

ELT TEACHERS' ADOPTION OF FINK'S TAXONOMY TO FACILITATE PEDAGOGICAL STUDENTS' SIGNIFICANT LEARNING

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ABSTRACT

This paper aims to propose a new adoption of Fink's taxonomy for ELT teachers to facilitate significant learning of pedagogical students. The focus is on interpreting the possibility of echoing a new version of Fink's six dimensions of significant learning to generate or provoke ELT teachers' awareness for pedagogical innovation and the divergence of English teaching and learning practices. The implications for ELT context were drawn out from a three-year qualitative research with the data collected from three non-standardized in-depth interviews in around 400 minutes at a higher education context in Poland. Then, the data was categorized, coded, and analyzed using Padilla's technique of the unfolding matrix. The explanations for the findings were combined with the existing theoretical backgrounds and grounded theories of the research concepts. The findings suggested that students' learning would be facilitated when the teachers possess a set of teachers' orientations interconnected with Fink's six dimensions of significant learning. In order to adapt to pedagogical students' significant learning, teachers have to be critical and sensitive with students' needs, expectations, and their future regarding pedagogical skills, English competences, and the innovative notions of teaching and learning. In fact, it highlighted the needs for being aware of the students' learning and their central roles in the educational process. A vision of shared understanding about students as the "real" center in ELT should be made amongst pedagogical trainers, educators, teachers, pedagogical students of English at different levels of education and schools regarding the diversity of students' conditions, needs, capacities, change-making attitudes and others.

Keywords: ELT teachers, pedagogical training, teachers' orientations, significant learning, a proposed Vietnamese taxonomy

INTRODUCTION

The idea of this paper originates from the results of the 3-year empirical study with an aim to facilitate pedagogical students' of English regarding the theoretical background of Fink's taxonomy of significant learning in a context of Poland. The term of significant learning is adopted as its literal meaning with a demand to promote teachers' personal transformations for the learners as the real centers of the classroom. As from the educational view of Rancière (1991), when nothing is equal in the real world, why we should not try to start from the perception that education is equal for every learner. If we change the usual views of education as for elites and people with good conditions to the ground that every learner is equal in front of education, that may help the learners feel not be stupid with a lot of fears and signals of being oppressed (Freire, 2005) by the teachers of English. I would ask if any English teachers in Vietnam realize that they are oppressing the learners in every lesson with a lot of standards or focuses

on accuracy under the effects of capitalism and English standardization rather than exploiting the educational roles of languages and promoting the use of real language functions to the learners yet or not. From that sense, it would be worth trying the critical approaches to English classrooms. However, it is currently impossible to apply critical pedagogy to situations in Vietnam (Nguyen, 2017) regarding a lot of barriers, such as the immobile perceptions of the teachers' center in the class, the social pressures with outdated assumptions about the best and intelligent teachers with high "fake" respects and "real" low payments, current chaos in the society, and the loss of the commons' faith about the education system and values.

However, when critical thinking is not the real goals of the current Vietnamese educational system, even in English teaching and learning that the learning process is not for and from the learners as the centers, there should be an inclusive solution. It is essential to propose an inclusive perspective so that the teachers of English should be aware of for the future development of language teaching in Vietnam regarding the current generation of pedagogical students of English. This inquiry encourages me to conduct an empirical research to figure out how a teacher of English activates the learners' roles of the centers in their learning and the learning should bring them the significance. It is the motivation to study further about how the teachers should facilitate the learners' significant learning in accordance to Fink's taxonomy.

In order to develop the classrooms of pedagogical students of English with the attention to pursue Fink's six dimensions of significant learning, it is important to develop the non-traditional transformations in the educational process of both the teachers' and the learners' positions. This process of promoting learners' significant learning requires the teachers some specified features, skills, and qualifications which would be the main focuses of the finding in this research paper.

In the next parts, the researcher will scrutinize the issues relevant to the research question of "how the ELT teachers should facilitate the learners' significant learning". In order that, the paper will clarify the unknown-Vietnamese-contextual dubious theoretical backgrounds, the research design, and the methods of collecting, analyzing, and synthesizing the data.

