

Pedagogical Philosophy (No One Should Left Behind)by

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Abstract

A fundamental element in the growing interest in pedagogy was a shift in government focus in education in England. As well as seeking to control classroom activity via the curriculum there was a movement to increase the monitoring of classroom activity via regular scrutiny.

Pedagogy is the stuff of teachers' daily lives. Put simply it's about teaching. But we take a broad view of teaching as a complex activity, which encompasses more than just 'delivering' education. Another way to explain it is by referring to:

- the art of teaching – the responsive, creative, intuitive part
- the craft of teaching – skills and practice
- the science of teaching – research-informed decision making and the theoretical underpinning.

The classroom is more than simply a place. It is an environment that teachers and students create. When the atmosphere is warm, inclusive and inviting, students are more likely to feel safe and comfortable. When they enter the classroom and sense a foundation of recognition and respect—cultural continuity—Aboriginal students feel better able to participate in classroom learning activities, take more ownership for their own learning, and face and overcome challenges that may lie ahead.

The first stage of creating a learning community is to develop a sense of acceptance within the classroom. We have stories,

laughter, quiet times of caring and all of the cooperative hard work that helps a community to survive .

Giving feedback is one of the key roles that teachers play in the classroom. This is an important role and the way the teacher handles it can have a strong influence on the learners' experience. In particular, the way teachers respond to learners can have a powerful impact on learners' attitudes towards the subject.

Assessment and evaluation are essential components of teaching and learning in English language arts. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance.

Motivation has been widely accepted by both teachers and students as one of the key factors that influence the rate and success of foreign language (FL) learning. Motivation provides the primary impetus to initiate learning the FL and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in FL learning presuppose motivation to some extent.

of language as a system and of the role of the components of Already teaching English needs a flexible and widely recognized qualification suitable for first language and non-first language learners of English working in primary, secondary and adult contexts.

It can help teachers develop teaching and better career opportunities.

Teachers must have a working knowledge and understanding language and speech, specifically sounds, grammar, meaning, coherence, communicative strategies, and social conventions.

Teachers must be able to draw explicit attention to the type of language and its use in classroom settings, which is essential to first and second language learning. The recognition of language variation and dialectical differences and how these relate to learning is also necessary.

Introduction

We have been brought up under the influence of the Islamic culture. This is an ancient culture, which strongly emphasizes many values such as filial piety, modesty, righteousness, and devotion. Our culture also insists that all seek to be educated to gain knowledge and understanding. Knowledge in Islam is very important. Its importance is exemplified by the fact that the very first word of Wahi (Revelation) is "Iqra" (Read!). In addition, a chapter of the Divine book (chapter 68), bears the title "Qalam," which means "the Pen," the implement of writing. Writing is the skill which has preserved all knowledge for man. So, in Islam, a child is encouraged to develop a broad and great mind, and by doing so to finally become a person of value.

The preparation of English teachers for schools, in general, necessarily should include scientific work in general education, professional education, and academic subject matter. Preparation differs, however, according to prospective stages and levels of teaching methods. On the other hand, the task is neither exactly the same on all levels, nor are the duties of the teacher.

Academic preparation is deeper and more specialized for the secondary school level than for the elementary, and still more so for the college level. Furthermore, what characterizes the process of teaching English is that the

subject matter itself is not narrowly defined like that of botany, for instance. Literature reaches out into all the arts and all the sciences; language, with its dynamic features, deals with phenomena that more than anything else differentiate man from the lower species for example composition involves such diverse processes as creative writing, writing reports, writing business letters and spelling skills; oral anipulation of the language requires mastery of three basic skills: pronunciation, stress, and intonation.

Therefore, teaching the language, or preparing teachers to do so, is a hard job. Actually, it becomes even harder when a program is meant to prepare teachers of a foreign language. Some Libyan students still choose English as an undergraduate major because it affords many job opportunities and there is some prestige associated with being able to speak the language.

Our rationale explains why we will teach the way we will teach in classroom. In fact, the situation was difficult due to a clear absence of authority and core values, as well as practice. During our undergraduate teaching preparation program in Libya, we were taught English as a foreign language, but not educated in the field of teaching. Unfortunately, learning English did not teach us how to become a teacher, because to simply learn a language is very different from learning how to teach it.

-Culture

Even though our future context will be the same culture as ours, as all the people share the same components of that culture in general, we still feel that there are many different beliefs people hold that can affect language learning either positively or negatively. Class illustrates our understanding of the nature and role of culture in education.

