

PROFESSIONALIZING THE ENGLISH TEACHING: GLOBAL PERSPECTIVE

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Abstract

In the 19th century, systems of public education developed in order to meet the recognized need for universal literacy in an industrializing society. Teaching at primary level was at first no more than a high-level domestic service, in which the teacher took over some of the child-rearing responsibility of the family. In some parts of the world, a year as a cadet teacher working under a more experienced teacher became the model for teacher training. Frequently courses were added to the secondary school in the largest town of the county or province, for training classroom teachers. Even today in many countries, notably in Latin America, the training of teachers is still carried on largely in certain types of secondary schools, called "normal schools," which take students (mainly girls) at about age 15 or 16 for a two- or three-year course of study. In Europe and North America, the earlier normal schools or teachers colleges have since moved up to the postsecondary level of higher education. In any event, by the turn of the 20th century some rudiments of a teaching profession had begun to evolve. There was the beginning of a program of formal training; the emergence of a body of specialized knowledge called pedagogy; the imposition of an inchoate system of licensing or certification; and the recognition of a few minimal standards of performance to be defined, expanded, and enforced by the corps of teachers. So professionalizing English teaching as a means of global communication is a must and it has become a great demand for the present time.

Key Words: Professionalizing, Profession, Professionalism, Professionalization, English Teaching, Higher Secondary and Tertiary Level, *Global Context*

Introduction:

The history of public-school teachers, involving a slow upgrading of teacher education combined with a struggle for professional recognition has not been experienced by university teachers. Because higher education throughout the world has been limited to a selected few, it has correspondingly required relatively few teachers, and they seem to have emerged within the universities and to have been selected by the university authorities themselves. They frequently have constituted an inner circle or closed clique. There have, however, been a few instances of pressure by students and by civil government for improved professional standards. The South American University Reform of 1918, for instance, was started by students at the University of Córdoba in Argentina and was aimed at improving the low professional standards of English teachers in Latin American universities.

The status and prestige of the university professor has been relatively high in most countries, and he has needed no politico-economic organization to fight for his professional status. Only in the late 20th century was there a strong movement organized and led by university teachers to further upgrade or reform their profession. This movement has been particularly apparent in the United States, where the enormous extension of higher education has led to a growing teaching force and a consequent problem of maintaining professional standards. Since the 1950s the American Association of University Professors (AAUP) has pressed for higher salaries, by publishing various studies of salary levels that have singled out universities paying relatively low salaries. At the same time the AAUP has continued an aggressive campaign for academic freedom of the professor, by defining a code of professional ethics for the teacher and a procedure through which an institution must go if it proposes to discharge a professor. Professionalizing English language teaching is a dire necessity in the present world context for our better future and academic career as well.

Research Methodology and Techniques:

The study is explanatory in nature. It is a kind of blending research containing both primary and secondary data. Primary data were collected through in depth interview with few teachers at University and college levels from both public and private in Bangladesh and overseas as respondent, those who are selected by snowball sampling technique (Linking one from another with same case). Different magazines and journal articles, newspaper columns, books and reports also have supported the study as the sources for the secondary data.

Limitations of the study:

This study suffers from a number of problems. The number of respondents was very few. There might have some limitations in data collection for the shortage of time. Performance analysis and their long time impact needs more time to asses. The research found the Lack of cooperative attitude of the samples as well as Lack of sufficient secondary online data

regarding the research problem in this field. To do this study the researcher had limited books and resources regarding the subject.