A REVIEW OF RELEVANT LITERATURE

The terms of significant learning and the teachers' special features for the adopted theoretical taxonomy will be presented in the following sections.

The learners' significant learning

To adopt this concept to ELT teaching, it is better to understand the general concepts and dimensions of significant learning. As a kind of pervasive learning found in Rogers (1959), significant learning makes a difference in behavior, in action, in individual chooses for one's future, and in the attitudes and personality. In a later context, Fink (2003) identifies that learning takes place only when students recognize their goals, expectations, and changes. That requires the teachers to look beyond what students learn, how they learn, what are meaningful to their lives and interaction, and how they can apply, use what they learn to new situations, and create new ideas in uncontrolled ways. A relevance of the course contents to real-life, integrated concerns, and emancipated purposes should become a requirement of being meaningful for significant learning.

Fink (2003) develops the taxonomy with an attempt to improve students' learning in academic (foundational knowledge, application, and integration) and personal growth (human dimension, caring, and learning how to learn). Different learning dimensions cover the notion of learning and learners which emphasizes that learners should get back their active involvement in defining what they want to learn, what they can learn, and how they can get information from different sources (Fink, 2002). The learning process will help students not only learning, applying their knowledge, and taking choices; but also giving feedback, contributing to the other learning and teachers' work, and reflecting on what they can

achieve, develop creatively and emancipate from. The detailed adoption of Fink's taxonomy will be presented comparatively in the next subsection with the set of teachers' orientations of those caring about learners' learning.

Fink's taxonomy of significant learning has particular relevance to several features of some existing learning systems as in Barker (1990), Kennett et al. (1996), Amey (2001), Boud, Cohen & Sampson (2001), Yolles (2000), Meighan (2005), Coyle (2007), and Green and Sammons (2014). In particular, Fink's shares Christ (1971) the features that students need to develop their skills and attitudes of learning for their academic achievement. The dimensions of significant learning value students, the connections, the mathematic activities and the openness of changing. However, it is somehow different from Kennett et al. (1996) in the aspects of difficulties in offering co-operative learning which is the core values of Fink's taxonomy and in Boud, Cohen & Sampson (2001) and Green and Sammons (2014). In accordance with Barker (1990), Fink focuses on student learning through a system in which they are allowed to learn, to experience, to interact, to apply what they learned practically, and to develop new interests and power for what they learned. They really become the center as in Meighan (2005) and in line with Coyle (2007) learn by doing. The added value of Fink's taxonomy is not limited just to the aforementioned features, but it links the factors which facilitate the dimensions of significant learning for students as the center of any teaching forms. In a word, these six dimensions of Fink's (2013) should be the focus on any teaching and course design for students' significant learning because each informs and supports one another.

In brief, significant learning should be pursued from ELT teachers' attention and the course designs so that pedagogical students of English would be able to reflect what they achieve and be able to develop their skills in the whole learning process. Fink's taxonomy suggests new focuses on how educators and teachers should care about students, learning, and their teaching process. That requires the teachers to look beyond what students learn, how they learn, what are meaningful to their lives and interaction, and how they can apply, use what they learn to new situations, and create new ideas in uncontrolled ways. Regarding the fact students in many courses may learn but result that learning capacity is not increased, students cannot develop higher levels of cognitive skills, or they cannot be aware of their learning. When no interests will trigger emancipation for the new knowledge in the fields, no significant differences can be recognized between those who take and those who do not learn from any specific courses.

The ELT teachers' orientation for their adoption of significant learning

Not only in English language teaching, the art of teaching has turned to the recognition to one of the most important components of learning is "curiosity" which facilitates the learning process through the "desire to understand" (Rancière, 1991: 109). The teachers facilitating learning should begin with knowledge, quality, teaching methods, personality, and etc. have been focused by different researchers (Prucha (2003), Stipek (1996), Calderhead and Shorrock (1997), Łobocki (2004), and etc.)

