

Language Teaching/Learning Updates
University of Tartu Language Centre
January 11, 2008



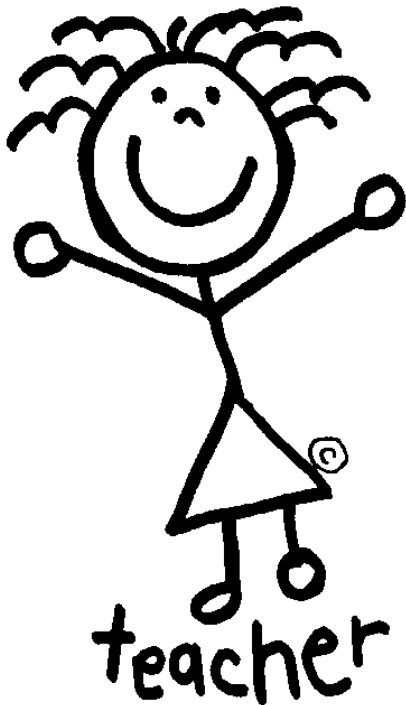
Did we miss the moral?

**Re-examining the story of ethics
in the language classroom**

Presented by

Jennifer Uhler, English Language Fellow
&
Kristina Mullamaa, University of Tartu

Dedication



To all of the hard-working and altruistic professionals in the field of English language teaching who deal with ethical dimensions of teaching their students, collaborating with colleagues, and enhancing their profession each and every day.



Anecdotes

What do you do when...

- your grades are changed?
- your students are sick?
- you've been Xeroxed?
- you teach "American"?

Foreword



**Education is the most
powerful weapon
which you can use to
change the world.**

~ Nelson Mandela

● ● ● |

I believe that education is the fundamental method of social progress and reform.

~ John Dewey

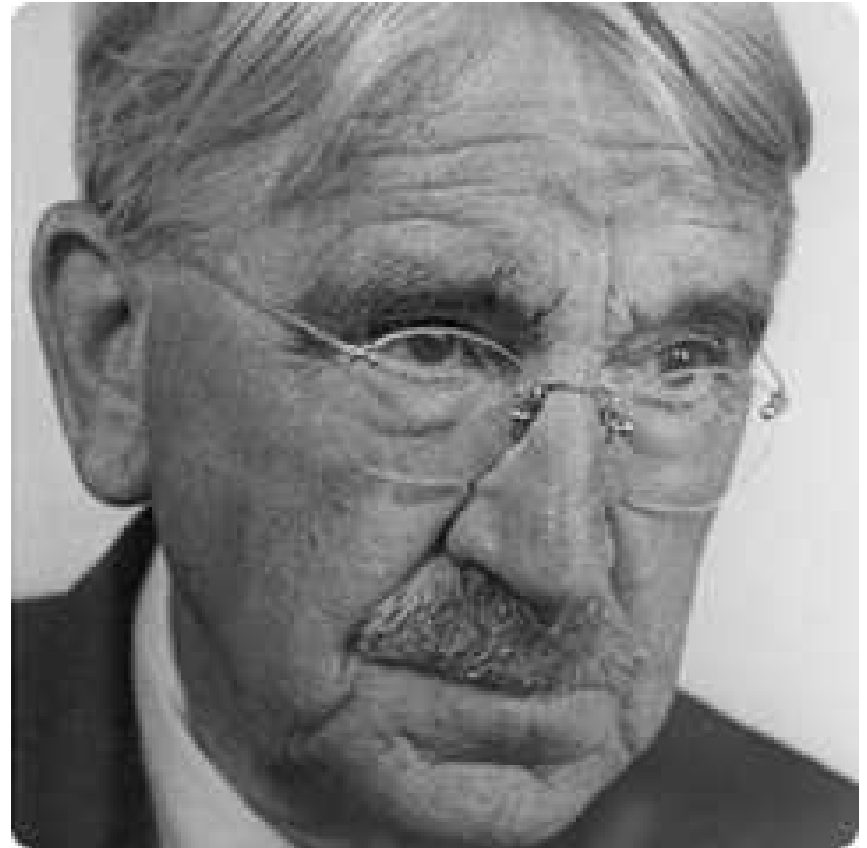




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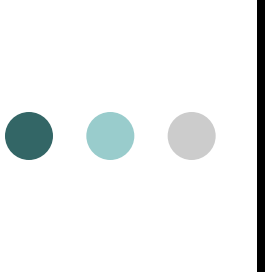
Preface:	Pair discussion
Chapter One:	Introduction
Chapter Two:	Jennifer's story
Chapter Three:	Kristina's story
Chapter Four:	Case studies
Epilogue:	Your stories



Preface •

Discussion in Pairs

- What does the term “ethics” mean to you? Can you agree on a common definition?
- How might a discussion of ethics relate to language teaching in particular? Come up with 1-2 examples.