Review of Literature and Critical Discussion:

The history of world civilization and adopting teaching as a profession showed us that Professional organization like TE and TESOL Arabia are thriving. The combined efforts of educational reformers and teachers' organizations were required to fashion the beginnings of a profession. Men and women saw themselves becoming committed to a career in teaching and therefore sought to make this career more personally and socially satisfying. The Chicago Teachers' Federation, founded in 1897, for example, comprised a group of female primary-school teachers who were faced with an experimental pension system that was actually unsound and with salaries that were very low. Margaret Haley, a dynamic 36-year-old Irish woman, was their leader, and in the 15 years after she helped found the Teachers' Federation, it brought a successful suit against the public utilities, forcing them to pay more taxes; forced the board of education to use the added tax income to increase teachers' salaries; affiliated with the Chicago Federation of Labor; sued the *Chicago Tribune* for revising its lease of school-owned land; and engineered the election of Chicago's woman superintendent of schools to the presidency of the National Education Association. Writing in 1915 in his publication, *The Daybook*, Carl Sandburg referred to her latest victory:

Margaret Haley wins again!...For fifteen years, this one little woman has flung her clenched fists into the faces of contractors, school land leaseholders, tax dodgers and their politicians, fixers, go-betweens and stool pigeons....Over the years the *Tribune*, the *News* and the ramified gang of manipulators who hate Margaret Haley have not been able to smutch her in the eyes of the decent men and women of this town who do their own thinking.

Gradually, throughout the world classroom teachers won "tenure" of their positions. In the early days they were employed by the governing body of the school system on annual contracts; under such a system no teacher was assured of his job for the ensuing school year until he had received formal notice of his reappointment for the year. There then developed the practice of automatic renewal of the contract unless the teacher was notified by a certain date (usually three or four months before the beginning of the school year) that his services would not be needed. Finally, as school systems—local, state or provincial, and national—became more stabilized and organized, the rule of life tenure or tenure up to the age of retirement was adopted. Generally, under such a system, after two or three years of satisfactory service, a teacher achieves tenure and cannot be removed from his position except for specific reasons of incompetence or moral turpitude, and, even then, he has the right to a formal hearing on such charges. Now let us discuss elaborately how English teaching should be professionalized in the present world context.

Definition of Profession:

Grammatically it is a noun which means act of declaring or saying something openly. It is also defined as a type of job that requires special education, training or skill. In other words the people who work in a particular job in any institution are called profession. Medieval and early modern tradition recognized 3 kinds of profession like divinity, medicine and law.

According to Wikipedia it is defined as:

A profession is an occupation founded upon specialized educational training, the purpose of which is to supply disinterested objective counsel and service to others, for a direct and definite compensation, wholly apart from expectation of others business gain. The top five most trusted professions are: 1. Teacher 2. Fire-fighters 3. Doctors/ Nurses 4. Postal works and 5. Armed forces .And the least trusted professions are: 1. Attorneys 2. Journalists and 3. Politicians.

According to BLS the following jobs are America's most popular professions: 1. Retail sales people 2. Cashiers 3 .Office Clerks 4 .Combined food preparation and service providers 5. Registered Nurses 6. Waiters and Waitresses 7. Material movers 8 . Janitors etc.

Features of a good profession:

- Special knowledge and skill
- Handsome Remuneration
- Teacher should be Didactic and the effective Teaching and learning should prevail
- Knowledge of the subject matter
- Interaction
- Taking responsibility
- Cooperation Meaningful

Definition of terms related to research topic:

Profession: a distinct category of occupational work.

Professionalization: A process, in which a professional group pursues, develops, acquires and maintains more characteristic of a profession.

Professionalism: The conduct demeanour and standards which guide the work of professionals.

Why is professionalism Important?

Important questions to ask ourselves:

- Why do some people tend to find teaching jobs quickly and easily while others appear to struggle in their efforts to find employment?
- What is the Difference between job applicants who all attend the same or similar university training programs and graduated with the same and similar degrees ?
- Why do some people drift from job to job, unable to stay in place long enough to get tenured?
- A professional teaching qualification does not make you a professional
- Are there other strategies that you can recommend?
- What can we do to overcome the challenges?
- As you are driving of flying home, reflect on...
- What you can do to improve or increase your professionalism?
 1. Next month
 2. A year
 3. 2 to 3 years

The difference is simple but is often overlooked .Those who have succeeded have learned to present themselves as professionals.