As Libyans, we live in a society where people belong to tribes with which they strongly believe in and identify. It will be crucial for us to help all of our students feel satisfied and safe in the classroom by respecting their culture and identity and valuing the classroom's diversity in regards to students' tribal affiliations. In addition, we believe that bringing students' culture to the classroom by joining lessons to the real life of each student will promote success. As Wagner et al., (2006,p42) state, "students tend to learn very little from teachers who they feel are not respectful toward them". A teacher can tackle his students' needs and promote their confidence by understanding their backgrounds and cultures (Walqui, 2000, p. 8).

Students come to the classroom with different characters that are affected by their unique circumstances. The fact is that they meet in the same classroom with one another, and with the teacher who may have a vastly different character than the rest of class. It is the teacher's task to create the appropriate atmosphere for all. Learning a new language is a difficult task in itself. Many teachers emphasize language learning while neglecting the students' uniqueness and academic success as a whole. In other words, teachers ignore the whole picture while pushing students for the sole acquisition of the language. Walqui (2000) states that this belief toward ELLs can be an obstacle for students' future success.

In Libya, many teachers have little to no experience working with a diverse student population.. Knowing this, we can employ my own style of teaching by bridging differences in the classroom, while at the same time keeping in mind each student's different tribal attachment.

We also believe that student proficiency in foreign language can increase diversity in a classroom, because along with language acquisition comes knowledge of the accompanying culture and customs. We do believe that

students should be encouraged to be proud of their native language while learning a new language and students should hold their native language in high regard, because it allows them to retain their identity and cultural self-esteem.

Nieto (2002,p146) writes, “an additive bilingualism supports the notion that English *plus* other languages can make us stronger individually and as a society”. Because this individual does not appear to take pride in his/ her native language and culture, s/he may not experience the individual and societal benefits afforded from additive bilingualism.

Instructional Considerations

Our purposes for teaching English to undergraduate students in Libya include understanding students’ needs, motivation, scaffolding, and flexibility.

1–Awareness of Students’ Needs

It is essential to understand our students and their needs in order to deliver effective instruction. This is the first step that must be taken to educate our students well and efficiently. Echevarria and Graves (2007,29) state, “In order to educate all students appropriately, a systematic process for determining their need includes gathering data, conducting assessments, and implementing instruction” (p. 29).

Baker (2004) argues that a student’s prior knowledge is a crucial starting point from which a teacher can begin. Yes, it is vital for teachers to know how much knowledge their students have. I totally agree, and I do believe knowing the needs of my students will allow me to educate them suitably.

Moreover, our experience as native Arabic speaker helps us understand and address our students’ difficulties acquiring English. This experience, as well as our understanding of language acquisition, guide us in

assessing each student's needs and implementing appropriate teaching strategies.

Although it is important to follow the prescribed curriculum, it can be difficult for students to follow, particularly if there are gaps in their prior education. Libya places a high value on curriculum and the structure of education, whereas less emphasis is placed on a student's level and previous learning. Regardless of previous schooling, students who are in the same classroom are viewed as being competent at that respective grade level. However, providing differentiated instruction for students' unique needs is a challenge we enjoy, and we believe that will make a great difference for our students and education in general. What's more, students will be engaged more in the learning process when they find that they are taught what they need and there is no gap between their knowledge and the curriculum. Lynch and Warner (2008) call attention to a number of research studies which point to differentiation as a valuable and effective instructional strategy for students and teachers alike. Studies cited in the article identify a number of areas that are positively impacted by differentiated instruction include improved test scores for students of varying academic ability, increased student interest, and heightened student engagement (Diana Laufenberg 2015– Joseph R 2016– Cedar Rener 2015– Sahline M 2005). Also, in a study of educators who utilized differentiated techniques with their students, these teachers reported feeling more successful, and were thus more open to trying new instructional techniques.

2- Motivation

Mann (1968,p669) emphasis that, "A teacher who is attempting to teach without inspiring the student with a desire to learn is hammering on cold iron." Due to our experience, we agree with this point of view. Some

students are easily bored, or tend to focus their attention on things other than their learning and school work. The solution, as we see it, is to inspire them by teaching topics of interest them considering their ages and abilities. Moreover, educators apply challenging tasks that support students' learning (Lightbown & Spada, 2006).

Teachers inspire their learners by ensuring that they work in a safe and comfortable environment. Additionally, teachers must take into account individual learning styles and consider how students can learn best and engage efficiently. Richards and Rogers (2007,p157) believe that "intrinsic motivation will spring from an interest in what is being communicated by the language", so we work to ensure that what we will teach includes students' interests and relates to their needs.