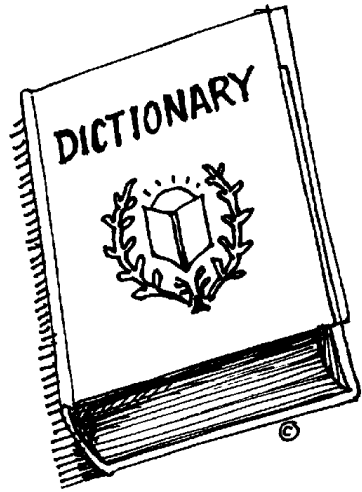
Chapter One • Introduction

Socrates says . . .

knowledge = virtue = happiness

“The truly wise man will know what is right, do what is good and therefore be happy.”

● ● ● | Merriam-Webster says . . .



“the discipline dealing with what is good and bad and with moral duty and obligation”



International Law says . . .

... education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups ...

International Covenant on Economic, Social and Cultural Rights

Ethics in Language Teaching

off the mark .com by Mark Parisi



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The special place of ELT

- 1) Rooted in relation to others
- 2) Aims to change people... for the better
- 3) Science cannot tell us exactly how to run our class.
 - What homework do we assign?
 - How do we assess?
 - How do we manage disruptive behavior?

(Johnston, 2002, p. 5)



Social responsibility

English language teachers agree that they should help students develop the social skills necessary to become successful global citizens and proactive agents for change in pursuit of the common good.

(Flores, 2004, p. 1)



Agents of Change

Language teachers should . . .

- Develop art of critical thinking
- Create atmosphere of respect
- Maintain a threshold of morality and ethics

(Brown, 2004)



Question power and change

Critical applied linguistics

IS *IT* REALLY GOOD?

Empower learners by providing them with a critical/analytical framework to reflection their own language practices and those of others; broader analysis of social relations (Pennycook, 2004)

A Tall Order



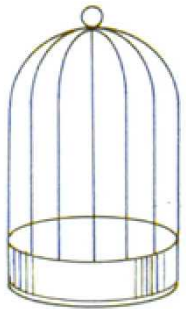
Relativity...

- Absolute truths? Or anything goes?
- Cultural? Personal? Universal?



A Code of Practice

Concept of “Profession” includes a code of ethics ... the group recognizes an obligation to society that transcends mere economic self-interest.



Policing ourselves in acceptable standards of behavior (not a cage!)



TESOL Sample Code of Ethics

A need for a global standard that can accommodate local conditions is critical (Dickey, 2006, p. 21)

Language teachers' responsibilities

4. Students
5. Colleagues and the teaching profession
6. Parents and the community
7. The law

• • • | *Chapter Two •*

My (Jennifer's) story





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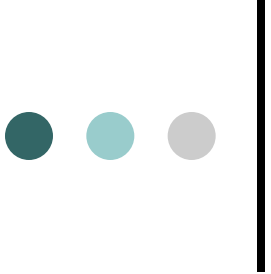
My questions

1. My voice as a teacher
2. Student behavior
3. Assessment
4. Professional development and status



Chapter Three • Kristina's story

- Teaching and ethics in Estonia
- Ethics in cross-cultural mediation and other professions (mainstream theory + practice)



In recent years a number of rules and regulations have been adopted to support the teachers in their everyday work in Estonia.

