

to add two more terms and discussion of their meaning with reference to their relation to teacher professionalism. These terms and their concepts are as follow: teacher literacy and teacher as researcher.

Teacher literacy does not solely refer to his/her ability to read and write, but it includes the knowledge and abilities he needs to choose a content and present it in order to teach, for instance, effective ways of exploiting the textbook, devising the lesson plans, presenting and practicing these plans, reading and writing to professional journals, active participation in decision making, ...all the knowledge and skills he/she need to manage effective learning/teaching.

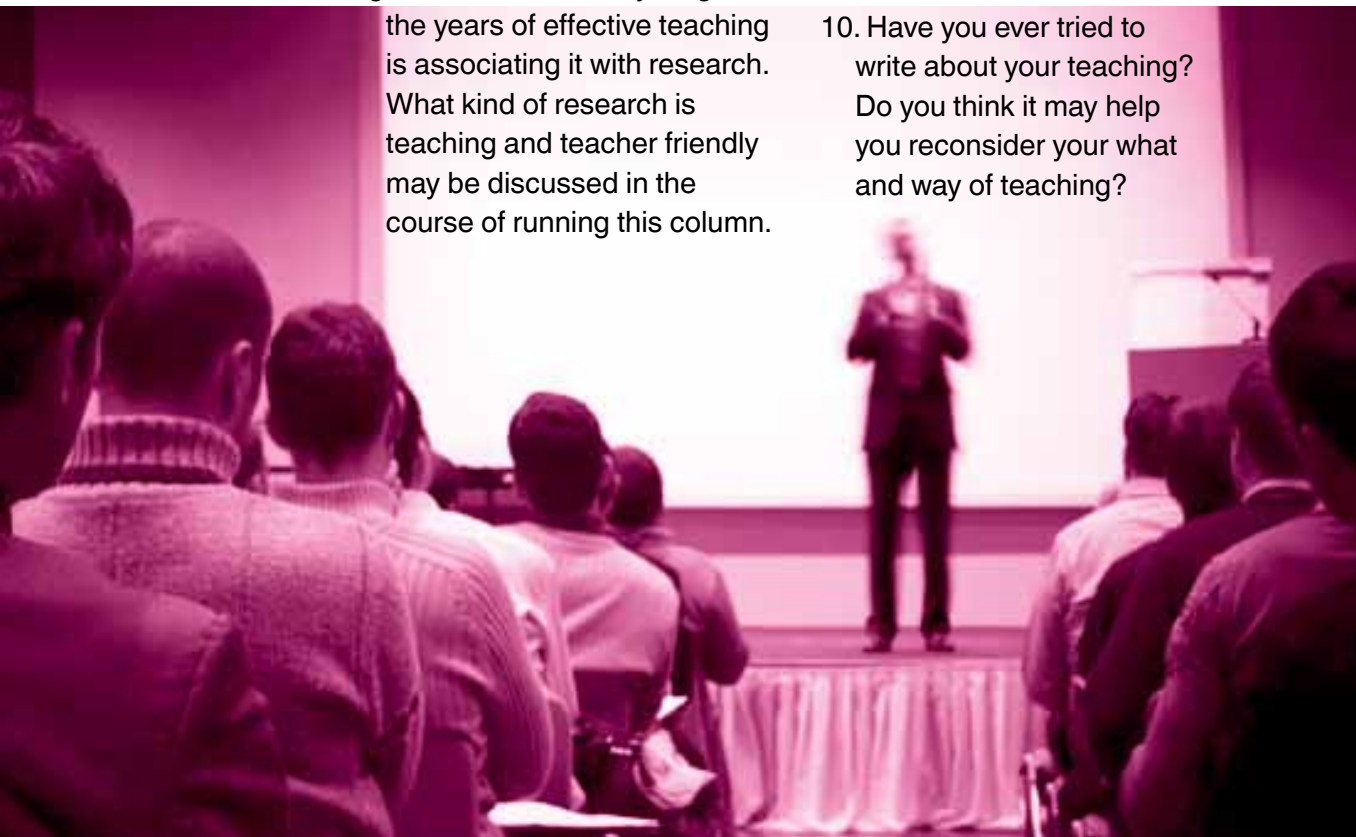
Experience and repetition time after time, though essential for any type of learning and skilled performance, may however breed and brew boredom and seriously harm any effective thinking and practice. That is why experienced teachers are not always and by definition affective teachers. Many teachers have a nostalgic feeling about their early years of teaching. One factor that may lengthen

the years of effective teaching is associating it with research. What kind of research is teaching and teacher friendly may be discussed in the course of running this column.

Questions:

Following are questions compiled to help you think over the content of these two notes.

1. Do you ever use your foreign language (English, for instance) for purposes other than teaching? What, for example?
2. What questions about your profession occupy your mind most?
3. How do you use your textbook with your classes?
4. What books or journals do you often read?
5. What does 'literacy' mean to you? Are you familiar with terms like 'computer literacy', 'teacher literacy', etc.?
6. How research may help a teacher teach more effectively?
7. Do other school-subject teachers use their textbook like the way language teachers use them?
8. What are pros and cons of using a prescribed textbook with language classes?
9. Do you think 'writing' may be used for learning as 'reading' more often is used?
10. Have you ever tried to write about your teaching? Do you think it may help you reconsider your what and way of teaching?





Professionalism, Reappraised



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اشاره

موضوع معلم حرفه ای در ستون رشد و تربیت معلم زبان در شماره گذشته با پرداختن به جنبه های مختلف این مفهوم از جمله تعریف آن از طریق مقابسه فعالیت های آکادمیک که با هدف رشد و اشاعه علم صورت می گیرند و فعالیت های حرفه ای که به تغییرات عملی و در نهایت بهبود حرفه مورد نظر می انجامند آغاز گردید. در ادامه سعی شد عوامل موثر بر رشد حرفه ای معرفی شوند. در این رابطه به خود اتکایی اشاره شد که در ایجاد آن آموزشهای حرفه ای و تجربیات مثبت دخالت دارند. عوامل دیگر مطرح شده عبارت بودند از درس گرفتن از تجربه و یادگیری مستمر و همچنین ثبت تجربیات و اندیشه ورزی. در پایان به این نکته اشاره شد که حرفه نیازمند همکاری و تعامل جمعی است و معلم حرفه ای هیچ گاه خود را بی نیاز از اعضای دیگر حرفه نمی داند و سعی می کند از طریق تبادل تجربیات با دیگران به دانش و تجربه خود بیفزاید. در شماره حاضر بحث معلم حرفه ای پیگیری می شود. امید است خوانندگان محترم مجله با ارسال نظرات خود بر غنای بحث ها بیفزایند.

For my first note in this column, I chose to write on 'professionalism,' 'a professional teacher'. I briefed that though there is some sense in the statement: 'some are born teachers', the fact cannot be denied that 'teaching is an occupation that requires specific education and training', and again, no denying that it requires 'experience-forming,' continuity and follow-ups. I fail to follow that 'the ability to teach is purely intuitive' or 'if you know something you can teach it to the others'. But what this 'specific education and training' means needs to be discussed in this column in its proper time and place. In the literature of this topic, 'experience-forming,

continuity, and follow-up' is referred to as 'development'. Thus, teacher's professionalism has three aspects: education, training, and development. I may refer to these three aspects if the need arises.

In that first note I have also quoted six features of a professional teacher and under the subtitle of 'How help to increase their number,' I have referred to some practices and beliefs that I argue enable teachers develop as professionals. Some of these features are personal and some social. That is, the shaping of some depends on the makings of an individual teacher, some depend on the society.

For this present note I have decided