

Collaborative Teacher's Self-Introduction in the Class

Ahmed Ali Ahmed Al-Qasmi*, Behnam Behforouz

English Department, Sohar College of Applied Sciences, Sohar, Oman

ABSTRACT

There are many ways for a teacher to introduce him/herself in the class as best as possible. The present paper introduces a new style of teacher's self-introduction at the beginning of each semester. This way makes students motivate, increases cooperation and help them with learning responsibilities.

Keywords: Introduction, cooperation, motivation

I. INTRODUCTION

The first session of every semester, so called introduction, or introductory session, seems a little challenging and stressful; because, sometimes students and teachers are confused how to introduce themselves in a very nice and communicative way. This session is the best option for instructors to make a friendly learning and teaching environments. This opportunity gives a chance to instructor to determine the proficiency levels of students and their attitudes toward learning and communicating as well. The first session of the class can also be effective in order to build a dynamic learning situation for the lesson goals during the semester. If this introduction changes to negatively serious and unfriendly behavior, the future relation of teachers and students will continue vaguely. In contrast, a warm and friendly environment of introduction will improve learners abilities, confidence and strength of risk taking. Teachers and trainers select various methods of introductions: at university level, instructors try to introduce themselves directly through their names, qualifications, and sometimes their researches, but what if a teacher is going to teach in an EFL lower level class? How does she/he introduce him/herself? Is it important how to start the semester? Can a teacher introduce his/her expectations at the first step? Is there any introductory activity which engage students? In order to answer mentioned questions another type of method, is suggested.

The present paper is introducing new style of introduction which is not only answers all questions above, but also diagnoses learners abilities and skills as well as teachers and students introductions. This method can engage students in all skills cooperatively, which is effective for future lessons' goals. It gives students more learning responsibilities from the beginning and the teacher indicates the expectations of learning just from the start.

II. THEORETICAL BACKGROUND

Searching through different library and electronic resources, it seems that most teachers are always looking for funny, humorous and creative ways of self-introduction. Macpherson [2] stated ten creative ways for teachers to introduce themselves to the students. They are as follow:

- Make a photo book.
- Give them a quiz.
- Make yourself a star.
- Let them piece it together.
- Play 20 Questions.
- Two truths and a lie.
- Go all-out.
- Get up and talk.
- Send postcards.
- Share your favorites.

III. METHODS AND MATERIAL

IV. CONCLUSION

3.1. Instruments

In order to apply this method effectively in the class, technology plays very important role. Computer and projector are basics of this method.

3.2. Procedures

The first step of this process includes dividing the learners to groups of two or three. (this selection is proficiency and age free but in some institutes sex bound). The purpose of this division is to remove students shyness, to give them free-talk opportunity, to give them learning responsibility to show them of having equal importance in the class, and finally to improve their sense of cooperation.

The instructor shows a set of 5 to 8 pictures which introduce himself as the best way (including name, country, job, experience,...) (some retrieved pictures are supplied in Appendix A). After showing each photo, teacher asks groups of learners to make question (s) that come to their mind as soon as they see the photos. This stage includes variety of questions and the instructor ignores grammatical or lexical errors. The reason is that, the purpose of activity is cooperation, learning responsibility, and not language analysis. This stage works properly, specially with beginners, to make a flashback to the learners English background. This stage can also help instructor to diagnose learners abilities, potentialities, and their weaknesses & strengths. Monitoring is in a very low level, related to the amount of students cooperation. Within this stage the instructor distinguishes active, energetic and knowledgeable students from their less active peers.

The next step of this process is investigating students questions cooperatively through student, teacher, student pattern (s-t-s). The instructor shows the pictures from the beginning and each group vocally states its questions. After applying questions on the photos, the instructor asks students to guess the answer of their questions. In this activity, in addition to the purposes which mentioned above, the sense of guessing the answers will be improved, students will take risk of talking and guessing, sense of humor will be activated, freedom of speech will be improved, and finally students feel their presence in the class by taking part in these activities.

In the next step instructors answers the learners questions, and praise and motivate them for the future activities with similar purposes and activities.

Teacher's self-introduction through some personal photos like photo in class, at work, with family, with country map makes students so excited, motivated, and cooperative. The results of the study found that students have special role in the process, equal power in the classroom, balanced responsibility in learning, they found that the instructor pays attention to them and their ideas, fairly. This type of situation increases students motivation and learning responsibility intrinsically and extrinsically. The present paper is only about teacher introduction ;while, teacher can convince students to do the similar activity to introduce themselves, their hobbies, and activities. This activity can be done through group work as well as individual.

Suggestions for the Readers, Instructors

One of the limitations of this activity can be culture. Some EFL situations are culturally bound, so the instructor must be very cautious in selecting the pictures for presentation.

It is true that this activity doesn't focus on monitoring too much, but the teacher can indirectly monitor students to know active and passive ones in the classroom.

V. REFERENCES

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- [2]. Macpherson, E. (2012, August 20). 10 Creative Ways to Introduce Yourself to Students. Retrieved from <https://www.weareteachers.com/10-creative-ways-to-introduce-yourself-to-students-2/>
- [3]. The University of Edinburg. (2017) Teaching in Schools – Introduction. Retrieved from <http://www.ed.ac.uk/careers/your-future/options/occupations/education/teaching-intro>

Appendix A



Are you married?



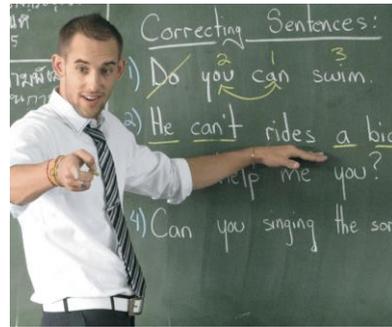
What is (are) your hobby (s)?



How old are you?



What is your name?



What is your job?



Where are you from?