Õpetaja e-portfolio

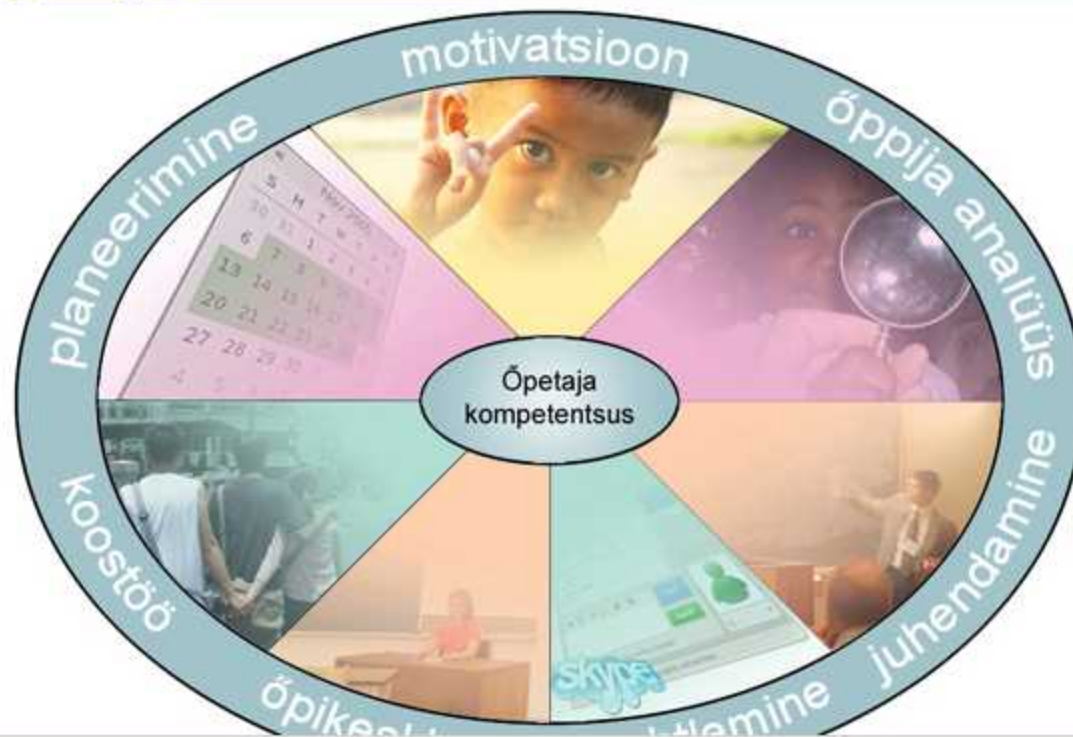


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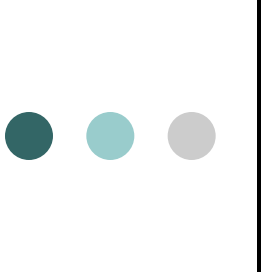
log in join

you are here: home → pädevused → õpetaja kutsestandard

Õpetaja kutsestandard



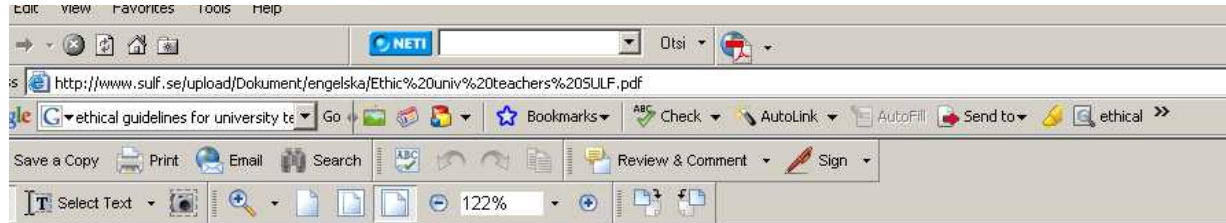
- Home
- Õpetajaharidusest
- Esmatõpe
- Kutseaasta
- Täiendõpe
- Kutsekvalifikatsiooni omistamine
- Pädevused
- Õpetaja kutsestandard
- 1. Planeerimine ja juhtimine
- 2. Õpikeskkonna kujundamine
- 3. Õppimise juhendamine



The aim of such regulations is to encourage teachers to

- not only develop the skills and enhance the knowledge of their students.**
- to also provide support to students in becoming whole personalities, to respect the students individuality,**
- at the same time socialising students so that they can become responsible members of society.**

Similar documents can be found at the university level in many developed democracies, e.g. the Scandinavian countries :



Swedish Association of University Teachers

ETHICAL GUIDELINES FOR UNIVERSITY TEACHERS (2004)¹

The functions of the university teacher

University teachers can have different roles or functions. They are summarized here in three groups:

- (1) *Researcher*
- (2) *Teacher/supervisor*
- (3) *Administrator/leader*



* These ethical guidelines deal with issues that are not directly regulated by law.