Still controversies about the balance of teaching, learning, and who or what should be the center categorizes the teachers' and students' roles depending on the purposes and goals of education. Much research has been conducted on "teachers", "traits/ characteristics of a good/ an excellent/ or model teacher...", "teachers' perceptions about teaching/ learning/ research/ professional development", "effective/ qualified / excellent teaching", "teachers' competencies", and so on. A teacher who has competence and passion for teaching is usually classified as a good teacher though that person is or is not popular with the students. Much research has been conducted in finding the common characteristics of a good teacher for the sake of sharing experiences from exemplary teachers. The terms of "good" has been used in different contexts as "good characteristics", "qualities", "effective teaching", "qualified teacher", and "productivity".

In association with the supplemental elements for significant learning, the teachers are advisable to possess several orientations that promote and activate learners' awareness about their learning. The following table is about the taxonomy of significant learning in correlating with teachers' orientations, synthesizing from Nguyen (2016) and Nguyen (2017):

Table 1: The correlation of a new proposed Vietnamese Taxonomy of Significant Learning and the relevant Teachers' Orientations

A Proposed Vietnamese Taxonomy of Significant Learning

As a proposal for this study

Foundational Knowledge - Understanding and remembering English knowledge, cultural information and ideas.

Foundational Knowledge is the base of most kinds of learning in which "know" something is a need from students' demands to understand and remember specific information, linguistic knowledge and ideas (information which will be later expressed by the learners' English about science, history, literature, geography, etc. and ideas or perspectives about what evolution is/ is not, what capitalism is / is not). In this research project, it would be directed to pedagogical skills and critical learning regarding language awareness of English as a mean of communication, not an end.

Expertise Orientation – Be well-qualified, competent, adaptable, and confident.

o *The teachers must have qualified knowledge, scientific skills, social skills, and pedagogical skills to instruct students to approach the knowledge.*

o *It is possible only when the teachers are confident and adaptable enough to maximize their competences for students' learning.*

Expertise orientation is one of the conditions that a teacher must have to promote significant learning accordingly to the dimension of Foundation Knowledge. The teachers must have strong expertise first to consolidate and instruct students to find the content, information, and knowledge.

Application: Skills; critical, creative, and practical thinking; and managing projects.

Application requires students learn how to engage in some new kinds of action, which may be intellectual, physical, social, etc.; learning how to engage in various kinds of thinking (critical, creative, practical), developing certain skills (e.g., teaching, giving construction, communicating with students, developing an activity for learning...) or learning how to manage complex projects of teaching and managing the class or at least in a small activity as a start.

Teaching Orientation – Critical and adaptable perspectives, course development and preparation with focuses on students' application, and pedagogical approaches.

o *The teachers must be able to develop and prepare courses that focusing on students' application and meta-cognitive skills.*

o *The teachers must be able to employ pedagogical approaches to facilitate students' learning, thinking, criticizing, and managing.*

Teaching Orientation requires the teachers to have critical and adaptable perspectives, be able to implement the pedagogical approaches so that students will be engaged in different kinds of experiences and actions for the process of developing their skills.

Integration - Connecting ideas, people, and realms of life.

Integration associates students to the ability to see, criticize, understand, and share or voice the connections between different things (teaching skills in connecting with managing skills for a class or in an activity, the relationship among teachers, teacher-students,

Student Orientation – Students as a center, each student is an individual with freedom and different from the others in choices, perceptions, skills, and interests.

o *The teachers with student orientation will see students as an individual and unique person so that students will be guided to be interested in the society, people, and life.*

and students-students, teacher-students-and the society), between specific ideas, between whole realms of ideas, between people, and/or between different realms of life; that then gives learners a new form of power (for the English teaching career and to recognize what to learn for their future), especially intellectual power.

Human Dimension - Learning about oneself, others.

Human dimension enables students to continue learning in the future and to do so with greater effectiveness. When pedagogical students learn something important about their own Self and/or about Others from and for their career, it enables them to interact more effectively with themselves or with others. They learn about their own capacity and skills. Then they learn from others. They discover the personal and/or social implications of what they have learned. What they learn or the way in which they learn sometimes gives students a new understanding of themselves and in their future career (self-image of being a teacher) or a new vision of what they want to become (self-ideal – a good teacher of English for creativity and student learning). At other times, they acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others.

