن که مطالب با ترتیبی منطقی و منطبق بر سطح آمادگی نوآموزان ارائه شوند. در تأیید مطلب فوق می‌توان به نظریه‌ی «پل ارتباطی بین دو سطح متفاوت از آمادگی زبان^۶» اشاره کرد که طبق آن، خلأ بین سطح آمادگی کنونی یک نوآموز و سطح بالاتری از آمادگی وی، زمانی پر می‌شود که معلم با مشارکت و مساعدت خود، او را در ارتقا به سطح بالاتری یاری کند و هم‌چنین، نوآموز نیز از نظر رشد فکری و اطلاعاتی، آمادگی عبور از این پل ارتباطی و رسیدن به سطح بالاتر را داشته باشد.

نکته‌ی مهم دیگری که مقاله به طرح آن می‌پردازد، رویکرد تدریس اندیشه‌ورزانه^۷ است. طبق این نظریه، مدرس باید لحظه به لحظه فرایند تدریس خود را مورد ارزیابی و سنجش قرار دهد و از طریق گرفتن بازخورد از نوآموزان و همکاران، و هم‌چنین ثبت و ضبط فعالیت‌های کلاس، به صورتی منصفانه مهارت و ابتکار خود را در زمینه‌ی آموزش محک بزند.

مقاله‌ی حاضر، پس از بررسی نظریه‌های یاد شده، به مسئله‌ی بسیار مهم تصمیم‌گیری از طریق گفت‌وگو می‌پردازد و تأکید می‌کند،