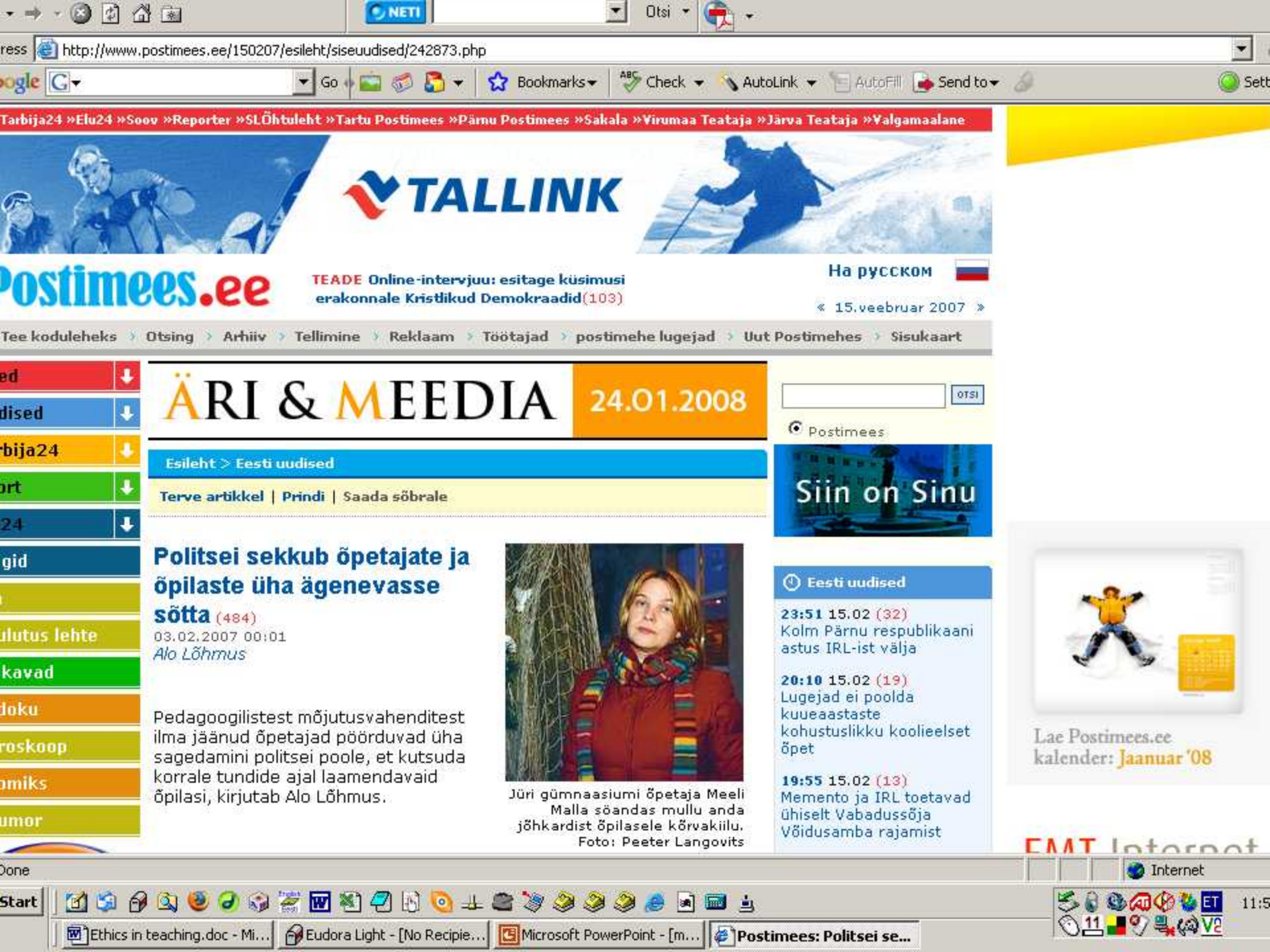
* Like other human beings, university teachers must, of course, obey laws and ordinances.