Caring - Developing new feelings, interests, and values.

When a learning experience changes the degree to which students care about something related to English teaching and learning or some other cross-referenced influences, this may be reflected in the form of new feelings, interests, and/or values. When pedagogical students care about something, they then have the energy they need for learning more about it and making it a part of their lives. Only with the right energy of the career of English for educational innovation, learning may happen significantly. When they know more to care about their future job of being a teacher, they will care more about how to do it good and different, what to pay attention for their skill improvement, what they should learn, practice, and read for more professional teaching...

o *The focus should be to build connections among ideas, perspectives, people, and realms of life*

Student Orientation fosters students' ability and knowledge to be part of the society with a matrix of ideas, connections and relations in which the learning process helps them generate new powers and sources.

Communication Orientation – Interaction among human (including the teachers vs. students and students vs. students). Each individual possess a source of knowledge, experience, idea, and interactive protocols.

o *The teachers should engage and promote students to various learning spaces and interactions for learning, reflecting, and sharing feedback about oneself and others.*

Communication Orientation requires the teachers to provide the facility and learning structures so that students will be able to explore their own and others' strengths. The effective communication manners among students, students and teachers, and students with people in the society will allow them to learn, discover, and develop explanation and knowledge about common actions or communicative processes.

Personal Orientation – Personal traits, tendencies, and perspectives about teaching, learning, students, and education.

o *The teachers with different personal traits, tendencies and perspectives will care about students' development.*

o *When the teachers can hook students to new values and interests, they will understand what is essential for their learning and that will then lead them to real significant learning.*

Personal Orientation allows the teachers to different "open" levels of which they inspire students to have more energy, value, and interests. From that, they will decide what they need for further focuses on the triggering process of emancipation. When the teachers can do this, learning will happen significantly.

Learning How to Learn - Becoming a better student or speaker of English; inquiring about a subject; and self-directing learners.

When students learn something about the process of learning and understand how the real learning may happen with the conditions in language learning in particular and in education in general, they may be conscious about learning how to be a better student, how to engage in a particular kind of inquiry (e.g., the scientific method), how to be critical, how to be reflective, or how to become self-directing learners for their movable and never-satisfied final goals of being a future teacher of English.

Professional Orientation – Be professional and be able to provide professional inquiries, demands, and directions in learning.

o *The teachers must be professional not only in a pedagogical career but also in guiding students to better themselves.*

Professional Orientation needs the teachers to be able to process students learning so that they are capable of thinking, inquire, self-direct, be critical, and be reflective. The teachers' job focuses on how to engage students to these steps and demands of the learning process so that they will know how and become better students.

When students' learning becomes the priority of a teacher as a real central of education, each of significant learning dimensions which would be achieved successfully by the teachers and their orientations enhances students' achievement in the other dimensions. In particular of ELT classrooms, if the learners really are the center of the learning process in which their only sovereign demands of language communication, the teachers will become the *fellows of their learners that both of them transcend their immanence* to acquire the requirements and praxis of language application in the reality (Giesta, 2013: 44). Then, when the teachers can promote learning experience in all six dimensions, we can see significant learning through the interactive character of the taxonomy as so to the orientations of the teachers for it to happen. The connections of these dimensions and the teachers' orientations are focused on giving students the chance to learn, experience about themselves and others. If significant learning happens, students are able to establish connections among the topics, concepts, and ideas to their real lives, think about, and use of both what they have learned and their skills in a useful and creative way.

THE RESEARCH METHODS

This research was conducted in a longitude 3-year empirical study with the supported evidences from different research projects to contribute to the possibility of proposing a new Vietnamese taxonomy for significant learning. The findings and academic values from (1) the previous case study about what makes a good teacher in a higher education context in Poland and (2) an action research to experiment the "significant learning" and critical awareness to the real teaching in an international context compatibly contribute to the ELT teachers' adoption of Fink's taxonomy to facilitate pedagogical students' significant learning. With the critical view different from traditional teacher-centered education and the consciousness to prepare for students' significant learning, the teachers should possess a certain set of orientations.

