

In The Name Of Allah the Most Gracious the Most Merciful

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Teaching Role from the Past to the Future

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1. Abstract

The greatest shift and development in the world of technology and in the mind of the human being have influenced on education. Teaching and learning differ greatly over times. The greatest challenges would affect teaching methods while dealing with the mind that did directly linked with sources of the knowledge world directly. That would challenge teacher's perspective of knowledge while teaching. According to that, it is compulsory for us to study the field to be familiar with them according to that I presented this research titled with Teaching Roles from the past to the future.

In this study examined many books and references that had an applied theories in this field as well as interviewing 80 teachers in Abha region .then I came to conduct Teaching Roles from the past to the future. Those theories accorded to the field.

That not all in field it was a wide topic to covered it all here but I concentrated on things that help to reach my topic point view. Run other aspect can in anther studies. Hoping that would be helpful to all educations parts and stages all around the world

Finely, according to all of these changes, there is No need to separate model of the language in the mind but teacher's education needs to be change – rather than teachers' training in the nearest future. Al-Mazroou, R. (1988).

2. Introduction

Throughout the 21st century, views of the teacher's roles have drastically changed. We now accept the fact that learning is a lifelong process of keeping abreast of change. In addition, the most pressing task is to teach people how to learn. Before long time ago, teachers used to be the major source of knowledge, the leader and educator of their students, they used to the authority in the class. Now the teachers loosed their authority in the class. Jan, M. S. A. (1984) .The greatest shift, and development in the world technology and in the mind of the human being, themselves did and do an influence on the education in a way or anthers. Teaching and learning differ greatly over times one of the greatest changes that happened to teacher's role, which would affect their teaching ways. According to those changes, it is important to study the latest rules and theories .and to do that we presented this study, which titled with "Teachers Roles Changes over the Times.

In this research, we survey many reference according to that problem we came up to study only the teacher's roles changes over the times. First, I conducted the historical changes for these rules. Second, I covered the teacher knowledge base. Then; we discuss teacher's needs and expectations. Forth part, I viewed the teacher education for the future. Fifth, I covered explaining second language learning. Sixth, we covered behaviorist perspective, annalist perspective, universal grammar, Krashen's model.

It is a wide topic to cover it all but I concentrated only on material that would rich or topic point of view other aspects would be better to cover it in another studies.

Finally we came up to stress on one concerned ,that all teachers know these changes and differentiate between three items these are approach , methods, and teaching role. Also, The most notable model are that which adopted by Krashen, which is built his model on five main assumptions or hypothesizes which are: The natural order , the monitor ,the affective filter ,Acquisition/learning and The input hypothesis.

3. Literature Review

There have been a great number of changes in education Systems worldwide recently according to the great shift in technology and humankind minds that are directly influence by technologies .Jan, M. S. A. (1984).In Europe they had experienced a great change with the enlargement of the European Union and its consequences. If teachers aim to have a closer look at the characteristic features of the changes, I have to examine what they are. What everybody can see at first sight is that not only European societies, but also their schools went through relevant changes. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams (both final exams in Secondary education and entrance exams for university admissions). Thus, teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools. To gather with the changes, new expectations appeared towards our schools. Nowadays schools need to teach their learners how to gain information and how to select and use them. This happens so quickly that students learn how to use the Internet to get her with their teachers. Parents are involved in decisions making so they take part in the life of the school. Jan, M. S. A. (1984).

3.1 Historical changes in educations

In the next followed line, I am going to examine the influence of the changes and its consequences on teachers in compulsory education. If we aim to have a closer look at the characteristic features of the changes, we have to examine what they are. What everybody can see at first sight is that not only European societies, but also their schools went through relevant changes. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams (both final exams in secondary education and entrance exams for university admissions). Thus, teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools. To get her with the changes, new expectations appeared towards our schools.

Now a day's schools need to teach their learners how to gain information and how to select and use them. This happens so quickly that students learn how to use the Internet to get her with their teachers.

Parents are involved in decision-making so they take part in the life of the school. It is no longer enough to send the kids to school in the morning, pick them up in the afternoon. Parents have to have a view of what is happening in the educational institution. Exam preparation is still important, but for example in Hungary the entrance exams are 'past tense', the final examinations (Matura) have changed, and the concept of learning to learn has slowly become a very important element of teachers' job. The changes that took place in schools have changed the roles of teachers, too. In the past teachers used to be the major source of knowledge, the leader, and educator of their students' school life. Teachers would organize after-school activities. They used to be the authority in the class and often took over the role of parents. Nowadays, teachers provide information and show their students how to tackle them.