* Ethical guidelines do not set aside laws but serve rather to complement them.



Despite the beautiful documents that do exist for educationalists teaching at the school level,

- we often meet colleagues who seem to be distressed because of seemingly irresolvable problems at all levels of our educational system.
- this impression is backed up by the news in the media.



ress http://www.postimees.ee/150207/esileht/siseuudised/242873.php

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Postimees.ee

TEADE Online-intervjuu: esitage küsimusi erakonnale Kristlikud Demokraadid(103)

Ha rycckom 15.veebbruar 2007

Tee koduleheks Otsing Arhiiv Tellimine Reklaam Töötajad postimehe lugejad Uut Postimehes Sisukaart

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ÄRI & MEEDIA 24.01.2008

Esileht > Eesti uudised
Terve artikkel | Prindi | Saada sõbrale

Politsei sekkub õpetajate ja õpilaste üha ägenevasse sõtta (484)

03.02.2007 00:01
Alo Lõhmus

Pedagoogilistest mõjutusvahenditest ilma jäänud õpetajad pöörduvad üha sagedamini politsei poole, et kutsuda korrale tundide ajal laamendavaid õpilasi, kirjutab Alo Lõhmus.



Jüri gümnaasiumi õpetaja Meeli Malla söandas mullu anda jõhkardist õpilasele kõrvakiilu. Foto: Peeter Langovits

Search bar with 'OTSI' button



- Eesti uudised
23:51 15.02 (32) Kolm Pärnu respublikaani astus IRL-ist välja
20:10 15.02 (19) Lugejad ei poolda kuueaastaste kohustuslikku koolieelset õpet
19:55 15.02 (13) Memento ja IRL toetavad ühiselt Vabadussõja Võidusamba rajamist



Lae Postimees.ee kalender: Jaanuar '08

FMT Internet



Solvatud õpetajad pöörduvad politseisse (15)

17. november 2007

Paber | Trüki



Autor: Dannar Leitmaa

Õpetajaga ülbisenud õpilasele määratakse kuni 6000-kroonine rahatrahv või arest.

FOTO: WWW.POL.EE



Õpetajate sisuliselt olematud õigused ülekäte kasvanud õpilaste korralekutsumiseks on pedagooge sundinud üha enam pöörduma abisaamiseks politsei poole. Möödunud nädalal alustas politsei väärteomenetlust ühe Alatskivi gümnaasiumi ning kolme Põlva gümnaasiumi õpilase vastu.

Viimased uudised

- 10:51 Skype'i kõned jõuavad Inteli mobiilsetesse internetiseadmetesse
- 10:23 Hinnatõus püsib rekordilainel **Detsembri THI 9,6%**
- 10:05 Lihtsustub autoga Venemaalt toodava kauba kohta ülddeklaratsioonide esitamine
- 07:42 Rootsi firmad pakivad Eestis oma asju kokku (1)

On the other hand, we are doing well at international competitions:

Eesti Päevaleht Online TEISIPÄEV
8. jaanuar
2008

Paberleht | Kõik uudised | Arhiiv | Uudiste top | Ärileht | Melu | Fotod | Videod | Lugejalt | OFFLIN

Eesti | Tallinn
Välismaa | Moskvast!
Krimi | Arvamus
Majandus | Ärileht
Meedia | Muusika
Kultuur | Arkaadia
Melu | Sport
Auto | Töö
Kök | Tervis
Külaudis | Teadus
Möte | Ehitus
Perekond | Spordileht
Sudoku | Laupäev
Intervjuud | Kirev maailm
Diini | Tartu

Eesti õpilased on kogu maailma targemate seas (31)

30. november 2007
Paber | Trüki

 Autor: Anneli Ammas

OECD loodusteaduste testi tulemus paigutas Eesti lapsed kõrgele viiendale kohale.