This qualitative research collected data from non-standardized in-depth interviews with critical humanistic awareness to three teachers in a higher education context of Poland to locate their orientations with the care of pedagogical students' learning. The interviews were transcribed and coded before applying Padilla's (1994) unfolding matrix for analysis. The unfolding matrix was innovatively applied different from the original version of Padilla's technique with his good overall assessment about what should be done for qualitative analysis. The new application of Padilla's technique was recognized in the stage of post-collection with a lot of data while his technique originally utilized before the stage of formulating the tools of collecting data. Finally, the researcher classified the interview data into six matrices of the teachers' orientations for the following main findings.

THE MAIN FINDINGS

The findings show that the teachers in the research context possessed a set of teachers' orientations relevant to the facilitation of students' learning.

The communication orientation

As one of the most important teacher's orientations, this orientation illustrated that the teachers here chose "information exchange – communicative manners" as a priority because education could not take place without communication among the teachers and students. First, the teachers presented to be the good listeners that international students' consideration that "their listening" was recognized as a typical feature, which could not easily be found in their homelands. The teachers tried to maximize the chances to listen to students from their uttered ideas, movements, signals, and actions in the classroom. Second, the teachers in the research context were successful in communicating with their students because these teachers had one of the conditions as a secure space for sharing, when students have safe feelings of what they said would not be blamed or considered as stupidity, they would be more engaged and opened to sharing their thinking. These interaction models change students' manners of communication which helped the learning process more efficient with the supports from teachers' creation of communicative spaces and building of interaction modes. Third, the findings also mentioned the aspects of efficient communication with verbal and non-verbal varieties. In communication, aside to the voices, any abnormal signals like gestures, hesitation, mining, nodding... were captured and analyzed by the teachers to provide further supports for better communication among them and students. For that reason, the ability to understand hidden messages in students' non-verbal communication should be considered as one of the important skills for academic teachers. In short, the findings presented that this teachers' orientation facilitated students' learning.

Expertise orientation

The expertise orientation could be considered as the compulsory quality condition for academic personnel. Each teacher has his or her own roads of expertise and this process of perfectionating the expertise orientation was found to be endless from the teachers of this context.

Expertise orientation was not limited to the qualifications of degree or skills that a teacher achieved from their pedagogical learning only. The findings showed that the research targeted teachers had their own diversified roads to pedagogy, changed their cognitive thinking regarding pedagogy, and became confident through their process of teaching adaptation and experiences. These teaching instincts and capacities may not be commonly found in normal pedagogical students who studied straight from high school.

In addition, the influences to pedagogy have added values to each teacher's expertise orientation. The findings showed that the teachers' expertise was strengthened through the diversified values which were not only from the certified degrees, titles, or status but the personal histories of each teacher. These stories were associated with the attitudes, the actions to solve the difficulties, the experiences from different life adventures, and influences for each teacher to gain their own possessive unique expertise in one of the six teachers' orientations for student learning.

The findings also revealed that the teachers responded positively to the cognitive changes during their academic life. The cognitive changes were found essential for the teachers' adaptation to the social movement and learners' needs and intensified the teachers' values of the general expertise orientation. This cognitive feature should be considered as one of the very important belongings of every teacher. The attitudes of changing and making every difference allowed the teachers to organize the class in an interesting and creative ways so that students were inspired and could experience more.

The last finding of the expertise orientation lied in the confidence so that the teachers would be able to actively activate students' discussions for teaching ideas, deal with any directions of students' propositions for the lessons, and improvise depending on the class situations. The confidence in their pedagogical work also permitted the teachers to be open and challenge their teaching so that students found the lessons different and more interesting.

In a word, the teachers' expertise orientation concerns the achievements from the endless process of learning, teaching, and working for the growth of knowledge, cognition, and positive attitudes to professional development.