What Defines a True Teaching Professional?

- Puts customer or student satisfaction first.
- Has expert and specialized knowledge in teaching
- Exhibits excellent practical/communication skills
- Does high quality work, even more than it expected
- Demonstrates high standards of professional ethics (behavior and activities)
- Shares knowledge and expertise
- Praises peers not themselves
- Has a positive attitude even during tough times.

Difference between Profession and Job:

- A job is often short term and only done as a person requires money to live .On the other hand, a profession is a vocation that is based on specialized educational training. A profession is more than a job. It is a career for someone that wants to be Part of the Society.

Is teaching profession or job?

A skilled worker is any worker who has special skill training and usually acquired ability in their work. A skilled worker may have attended a college, University or technical institutes.

Professionalism in the teaching discipline is diversely considered .Many people have the viewpoint that professionals are of high status in society, Teaching is a paid occupation therefore, I believe it should be defined as profession in the world. Teaching is hope for better, more successful futures. Learning is hope for becoming better individuals, for gaining intelligence and for implementing practical experiences in our future.

What it means to be Professional?

- Being professional means being an expert.
- Professional have a commitment that is deeply personal
- In daily practice, professionals are result centered, internally directed, other focused and externally open (Quinn, 2004 as cited in Bowman, 2012)
- Dedicated to professional development both for themselves and for those people who are affected by their work.
- Associated adjectives: trustworthy, reliable, dedicated and committed
- Are reflective.

Research on professionalism:

- Teaching experience is not related to professionalism
- Amount of PD attended was found to be an important variable
- Academic qualifications were not related to professionalism
- Those with higher professional qualifications were found to possess a (perceived) higher degree of professionalism (king, Hoong&Aun, 2008)

Myths associated with professional:

- Professionals work for big companies or organization
- Professionals have senior titles
- Professionals know everything
- Professionals lack manner and etiquette

Strategies for increasing our professionalism:

1. First Impression count

1. Known the name of your colleagues and students
2. Activity participate in classroom and institutional

- Increase your overall effectiveness
 1. Time management, organizational skill etc

- Have Requisite specialized knowledge
 1. Get the appropriate degrees and qualifications
 2. Don't apply for jobs that you are not qualified for or don't have the requisite qualifications or experience for.

- Emulate those teachers whom you would label as professional
 1. What Characteristic do they have what practices do they follow in their presentation follow and practice those?

 2. Become more self aware
 - 1 Use tools to help you like SWAT analysis or MBTI
 - 2 Wear Professional attire and be well groomed

 1. Request the dress code of your institution
 2. Watch what your colleagues wear
 3. Look like a teacher not a student
 4. A professional is neat in appearance and should meet or ever exceed the requirement of your organization's dress code professional took the part and are nicely (and appropriately) dressed and polished.

- 3 .Communicate effectively
 - How you speak is as important as what you say?
 - Pay attention to the tone of your voice
 - Think about your views on self-disclosure
 - Pay attention to non-verbal communication strategies (over 90% of what we say is NVC)

- Communicating is not just about speaking, writing is important too
 - Proofread all written correspondence
 - Take advantage of tools to help you

- Listen attentively and actively
 - We are given one month and two ears for a reason
 - Don't look at your watch or let your eyes wander
 - On the telephone follow the 9 to 9 rule

- 4. Works on building relationship with important stakeholders

- Teacher to teacher
- Teacher to parent
- Teacher to Student
- Teacher to lone manager and beyond
- You should develop tripartite relationship

5 . Develop self confidence

- Problems with social skills often stem from a lack of confidence
- Frame your diploma
- Set short and long term goals and celebrate your success
- Make a list of recent accomplishments
- Make a list things that make you proud of yourself
- Concentrate more on evaluating yourself than of others evaluations of you
- It's ok to make mistakes and have setbacks
- Manage institutional policies effectively
 - When things get tough, go back to why you became a teacher in the first place- your students.
 - Choose your battles carefully - don't fight ones you can't win.