Juba teises maailma haridusedetabelis jõudis Eesti maailma esimese kuue riigi sekka, mis tähendab, et Eesti lapsed

FOTO: PRIITSIMSON



and both national and international contests

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Eesti Päevaleht Online

TEISIPÄEV 21. juuli 2004 [00:50]

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Rubriigid

- Eesti
- Majandus
- Välismaa
- Arvamus
- Tallinn
- Melu
- Kultuur
- Sport
- Meelelahutus
- Laupäev
- Karikatuur
- Uus kujundus
- Koomiksid

HYPPELAUD.EE

Ajalehe arhiiv



Eesti Prindi välja Saada sõbrale Kommentaarid mailiga

(21.07.2004)

Eesti õpilasi saatis ülemaailmsel olümpiaadil edu

Karin Kangro

■ Kuueliikmeline võistkond tõi Ateenast koju kaks pronksmedalit ja kolm diplomit.

Äsjalõppenud ülemaailmsel matemaatikaolümpiaadil saavutasid Eesti õpilased läbi aegade parima tulemuse, tulles üldarvestuses 44. kohale.

Eesti võistkonna liidri Härmel Nestra sõnul on eestlased rahvusvahelistel matemaatikavõistlustel osalenud juba kümmekond aastat, kuid nii kõrgele kohale pole veel tulnud. Tänavu osalesid Ateenas toimunud olümpiaadil 85 riigi keskkooliõpilased, kuueliikmeline Eesti võistkond sai kaks pronksmedalit ja kolm diplomit.



Loetavuse TOP 20

- Maasikakasvatajad hädas saagi müümisega (6) [237]
- VALLO TOOMET: Punased on piiril tagasi (4) [169]
- HANS H. LUIK: Toimi toimimata (1) [117]
- TÕNU ÕNNEPALU: Kõrgete maksude rahustav mõju (2) [107]
- Juudivaenulikuks nimetamine viis Pariisi endast välja (2) [89]
- Riigikogu saatis üüripiiri seaduse RÜÜtlile tagasi (6) [85]
- Prügi tekkekohas sortimise kavatsus on läbi kukkunud [78]
- Lennufirmad kavandavad jälle soodsaid kampaniaid (1) [76]
- Eesti alpinistid: uudistajaid oli palju, meie jooksime kiiresti appi [73]

The success continues at the university level....

- Menüü
 - Esileht
 - Uudised
 - Tudengile
 - Sisseastujale
 - Tööd
 - Kommentaar
 - Sisukord
- Viited
- Keemia ja materjali-teaduse tippkeskus
 - TÜ Füüsikaosakond
 - TÜ Füüsika Instituut
 - AS Baltiklaas
 - AS Estiko Plaster



TÜ pressiteade / Samsung kiitis heaks TÜ teadlaste töö plasmateleerite arenduses ning jätkab koostööd

Allikas: <http://www.ut.ee/138293...>
Sisestatud: 12.01.06

Saada sõbrale | Trüki versioon

SAMSUNG KIITIS HEAKS TARTU ÜLIKOOLI TEADLASTE VAHEARUANDE PLASMATELERITE MATERJALIDE ARENDUSES NING JÄTKAB KOOSTÖÖD

Maailma suurim arvuti- ja TV-kuvarite tootja Samsung SDI kiitis heaks Tartu Ülikooli teadlaste vahearuande plasmateleerite materjalide väljatöötamises ning soovib jätkata ülikooliga koostööd.

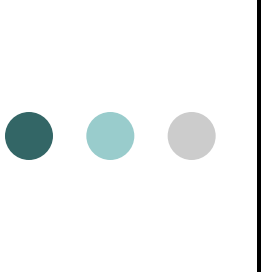
Tartu Ülikooli Füüsika Instituudi ja füüsika-keemiateaduskonna füüsika osakonna 15-liikmeline teadlaste kollektiiv on tänaseks loonud vajaliku seadmete kompleksi plasmateleerite materjalide omaduste uurimiseks ja edukalt käivitanud uute materjalide valmistamise.

TÜ Füüsika Instituudi teadusdirektor Marco Kirm täpsustab Samsungi reaktsiooni aruandele: "Samsungi kontserni hinnangul on Tartu Ülikooli teadlased projekti esimese viie kuu kestel viinud läbi väga tähtsa, laiaulatusliku ja kõrgetasemelise uuringu, mille põhjal saab juba ette valmistada edasised plaanid ülejäänud koostööperioodiks", 2005. aasta 1. augustil alanud lepinguline uurimistöö jätkub Kirmi sõnul seega edukalt ka uuel aastal.