3–Scaffolding

We are seen as a human scaffold for student learning. Vygotsky(2008,p99) defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" .An important component of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase, the scaffolding provided by the teacher is gradually withdrawn.

One of the scaffolding techniques is to use effective strategies(Team Teaching– Learning Communities– Discussion Communities– Critical Thinking –Active Learning– Collaborative/ Cooperative Learning) . We understand and believe that teaching techniques are like machines; not every machine can fulfill every purpose or job, and not every technique can work with all ages of students. It is beneficial to have different techniques to achieve teaching goals, but techniques should be utilized in

regard to students' needs, ages, objectives, interests, and learning styles, as suggested by Vogt and Echevarria (2008). One technique that we find useful in many situations is visual scaffolding. Herrell and Jordan (2008) describe visual scaffolding as a method of making language instruction more understandable by displaying drawings pictures or photographs which allow students to hear words in English, and connect them to the pictures being displayed.

where they used colorful visuals to explain some concepts like "Kingdom", "Power", and "Moral". We displayed images from Google that, in fact, did not specifically illustrate the concepts, but were used as relative objects that were explained later. We found that this strategy of visual scaffolding is a great way to make concepts and words more comprehensible, and can be used with our students.

Another valuable technique is creating cooperative learning groups. Cooperative learning can be utilized to facilitate not only language acquisition, but also subject matter learning, allowing students opportunities to use the language within the content area (Peregoy and Boyle, 2005). For English-language learners, group work is vital in offering receptive and productive language opportunities.

Overall, providing support and scaffolding for students are crucial. When educators encourage and believe in their students, they can hold them to higher expectations, and the students, in turn, can expect great things of their teachers. Gibbons (2009,p2) agrees, and writes "the less that is expected of students, the less they will achieve.

4-Prctaiace and Application

Before teaching any subject, planning is necessary, and is a vital part of teaching students EFL. Teaching English as a foreign language is a complex endeavor, so it is crucial to plan for everything that

may happen. There is not always time to improve a language lesson which does not go as planned. The plans focus on many aspects that allow students to improve their language acquisition skills.

After preparing lesson plans, they were easy to implement because teachers should use sound techniques for the type of lesson

Learning a new language is a difficult process that requires a great deal of effort in order to achieve success, and English-language learners need opportunities to practice the target language in order to master it. Vogt and Echevarria (2008, p.127) maintain:

It is essential that students acquiring English have multiple, daily opportunities to practice and apply what they are learning. The reasons are two-fold: 1) students are more likely to retain new information if they immediately put it to use; and 2) the teacher can assess students' learning while they are participating and applying their new understanding.

Teachers provide such opportunities for their learners to practice English by assigning meaningful tasks that represent real-world activities, such as creating presentations, debating points of view, and role-playing. In addition, they may present English-language videos for their students to practice listening to the target language in context, since there are not many proficient speakers with whom they can interact. According to Snow and Wong-Fillmore (2005), students must interact directly and often with those who are sufficiently language proficient to demonstrate its function and effectiveness.

5-Classroom community

Building positive relationship between students and teachers benefits student learning. According to Cummins (1996), human relationships are integral to schooling. The interactions that occur between

students and teachers and among students are more critical to student success than simply teaching science, math and literacy. By fostering caring and meaningful relationships with students, teachers are providing a safe, constructive learning environment that encourages and supports high achievement. In order to promote positive relationships with students, it is important to support their use of the home language in the classroom and show respect for native cultures. In this way, teachers demonstrate understanding of the vital role they play in the lives of learners and their families (Snow and Wong-Fillmore, 2005).

6-Assessment

We believe that assessment is an essential part of students' learning, as it is the way through which a teacher knows if students achieve lesson goals and plan for future instruction. A teacher can employ many different kinds of assessments to evaluate students' learning. A diagnostic assessment can be used before beginning a lesson or unit to determine how much information students already possess, which aids the teacher in planning effectively. Throughout the unit, teachers can use formative assessments, such as homework assignments, to ascertain what students know up to that point. A summative assessment tells the teacher whether or not the students met the learning objectives of the lesson. More commonly, however, teachers use methods of informal assessment several times a day to analyze students' knowledge. By simply listening to students speak, observing their interactions, and engaging them in classroom discussions, a teacher can often get a more accurate idea of what a student knows and is able to do before by analyzing the results of a formal written test.

An assessment should provide a framework for discussion about students' learning, provide data that teachers can use to improve learning, supply

information to advocate for students, teachers and the program, as well as be ongoing (Gottlieb, 2006). In addition, Alvermann and Phelps (2005, p. 312) state that:

Good assessment practices have certain characteristics, in that they:

- Draw on multiple sources of information.
- Result in information that is useful for both students and teachers.
- Give students optimal conditions for showing their capability.
- Involve students in self–assessment .
- Admit the potential of fallibility.

