

College of Education for Humanities

Department of English Language

Lecturer's Name: Dr. Safaa Salih Mahdi

Course Title : ***First - ELT***

Topic : ***The Self-Developed Language Teacher***

Academic Year : 2025-2026



1 - The Self-Developed Language Teacher

1. What does the term “self-developed language teacher” mean according to the text?

A *self-developed language teacher* is one who takes personal responsibility for improving their own teaching practices through reflection, exploration, problem-solving, and engagement with others. Rather than relying solely on formal training or external guidance, such teachers continuously seek opportunities for growth and adapt their methods to enhance learning outcomes.

2. According to Lieberman (1992), why must teachers become “the primary shapers of their own development”?

Because meaningful and sustained professional growth cannot depend entirely on external training or institutional programs. Teachers’ day-to-day classroom experiences provide the richest context for understanding their strengths and weaknesses. When teachers take ownership of their growth, they become more reflective, creative, and responsive to their students’ needs.

3. How does Yoshi’s teaching style reflect a lack of self-development?

Yoshi follows his textbook rigidly, using the same “lockstep” method for every lesson. He focuses on delivering content rather than engaging students in active learning. He does most of the talking, rarely changes his approach, and depends

heavily on the textbook for structure. His classes lack variety, interaction, and reflection—all indicators of limited self-development.

4. How does Kathy's teaching approach demonstrate self-development?

Kathy designs creative and student-centered lessons, encourages interaction, and experiments with new ideas—like using pictures and group tasks to spark discussion. She reflects on her lessons, identifies what worked and what didn't, and continually seeks ways to improve. She attends workshops, reads about teaching, and engages with other educators, demonstrating her ongoing commitment to growth.

5. What are all differences between Yoshi's and Kathy's teaching styles?

Aspect	Yoshi's Teaching Style	Kathy's Teaching Style
1. Lesson Planning and Design	Follows the textbook step by step ("lockstep" fashion). Lessons are repetitive and predetermined by the text.	Designs her own creative and interactive lessons. Adapts and modifies activities to fit student needs and interests.
2. Teaching Approach	Teacher-centered: Yoshi dominates class talk and explanation.	Learner-centered: Kathy encourages students to take active roles and communicate in English.
3. Classroom Interaction	Students mostly respond to his direct questions; limited discussion or peer interaction.	Promotes student-to-student interaction and collaboration through group work and pair discussions.
4. Use of Materials	Relies almost entirely on the textbook and tape recordings.	Uses varied materials such as pictures, statements, and articles. Integrates visual aids and real-world content.

Aspect	Yoshi's Teaching Style	Kathy's Teaching Style
5. Teaching Techniques	Uses traditional methods like reading aloud, pronunciation	Uses communicative techniques like guessing.
6. Focus of Lessons	Emphasizes content delivery and correctness of pronunciation or vocabulary.	Focuses on communication, understanding, and student engagement.
7. Role of the Teacher	Acts as the sole authority and knowledge provider; controls all classroom activities.	Acts as a facilitator or “guide on the side,” allowing students to explore and discover meaning.
8. Role of Students	Passive listeners who mainly answer teacher questions or read aloud.	Active participants who collaborate, discuss, and express opinions in English.
9. Language Use in Class	Uses English frequently, but students mostly remain silent or use English only when called upon.	Encourages English use naturally, though some students still use their native language during group work.
10. Student Motivation and Participation	Students are cooperative but not enthusiastic; some show limited engagement.	Students are curious, involved, and enjoy lessons, even when they make mistakes.
11. Response to Problems	Aware of issues (student silence, lack of preparation) but unsure how to address them.	Identifies problems (e.g., slow starts, language feedback) and experiments with new solutions.
12. Reflection and Self-Development	Reflects on frustration but takes no real developmental action yet.	Reflects systematically after each class and acts on her reflections to improve future lessons.

Aspect	Yoshi's Teaching Style	Kathy's Teaching Style
13. Flexibility	Inflexible; rarely deviates from the textbook sequence or structure.	Highly flexible; adjusts plans based on class reactions and outcomes.
14. Creativity and Innovation	Shows little creativity in lesson design or classroom activities.	Constantly seeks innovative ways to make lessons interesting and meaningful.
15. Classroom Environment	Predictable, teacher-dominated, and routine.	Dynamic, collaborative, and communicative environment where students take ownership.
16. Student Feedback and Language Correction	Provides correction during reading aloud but little feedback on broader language use.	Notices language errors and reflects on how to provide constructive feedback in future classes.

6. How can problem-solving enhance teacher development? Provide an example from the text.

Problem-solving leads teachers to discover innovative teaching methods. For example, Kathy identified the problem of slow class starts and limited English use, so she experimented with pictures and English-only instructions to increase participation. This reflective problem-solving helped her understand her students better and improve her lessons.

7. What ongoing activities did Kathy engage in to support her professional development?

Kathy talked with other teachers, read professional materials, attended seminars and

workshops, reflected on her lessons, and experimented with teaching techniques. These activities provided her with insights, new ideas, and continual growth as a teacher.

8. What developmental stages might teachers go through in their careers?

Teachers often move from:

1. **Dependence** on external guidance (textbooks, supervisors).
2. **Concern for self-survival** (“What will I do in class tomorrow?”).
3. **Technique-oriented focus** (learning “how” to teach).
4. **Learner-centered concern**, focusing on student learning and making informed, autonomous teaching decisions.

9. How can a teacher begin the journey of self-development?

A teacher can start by reflecting on their teaching, observing themselves and others, keeping a teaching journal, engaging in professional discussions, attending workshops, reading educational materials, and experimenting with new classroom strategies. Most importantly, they must commit time and effort to continual learning.

10. What can EFL/ESL teachers learn from this comparison between Yoshi and Kathy?

They can learn that effective teaching goes beyond following textbooks—it requires reflection, creativity, and continuous learning. Teachers who take charge of their own development tend to foster more dynamic, student-centered classrooms that enhance both teaching satisfaction and student achievement.