- Be a team player
 - Share your knowledge and expertise with others and this make a nexus as a teammate to bring about success in your professional career/life.

6. Support your colleagues

- Showing support for others is a significant part of what it means to be professional.
- Encourage those you work with to new heights.
- Support those in need.
- Don't become a part of a clique.
- Follow administrative Directives (whether you like them or not!)

- When directives are given, they are given for a reason
- Ingoing policy is unprofessional
- Think About the vocabulary you use
- It is not the use of big words; it is the use of right words.
- Professional conveys their intended message in a way so that others can understand.

7. Ask questions

- Talk to successful people to find out their secret to success
- The quality of the information you receive will depend on the quality of the question you ask.
- A conversation can lead to a relationship (mentor-mentee) and this relationship can produce amazing results.

Be Reflective

- Teachers who reflect on yesterday make better decision tomorrow.

Be a professional citizen!

- Active participation in an English language teaching association increases professionalism
- Join and actively participate in TESOL, Asia/Arabia TEFL
- If time and \$\$ permits, Join TESOL International or IATEFL (or both) and the organization of your Academic specialty.

Invest on yourself

- But be selective
- Don't wait for professional opportunity to come to you

Engage in professional activities

- Present at conferences
- DO research
- Take on volunteer& paid leadership positions
- Organize PD events (Personal Diary)
- Publish your work
- Mentor other professional who are surround by you.

Be a lifelong learner

- Love of learning is one of the reasons we become teachers
- It keeps us up to date in the field
- If the PD at your institution is not always what you need, actively seek out their opportunities
- If you have a specific need for PD that is not being addressed send us your comments
- Make decisions about further qualifications and/or certification

Have a professional development or strategies plan:

- Part of being professional is about setting strategic goals both personally and professional
- honor your commitments

Challenges of being a professional:

- work/ life balance
- Time management
- Lack of resources (i.e equipment, books \$\$\$, internet
- Lack of information
- Bad attitude
- Work load (often unpaid)

❖ Seven Principles for Good Practice in Undergraduate Education to be Professional :

How can undergraduate education be improved? In 1987, Arthur W. Chickering and Zelda F. Gamson answered this question when they wrote "Seven Principles for Good Practice in Undergraduate Education." They defined what good education means at the undergraduate level. The seven principles are based upon research on good teaching and learning in the college setting.

These principles have been intended as a guideline for faculty members, students, and administrators to follow to improve teaching and learning. Research for over 50 years on practical experience of students and teachers supports these principles. When all principles are practiced, there are six other forces in education that surface: activity, expectations, cooperation, interaction, diversity, and responsibility. Good practices work for professional programs as well as the liberal arts. They also work for a variety of students: Hispanic, Asian, young, old, rich, poor.

Teachers and students have the most responsibility for improving undergraduate education. However, improvements will need to be made by college and university leaders, and state and federal officials. It is a joint venture among all that is possible. When this does occur, faculty

and administrators think of themselves as educators that have a shared goal. Resources become available for students, faculty, and administrators to work together.

The goal of the seven principles is to prepare the student to deal with the real world.

Principle 1: Encourage contact between students and faculty.

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty have many avenues to follow to open up the lines of communication.

For the regular classroom:

- Invite students to visit outside of class.
- Know your students by name.
- Help students with problems in their extracurricular activities.
- Personalize feedback on student assignments.
- Attend student events.
- Advise students regarding academic courses and career opportunities.
- Seek out students you feel are having a problem with the course or are frequently absent.
- Encourage students to present their views and participate in class discussions.
- Have regular office hours.
- Help students to work with other faculty. Let them know of options, research, etc. of other faculty.
- Share personal experiences and values.
- Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it.
- Talk to students on a personal level and learn about their educational and career goals.