Although, they were still considering to be a kind of leader in the class, they can be thought of as facilitators in the learning process. They are supporters rather than educators and advisors towards parents. If we focus on the teaching process, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers.

First, teachers in modern classrooms are no longer lecturers, they are facilitators, their main task is to set goals and organize the learning process accordingly. Then, in the past, teachers used to follow a syllabus, which was compulsory for them.

Nowadays, teachers have a National Curriculum, a Core Curriculum and a local (school) curriculum that they have to consider, but - on the other hand - they have independence to choose the teaching materials (textbook), make up a syllabus of their own and teach their pupils so that they can perform well both at examinations and in life. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been, grow in gin to making up syllabi for years. Another difference between the past and present tasks of teachers was representing by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc). Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master

One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents, they have to write projects to gain money for the school programmers, they have to be PR experts and need to do all these things for a modest monthly income. The main question is how these changes manifest themselves for the society, for the participants (teachers, learners, parents) of education. One of the

mentioned European Union documents deals with teachers' role in the changing process. Al-Kamookh, A. A. (1981).

This summarizes the characteristic features of future teachers who are to face a brand new situation in future education. According to the document, teachers realize the changes, but it is not sure whether they are able to face the new requirements or not.

In the EU documents, a great emphasis is placing on both initial and in-service teacher education programs, which are to prepare teachers to meet new demands.

3.2 Teachers' knowledge base

All the above-mentioned changes have a common root. They show that it is not enough for teachers to be masters of their profession; they also have to be the artist of it. However, what is the difference between a master and an artist? How can a teacher be both? What are the characteristic features of good or bad teachers/teaching? This is an evergreen question, which often cannot answer without understanding the real contexts of teaching. However, researchers have examined and described the different components of teachers' knowledge they have come up with the importance of content knowledge (teachers' subjects), pedagogic content knowledge (how to adapt content to the learners), general pedagogic knowledge (e.g. classroom management), curricular knowledge, contextual knowledge (the context of teaching : community expectations) and process knowledge (learning skills, observation skills, etc.). Among the characteristic features, cooperation, flexibility and the ability to relate learners appear rather important. Al-Mazrou, R. (1988).

3.3 Teachers' needs and expectations

In the first years of the 21st century, 500 teachers have been to fill in a questionnaire about their teaching practices and professional needs in the southern region of Hungary. Strevens, P. (1980).

The teachers were subject teachers of foreign languages and primary classroom teachers prepared for foreign language teaching to young learners. The main aim was to explore the differences in the ideas and practices of language teachers with different training backgrounds. Three hundred and twenty-five questionnaires were returning and a small section of the results will be present here. The questionnaire included two groups of questions, which aimed to reveal teacher's thoughts on the

characteristic features of a good language teacher and their teaching arsenal (methods and aids they use). They also asked about the professional needs of practicing teachers. We would like to give a glance on the relationship between the answers of practicing teachers and the image of future teachers in EU documents.

3.4 Teacher Education for the Future

In my view, teacher education rather than teacher training - needs to change in the near future.

Some experts say it is too late to begin the changes, as we need new competencies in teaching right now. However, if teacher education in Hungary follows its best tradition, and it remains practical, flexible, and child-centered, there is a hope that the next generation of learners will get the support and skills they need in life during their schooling years from their own teachers.

The need of a generation of teachers who aim to develop learners instead of teaching them, who help their pupils to become independent (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous learners, is essential in the education of the future. The responsibility of governments, higher education institutions, and mostly teacher educators both in pre-and in- service education, is huge. European Union member states take part in several projects, which help us to prepare for taking the responsibility in achieving relevant change.

3.5 Explaining second language learning

There have been different theories, which proposed: the behaviorist perspective, the Annalist perspective, the cognitive/developmental perspective, and the sociocultural perspective.

3.6 The Behaviorist Perspective

According to this theory, the learning process can be achieved better through imitation, practice and habit formation. It had a powerful influence on second and foreign language teaching between the 1940s and the 1970s.

- The Audiolingual method.
- Students memorized dialogues and sentence patterns by heart.