Student Orientation

Among the findings regarding the teachers' orientations, student orientation is also very important because teaching and learning could not happen without learners. It was found that the teachers' certain perceptions about students would affect their teaching for students' learning. The significant roles of understanding students for their better learning process should be classified as an important teachers' orientation because it was essential for the process of ensuring the students' learning. This orientation requires the teachers to pay attention to the students' needs, their common shares in each community, the goals in education, and what should be done to achieve the educational purposes. Conceptualizing students as the main active partners in the teaching process, the educational procedures in the classroom requires the teachers more to adapt themselves better to serve the purposes effective teaching and the growth of students through learning significantly from the stage of preparation to the post-teaching activities to the satisfactions of both students and the teachers. From different aspects of analysis, when the teachers mind the students as one of their orientations in the job, they need to understand more about what students want and negotiate for the educational purposes of any teaching courses to be achieved.

Furthermore, the teachers' orientation about students would need to involve the more intensive understanding about what students wanted to learn. This finding also raised an awareness about a different type of the students' needs which were not commonly recognized by the teachers and were beyond what students were interested in, but who they were, where the teachers were when they need them, and what priority the teachers should care for their growth. Students needed to be activated, motivated, and provided with active learning environment and activities, to be supported, and to be given knowledge or lessons that were connected to their practical, real, and useful own experiences. Students' orientation required the teachers to be available for students to support them when they needed help in their learning and researching.

To sum up, the findings presented that the teachers have curiosities about students and their values. That led to more effective concern of how they have prepared and provided students for their learning. Regarding student orientation, the teachers had clear and positive perceptions about what they wanted from students, their importance in the teaching and learning process, and the common notices for being a teacher.

Teaching orientation

Teaching orientation existed within the teachers' own attributes. This teachers' orientation described what was found about the balance of teaching theory and practice, their own beliefs about teaching, and the realistic needs of students from their teachers' teaching. This orientation discussed the notions of teaching from different aspects of international perspectives.

First, it was found that the notion of teaching should be connected to the balance of theory and practices with concerns from a large amount of students and also from the teachers as a special attraction of their teaching. The balance of theory and practice would strengthen the theoretical application to practices for students' learning.

Second, self-perception about students' thoughts of the teachers and their teaching would be also important findings. The teachers self-constructed their beliefs about themselves, their teaching

philosophies, the qualifications, the levels in their community, their concepts about students, course, and other aspects in accordance with a being teacher. However, the findings revealed that the teachers believed that students did not need the teachers who do the only job of giving them information or what could be found in other sources. The teachers should be students' companion and trusted allies. Students' learning should be facilitated as long as they noticed the changes in the society and technology in which the teachers' roles and competencies should be adjusted to new demands.

Third, the findings were about the influences that may alternate and formulate the teachers' teaching. Although the factors may influence each teacher differently, they showed the teachers' perspectives, roles and concerns of teaching. The factors could be listed from direct factors from the teachers' concerns and indirect factors from the society. The finding discovered that different teachers' concerns were directed to only one possibility of an effective lesson. They all thought about the students that in the lessons what should be reduced to maximize the learning process.

It was also important that the teachers always take teaching as a challenge of an art that requires the teachers to be up-to-date while teaching many hours a year, get low salaries but conference attending and scientific publications are counted and play to be a fair judge for many students at the same time. In fact, the findings uncovered the real demands in the teaching orientation that the teaching needs were the small portion of working requirements that the teachers' perceptions may describe as the experiences of how to prepare for better lessons, when and where the lessons should take place, and what should be in the lessons, and finally what skills and update should be considered during the process before, during, and after teaching each lesson or course.

Lastly, only the abovementioned features would not portray enough because the teachers may miss something in their job if they don't care about how other people think about teaching. The class would be more successful if a regular basis would also care about the following issues of the diversities of each individual, the distinction of teaching from scaring and oppressing, the flexibility of teaching activities not to force students listening all the time, and the equality in education even among students and the teachers, not just among students. The teaching process should be mainly for students' learning and the wrong assumption and usage of applying technology to teaching and teachers' talk-talk-talk would not be a good idea in that process. In addition, it would be more important in the teaching orientation that the teachers showed to facilitate students' learning which was different from interrupting them from searching the knowledge and learning by exploring their own road of emancipation. Students needed the teachers' teaching to be more students' exploration and less teachers' control.