Lisaks Samsungi otsesele rakenduslikule huvile on esimeste uurimistulemuste baasil valminud ka käsikiri, mis esitati avaldamiseks ühte maailma juhtivasse rakendusfüüsika ajakirja.

Marco Kirm usub, et senise edu pandiks on olnud Eesti kõrgesti kvalifitseeritud teadlased, kelle töö tulemusena on loodud maailmatasemel võimalused materjalide valmistamiseks aatomkihtsadestamise ja laseraurustamise meetodil.

TÜ Füüsika Instituudi edasine areng on leidnud jätkuvat toetust ka Eesti teaduse tippkeskuste infrastruktuuri programmi raames. Möödunud aastal esitatud taotlus (17,7 milj krooni) rahuldati täismahus, mis võimaldab märgatavalt parandada instituudi aparatuurset baasi ning uurimisinfrastruktuuri.



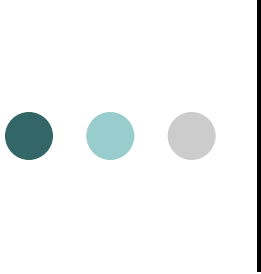
But probably we also agree that there may sometimes be situations where

- **not looking behind the issues is legally OK and correct (“lock”).**
- **yet where teachers as individuals could (and sometimes *should*) do more than the professional guidelines demand.**



Have **YOU** faced any (similar) ethical dilemmas?

- **So, as a warm-up we would like you to close your eyes and think back at the years when you have been teaching...**



1. Think of an ethical dilemma you

a) faced recently

b) may have experienced earlier during your career, but for some reasons did not remember until now



2. Share two-and-two (5 min.)

- a) What was the problem?
- b) What ethical dilemmas did you face?
- c) How did you solve this?
- d) What could you have done (to solve it better/ what would have been a worse scenario)?



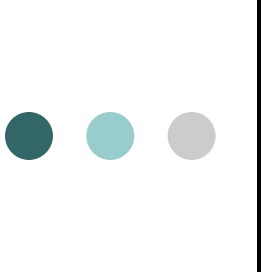
In all these cases

- **Did the teacher (you) do *more or less* than the professional standard would expect?**
- **What would have been better for the student?**



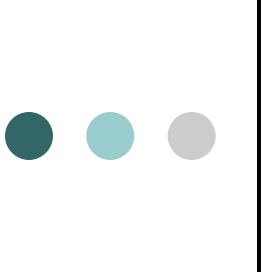
Ethics has become an important issue in research and practice in many different fields.

- **In Estonia, professional standards and ethical guidelines have recently been worked out e.g.**
- **for doctors and nurses,**
- **pharmacists and trainers.**
- **are being worked out for tour guides.**
- **Similar trends can also be noticed in other spheres of cultural mediation (e.g. translation and interpreting) that are closely related to foreign language teaching:**



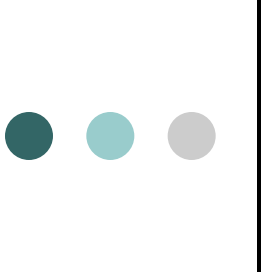
In both mainstream research and in analysing and improving everyday practice the key issues are *personal responsibility* and *neutrality*:

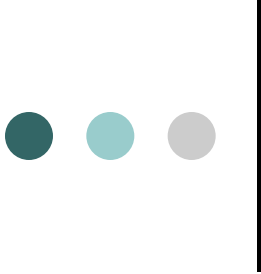
- Is complete neutrality possible?
- Am I honest when I'm confirming to others and assuring myself that I am 100% neutral?
- Do codes of professional practice cover all important nuances?
- Should individuals be more responsible for also the dimensions such regulations do not deal with?

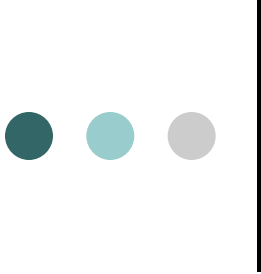


For example, Michael Cronin (2002)

- pioneers the discipline of Interpreting Studies into a postmaterialist/ postmodernist and postcolonial mentality.
- acknowledges that for a mature personality (and a responsible member of society) there exists a multilayered range of ethical considerations.