- Learning a language is a process of habit formation: habits of L1 will surely interfere with the new habits of L2 that the learner wants to form.
- Contrastive Analysis hypothesis.

3.7The Annalist Perspective

Humans are born with innate knowledge of the principles of Universal Grammar: UG The existence of an innate ability containing principles that are universal to all languages. UG allows all children to acquire the language of their environment during a critical period of their development Critical Period Hypothesis.

3.8Universal Grammar

Researchers are dividing on the applicability of UG to second language acquisition: Some think that the UG provides an adequate explanation only for first language acquisition. Al-Hammadin, F. (1998).

Instruction and corrective feedback change only superficial appearance of language Focus on Natural acquisition equally available (the same) to second language learners as it was for first language learners UG provides the best explanation for second language acquisition UG has been altered; it is not the same after acquiring L1 Learners may need some explicit information and instruction Application.

3.9Krashen's Model.

Krashen's Model is one of the models that adopt the Annalist perspective It was quite influential in the 1970s.

It emphasizes the role of exposure to comprehensible input in second language acquisition.

It is based on 5 hypotheses:

1. Acquisition/learning hypothesis
2. Monitor hypothesis
3. The natural order hypothesis
4. The input hypothesis

5. The affective filter hypothesis The Sociocultural Perspective

3.10 General theories of learning

The mind is not need a separate model of the language in it. Language learning is explaining within theories of learning.

Information processing: Paying attention and practicing. Declarative knowledge becomes Procedural knowledge. Language becomes automatic. The inter action hypothesis: Modified input, opportunity to interact. Conversational modification Connectionism: The competition model: frequency of encountering certain language features in the input allows learners to make connections. Ministry of Education, M. o. (2007).

3.11 The conceptual model.

The Sociocultural Perspective Vygotsky's theory proposes: Cognitive development, including language development, arises because of social interaction. How did the Learning occur?

When an individual interacts with an interlocutor within his ZPD (a situation where the learner is capable of performing at a higher level) because there is supporting from the interlocutor. Focus on input and output in the interaction. Cognitive development starts from the social context then become internalized Al-Mazroou, R. (1988).

4. Significance of Research

The study, which is about primary teaching, the theories of learning or teaching are processed and dealt with, This field of study is an attempt to reach to a better strategy or way to be followed aiming at a better way of learning ,for the students and better way of teaching ,for teachers all over the world.

5. Research question

- What are the teacher's roles changes?
- What are the latest and affected Theories of teaching in the past and the new ones?
- What reflect the main concepts of each of this ethos?
- What are the differences between the teaching in the past and in the present?

6. Research Methodology

The researcher depends heavily, to fulfill or to achieve the objectives of the study on the data collection from different source books, publication, website ... etc. As well as expecting to interview 80 teachers in Abha these data was processed, analyze and put down in ideas. At the end, the researcher put down the finding according to the data.

7. The objectives (aims)

In the light of this study and its necessity, this research is conducting to aim at:

- The teacher's role, base, Knowledge,... etc
- Theory of teaching in the past and the new ones.
- Reflect the main concepts of each of these methods.
- Compare between the teaching in the past and t present.

8. Limitations of the study:

From searching this topic, it is not an easy way that any teacher can perform or achieve his task properly. The knowledge of the teacher of knowing about different theories of teaching, the ability to that based on his education, knowing different the process of teaching all these and many others are of a must to be did for him to achieve his teaching process well.

9. Results

Anyone who is concerned with the teaching process must differentiate between three terms that are significant of education; these are approach, method, and techniques, also, there are many theories, which give us a number of perspectives to be follow in teaching, these are:

The Sociocultural Perspective, General theories of Learning, Krashen's Model, Universal Grammar, The Annalist Perspective, The Behaviorist Perspective ... etc..

As for the teacher himself there are certain things that must provided and these are,

Teacher's education for the Future, teachers' needs and expectations and teachers' knowledge base. Al-Hammadin, F. (1998).

10. Conclusion

As it was indicating that the teaching process is widely differ from the past, present and surely will be so in the future. The methods are adapted in the past and surely, it will be so in the coming time. The most notable model is that which adopted by Krashen who, as mentioned above, built his model on five main assumptions or hypothesizes which are:

- 1- The natural order hypothesis
- 2- Monitor hypothesis
- 3- The affective filter hypothesis
- 4- Acquisition/learning hypothesis
- 5- The input hypothesis

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