Teachers need to be able to evaluate and critique assessments to ensure that the assessments fit the task, the students, and the information to be gathered.

. To make sure that we created the appropriate assessments, we justified the learning outcomes and the assessment itself in terms of practicality, reliability, validity, authenticity, and wash back. We also created the rubric in order to be able to evaluate my students' work in the right way. Designing the grade book and interpreting the result were a complementary part of the full assessment process.

There are many indicators to consider when creating an assessment, such as making authentic assessments that “reflect student learning, achievement, motivation, and attitudes” (O'Malley 1996, p. 4). We fully agree with this statement, because students can become easily bored while doing only assessments, and may question the reasons for taking them. However, with authentic assessments, students engage in real–life practice, the way they enjoy and prefer. Also, the assessment should be practical and reliable, not waste time, and be accurate. Moreover, validity as an indicator of students' understanding should be

considered. Two papers written for two different classes illustrate our understanding and ability to assess language proficiency in the classroom and to apply the results in instructional practice.

7-Feedback

As human beings, receiving kind words from others is uplifting; it not only makes us feel good about ourselves, but also makes the impossible seem very possible. In other words, giving students feedback is important in the teaching and learning process. However, the way in which it is used can either enhance students' learning or shut them down. Harmer (2007 ,p137) argues that "feedback on students' work probably has more effect on achievement than any other single factor" Yet constructive comments and feedback regarding academic performance should respects students' privacy. In addition, providing constructive feedback allows the learner to understand his or her weaknesses with respect to meeting the learning objectives.

8-Flexibility

Finally, we would like to address flexibility in terms of production, editing, correcting, and submission of written work. We believe that students should have multiple opportunities to brainstorm, submit multiple drafts, engage in peer editing, and consult with the teacher. Rather than shutting them down after the first attempt, students should be afforded opportunities to show growth and improvement; otherwise, they do not learn to be creative, and we as teachers will never be real educators. We will keep in mind that students come to school to learn, which indicates that they do not have knowledge about what we as teachers will teach them. For the English language learner, "language learning is an ongoing process that never seems to end" (Sumerset, 2009,p34). In other words, this process of learning never ceases. Therefore, we believe students

need numerous and sufficient opportunities to think, be on track, understand, and then, achieve.

Conclusion

The information as described above comprises our current beliefs and potential practices regarding language learning.

We definitely seek to develop our beliefs and understandings to a degree that allows us to better serve our students and qualify our teaching skills. Seeking knowledge has no end, as many cultures invite us to seek continuous knowledge and learning, and is not limited to any specific age. In order to increase our professional success, we must continue to develop as an educator, and seek opportunities not only to sustain, but also to enhance our professional skills. As Barth and Guest attest (1991,p47) present “Adult learning is not only a means toward the end of student learning, but is also an important objective in its own right”.

We always keep the idea of learning something new in regards to English, as well as better ways to teach it, in the forefront of our mind as one of our crucial goals as a teacher of English–language learners. To cultivate our learning progression, we will continue to search for and read about the latest research and theories in the field of English–language learning specifically, and language learning in general. We also devote some of our time to participating in relevant, meaningful professional development opportunities that can open our eyes to any new, useful and applicable pedagogical techniques. Additionally, we will strive to share our knowledge and experiences for the benefit of our colleagues, as well as seek their wisdom, and implement our learning in our classroom in the best way we can. We must become colleagues by discussing teaching

and learning practices that serve to effectively and efficiently educate our students.

Experience, context, students, and curriculum are significant factors that can alter one's beliefs, philosophy and professional development. The essential idea is to adjust our practices, beliefs, and goals to meet the needs of our students. We once believed it was important to forget our mistakes and to leave them in the past, but now we understand that the only way to grow and improve as both a teacher and a human being is to keep them in mind so we can learn from them. We have heard the phrase "to err is human," and we believe that there are lessons to be learned from our mistakes, as we must acknowledge and reflect upon them before we can grow and move on. We should be confident about ourselves and our beliefs, explore new avenues, assist and support our students, which will help make them ready for the next steps in their lives.

Recommendation

- Teaching must be in accordance with the student's stage of development.
- All learning happens through the senses.
- One should proceed from the specific to the general, from what is easy to the more difficult, from what is known to the unknown.
- Teaching should not cover too many subjects or themes at the same time.
- Teaching should proceed slowly and systematically.

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