For distance and online courses:

- Try computer conferencing.
- Use list serves.
- Clearly communicate your email response policy.
- Encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable.
- "Chat time" online with faculty (at various times, scheduled weekly).
- Use pictures of faculty/students.

- Visit the distance sites, if possible.
- Have an on-site support person.
- Maintain eye contact with camera and local students.
- Arrange for group work at a distance site.

Technology, like e-mail, computer conferencing, and the World Wide Web/Internet, now gives more opportunities for students and faculty to converse. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what they want to say. With these new alternatives to face-to-face communication, interaction from more students should increase within the classroom.

Principle 2: Develop reciprocity and cooperation among students.

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

For the regular classroom:

- Use cooperative learning groups
- Have students participate in activities that encourage them to get to know one another.
- Encourage students to join at least one organization on campus.
- Assign group projects and presentations
- Utilize peer tutoring.
- Encourage students to participate in groups when preparing for exams and working on assignments.
- Distribute performance criteria to students is that each person's grade is independent of those achieved by others.
- Encourage students from different races and cultures to share their viewpoints on topics shared in class.

For distance and online courses:

- Use chat sites and discussion forums for student-to-student communication.
- Set up teams to interact through e-mail or phone bridges with enough people at each site.
- Encourage students to respond to each other's work by posting it on the internet.
- Have a question and answer time online.
- Use teleconferencing for idea sharing.
- Encourage online discussion groups that require interaction.

- Work on group projects through phone and e-mail.
- Team-teach courses.
- Include an "ice-breaker" activity to allow students to share their interest and to learn about others.

Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon them. Cooperation, not competition, is more effective in promoting student learning.

Principle 3: Encourage active learning.

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments, and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of them.

For the regular classroom:

- Ask students to relate what they are learning to something in real life.
- Use journaling.
- Give students concrete, real-life situations to analyze.
- Encourage students to suggest new reading, projects, or course activities.
- Ask students to present their work to the class.
- Use of simulation software to run "what-if" scenarios allows students to manipulate variables and circumstances.
- Practice role modelling and use web-based case studies to practice new thinking skills.
- Encourage students to challenge your ideas, the ideas of other students, or those ideas presented in readings or other course materials in a respectful matter.
- Set up problem solving activities in small groups and have each group discuss their solutions with the class.

For distance and online courses:

- Allow flexibility in choosing material so that it is more meaningful to the learner (e.g. students choose their own topic, project format, etc.).
- Have an interactive web page.
- Debate on-line.
- Present students work for other students to review.

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- Talk about what students are learning by creating a learning group through e-mail, telephone, chat room, or conferencing.
 - Use e-mail for group problem solving.

Promoting active learning in higher education is a struggle because of the learning background that many students come to classes with. This is due to the fact that the norm in our nation's secondary schools has been to promote passive learning. A large amount of information needs to be covered with not enough time, so teachers resort to lecture in order to economize their time to cover as much material as possible. Students progress from topic to topic with no real understanding of the content and how it relates to their life. Effective learning is active learning. The concept of active learning has been applied to curriculum design, internship programs, community service, laboratory science instruction, musical and speech performance, seminar classes, undergraduate research, peer teaching, and computer-assisted learning. The common thread between all these events is to stimulate students to think about how they as well as what they are learning and to take more responsibility for their own education.

Principle 4: Give prompt feedback.

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement. Throughout their time in college and especially at the end of their college career, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

For the regular classroom:

- Follow-up presentations with a five minute period for students to write down what they have learned in class.
- Provide informative comments that show the students' errors and give suggestions on how they can improve.
- Discuss the results of class assignments and exams with the class and individual students.
- Vary assessment techniques (tests, papers, journaling, quizzes).
- Offer on-line testing, software simulations, and web-based programs that provide instantaneous feedback.
- Have question and answer sessions.
- Use audio and/or video recordings to assess performances.
- Return grades for assignments, projects, and tests within one week.