- 
- **Basically, he shows that every agent – in his study the interpreter, but in our context e.g. the teacher - can potentially influence not only the communication outcomes of a specific communication situation**
 - **but also the whole future of a person (and through this indirectly: his country and society).**

- 
- **Probably many of us remember some kind words a teacher important for us has said – these may send us throughout our lives.**
 - **In other cases – some unfair remarks may remain etched in memory for ever.**



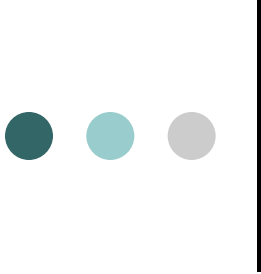
Cronin (2002) illustrates the importance of

- (inter)action between primary parties in different communication situations.
- the ***perception of the nuances at the level of the individual.***
- He also extends the dimension to that of the *geo-political level* (still closely interlinked with the individual behaviour of interactants).
- In the case of teaching, of course, this all extends beyond a concrete situation or lesson to the whole course, and possibly school years altogether.



Such approaches to ethics could be seen as a sign of that

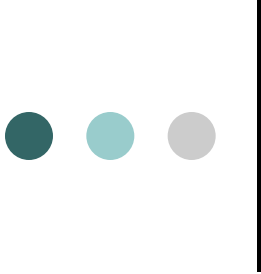
- individualisation and the moral duty of each individual has been growing in importance in the postmaterialist era, and that
- in mainstream research and best practice today the understanding that people have a *persistent* ethical responsibilities as individuals - sometimes even *above* their professional roles,
- - have become central.



This is a step ahead of earlier approaches which focused on the obligation to be neutral, to adopt an invisible role.

- **This is a level of personal obligation *not* to remain neutral, if we see that adopting the passivised role of an inanimate tool would inflict damage upon (one of) the counterparts (or maybe – through it - societies and cultures).**





A classical piece of research by Tate and Turner (1997/2002) criticises the “machine” model where agents

- ***only perform their explicitly formulated duties***
- **neglect the human dimensions of communication,**
- **neglect noticing the signs of body language, etc.**



(Tate and Turner, 1997/2002:
374):

- [...] machines do what they are told. They're under instruction: no instruction, no action. Machines don't generate their own contributions to the job in hand: they simply respond as programmed to external stimuli (levers pulled, buttons pressed, etc.).
- In part, early versions in /professional KM/ Codes erred on the side of caution with respect to seeking to ensure that the stipulated role of the /agent KM/ was essentially *reactive* and not *proactive*.



**My question is if we as teachers
sometimes fall into a similar trap:**

- **Our job is seemingly to “pass on knowledge” & to “develop the skills” of pupils and students.**
- **To stick to the schedule and see to that the programme would be covered.**



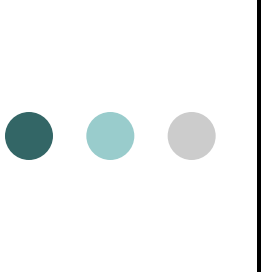
Often, we may be guided by the belief in absolute neutrality and thus force ourselves to do little else than teach.

- empathy and emotional intelligence can help where mere skills stop short.
- Parallels to many other professions – also those discussed above - are obvious.



**We do not only mediate education
in the narrowest sense of skills
and knowledge**

- **we also mediate *life* – and possibly, as Ulla Berglindh (2007) has said, -**
- **we should strive to mediate a *better reality* and help our students develop into whole personalities who could create such a *better new world*.**



According to Gunnar Handahl (2004, 2007), in education we should always bear in mind the existence of the following dimensions:

- **Level 1 = Action.(You go and teach).**
- **Level 2= Theory and practice based action. (Your “tools”. Your background, skills in pedagogy, experience as a teacher. Experience transferred to knowledge).**
- **Level 3 = Values. Ethical and political justification. (Why am I doing what I do? Why am I teaching at all? How does it benefit the people I teach as individuals? The society at large?)**



So let us...

- not forget all these different layers**
- and try to view Level 1 and 2 through the prism of Level 3 more often 😊**



Chapter Four •

Case studies

In small groups, examine your case study and answer the following questions:

2. How do you interpret the situation?
3. What should be done?
4. What would you do?

● ● ● | Epilogue • *Your stories*