For distance and online courses:

- E-mail gives instant feedback instead of waiting for the next lesson.
- Use on-line testing, software simulations, and web-based programs that provide instantaneous feedback.
- Monitor bulletin boards regularly and give specific information feedback to students.
- Use pre-class and post-class assessments.
- Schedule a chat group where you, the instructor are present. Use it as a question and answer session when appropriate.
- Send acknowledgment e-mails when you receive a students work.
- Post answer keys after receiving assignment from all students.
- Use of hyperlinks within text to provide feedback to questions raised within the text.

The importance of feedback is so obvious that it is often taken for granted during the teaching and learning process. It is a simple yet powerful tool to aid in the learning process. Feedback is any means to inform a learner of their accomplishments and areas needing improvement. There are several different forms that feedback can take. They are oral, written, computer displayed, and from any of the interactions that occur in group learning. What is important is that the learner is informed and can associate the feedback with a specific response.

Principle 5: Emphasize time on task.

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for faculty are able to occur. The way the institution defines time expectations for students, faculty, administrators, and other staff, can create the basis for high performance from everyone.

For the regular classroom:

- Expect students to complete their assignments promptly.
- Clearly communicate to your students the minimum amount of time they should spend preparing for class and working on assignments.
- Help students set challenging goals for their own learning.
- Have realistic expectations (don't expect 10 papers in 10 weeks).
- Encourage students to prepare in advance for oral presentations.
- Explain to your students the consequences of non-attendance.
- Meet with students who fall behind to discuss their study habits, schedules, and other commitments.
- Be careful that time on task is real learning, not busy work.

- Do not use technology for technology's sake. It must be relevant and useful to the topic.
- Have progressive deadlines for projects and assignments.
- Teach time management.
- Discussion topics from class posted in a discussion group on the web .

For distance and online courses:

- Understand that there will be problems with the distance and technology along the way.
- Identify key concepts and how those will be taught. Given the amount of time, decide what realistically can be covered.
- Each distance class should involve some kind of achievement expectation that is laid out at the beginning of the course. Assign some content for out of class time.
- Give up the illusion of doing it all as you might in a regular classroom.
- Vary the types of interaction. In creating an interactive environment, it can be overwhelming to the students and teacher if the types of interaction required are too time consuming.
- Consider both in and out of class time.
- Make sure you know what your goals are and that the learners understand them as well.
- Have regular discussions that require participation.

An easy assumption to make would be that students would be more successful if they spent more time studying. It makes sense but it over simplifies the principle of time on task. Student achievement is not simply a matter of the amount of time spent working on a task. Even though learning and development require time, it is an error to disregard how much time is available and how well the time is spent. Time on task is more complicated than one might assume.

Principle 6: Communicate high expectations.

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

For the regular classroom:

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Encourage students to excel at the work they do.
- Give students positive reinforcement for doing outstanding work.
- Encourage students to work hard in class.

- Tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level it is.
- Help students set challenging goals for their own learning.
- Publicly acknowledge excellent student performance.
- Revise courses when needed so students remain challenged.
- Work individually with students who are struggling to encourage them to stay motivated.
- Encourage students to do their best instead of focusing on grades.

For distance and online courses:

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Call attention to excellent work in bulletin board postings or class list serves.
- Show examples of your expectations with previous students' work.
- Publish student work.
- Provide corrective feedback. State what you did and did not like.
- Be a role model to students. Model the behaviour and expectations that you expect from students.
- Expect students to participate.
- Try to make assignments interesting and relevant to create interest.
- Ask students to comment on what they are doing.
- Suggest extra resources that support key points.

Although it is often only discussed at the instructional level, high expectations also includes the students' performance and behaviour inside and outside the classroom. College and universities expect students to meet their high expectations for performance in the classroom, but also expect a personal and professional commitment to values and ethics. They include the discipline to set goals and stick with them, an awareness and appreciation of the diversity of society, and a philosophy of service to others.

Principle 7: Respect diverse talents and ways of learning.

There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

For the regular classroom:

- Use Web technologies to allow students to pick and choose learning experiences that fits the way they learn.

- Encourage students to speak up when they do not understand.
- Use diverse teaching activities and techniques to address a broad range of students.
- Select readings and design activities related to the background of students.
- Provide extra material or activities for students who lack essential background knowledge or skills.
- Integrate new knowledge about women, minorities, and other under-represented populations into your courses.
- Use learning contracts and other activities to provide students with learning alternatives for your courses.
- Encourage students from different races and cultures to share their viewpoints on topic discussed in class.
- Use collaborative teaching and learning techniques and pair students so they compliment each other's abilities.
- Give students a problem to solve that has multiple solutions. Guide them with clues and examples.
- Consider field trips.
- Be familiar with Howard Gardner's research on multiple intelligences.

For distance and online courses:

- Encourage students to express diverse points of view in discussions.
- Create learning activities filled with real-life examples and diverse perspectives.
- Provide Saturday lab experiences by contracting with local high schools or community colleges.
- Some CD-Roms are available that offer a simulated lab.
- Balance classroom activities for all styles (some books, some hands on, some visual).
- Explain theory from a practical approach first then add the structural approach.

The meaning of diversity is very clear from effective institutions. They embrace diversity and systematically foster it. This respect for diversity should play a central part in university decisions, be apparent in the services and resources available to students and resources available to students, be a feature of every academic program, and practiced in every classroom.

Conclusion and Implications:

Professionalizing English Teaching is a very essential part of modern world .Now a day's English is not a mere language but a weapon to survive in the globalization. Moreover it is the most effective and effluent living language in the present world.

In my professional lifetime, I have seen great advances in the area of professionalism. Professional bodies have set up courses and tests to accredit teachers. Institutions are now supporting teachers to attend and present conferences more and more. Professional journals are being created to help teachers disseminate their practical and theoretical research. The following are the some of the recommendation to professionalizing the English Teaching all over the world.

Creating educational associations and teachers' unions:

Professional groups all over the world have organized for collective action to do two quite different things. One objective of a professional organization is to improve the economic status and the working conditions of its members. A second broad objective is to improve the service that the profession performs for society. These two objectives may best be viewed separately, and it is not clear, a priori, to what extent they are mutually conflicting or mutually supportive. Commencing in the latter half of the 19th century, elementary- and secondary-school teachers banded together to form societies of teachers in the various types of schools and in the various school subjects. Thus Germany and France with their stratified school systems had as many as five teachers' organizations that operated more or less independently of each other. By the middle of the 20th century, however, such organizations in European countries tended to coalesce into strong national organizations.

Professional associations:

University teachers have generally organized themselves into associations for the improvement of scholarship and higher education. As a rule they have operated on the assumption that society will support them financially and morally if they do a good job of scholarly research, writing, and teaching. They accept as members' scholars who are not actually teaching in higher institutions but are engaged in industrial, artistic, literary, or other work. Every country has its national learned societies, which hold annual meetings, publish journals, and generally work for the improvement of scholarship. There are national organizations of classicists, foreign-language teachers, biologists, physical scientists, sociologists, psychologists, anthropologists, literature students, historians, and so forth. In addition there are interdisciplinary organizations, such as the Tavistock Institute of Human Relations (Britain) and the Social Science Research Council (United States). Selective prestige associations also exist to further the cause of the professions and to honour individual leaders. Some prominent examples are the Académie Française, the Royal Society (Britain), the National Academy of Sciences (United States), the Russian Academy of Sciences, and the Nippon Gakushiiin (Japan). International associations make the university teaching profession a worldwide force. There are international associations of scholars in

chemistry, psychology, sociology, human development, gerontology, and other branches of scholarship. Special attempts were made during the late 20th century to bridge the gap separating the former communist bloc of nations from the European–North American bloc. International meetings were held in Yugoslavia, Bulgaria, and Russia, and scholars from the erstwhile communist countries were encouraged to attend conferences in non-communist countries.

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