Personal Orientation

The teachers' personal orientation indicates the common found characteristics of the teachers though each of them is an individual with his or her own traits. The teachers described their teaching perceptions and beliefs when being asked about if they were good in their job. They talked about their beliefs in teaching. When all of these people talked about the same thing of how to become a good teacher or how they want the good teacher to be. The teachers did not describe themselves as a good teacher but they tried to show the cognitive awareness of how to teaching for students' learning.

Professional Orientation

The teachers' professional orientation meant the abilities to be professional in the working community and to provide professional inquiries, demands, and directions for students' learning. In professional orientation, the focuses were on the teachers' job of how to be professional in the job and engage students to these steps and demands of the learning process so that they would be able to learn, to know how, and to become better students.

The findings visualized that the teachers in this research context were working with professional working styles in daily duties and activities in the academic institution. They were aware of their working environment and their identity in this place with full of proper actions that they did regarding the requirements of their duties and working conditions at the university. The common patterns were found

from the teachers' professional orientation in (1) their problem-solving protocols, (2) more flexible use of the time, and (3) awareness of teacher-students proper working distance. In addition, the signal of autonomy in professional dimension was also found from the study. In most situations, the teachers' autonomy allowed them to decide who they wanted to be, what they thought, when they went to school, what type of working attitudes they wanted, and what they taught in terms of their proposed courses.

The findings also presented that the notion of teachers' job satisfaction. Job satisfaction was one hinder of the development of the teachers' professional orientation because it blocked their possibilities of academic freedom. Although the teachers were professional with their current working positions in the place, they had not fully satisfied with what they were provided with many reasons. In conclusion, professional orientation was found as the added values of the teachers to their working styles, perceptions of self about the autonomy of the career, and their satisfaction in that academia.

Summary of the findings

In short, the findings illustrated the features and signals of six teachers' orientation to interpret for the success of teaching for students' significant learning. As long as the teachers teach for students' learning, the whole set of orientations would help the teachers be adaptable to the working environment, the teaching process and the care of students' significant learning. In addition, the current tendency of education needed more creativity in the classroom. The hands on and reflective workshops organized by the teachers as fellows of the learner-centered attitude would change students' minds about creativity, the possibility of applying creativity in the classroom through the process of understanding knowledge, testing knowledge, practicing and discussing the tests and practices, and later applying to change their current textbooks and lessons to be more creativity oriented.

CONCLUSIONS

Regarding to re-define the roles of the EFL teachers, the learners as well as the pedagogical students of English should be facilitated for students and their own learning naturally from their professional development and instinct features of being a teacher with these six orientations. They should care about the communicating processes for the students' demands. They should practice and enrich their experiences in their expertise orientation. They should listen to students and care to meet the needs and interests of students in language learning so that they could be facilitated for better learning in the student orientation. The teaching orientation professional in their teaching which would be sensitive to the self-conception of teaching for students' learning and the balance of theory and practice in which students would learn what would be useful for their knowledge, skills, and realistic application in the future. In professional orientation, they should show to be professional in their working environment and teaching manners which would promote the effectiveness of the teachers' problem-solving protocols, modifying the time, and having awareness of teacher-students proper working distance. Finally, the personal orientation once again confirmed the unique traits that the teachers here possessed special to the job of pedagogy and for students learning.

Although this original set of six orientations is tested with different pedagogical and scientific research in a context of higher education in Poland, the proposed version for Vietnamese teachers' career would call for some attentions to the satisfaction of their devotion in the academic perspectives¹ with social perspectives and influences. From this research context, it could be assumed that the teachers who care for students' significant learning need to consider students as the center in their own learning process which requires the teachers pay attention to the aspect of subjectivity in education. The teachers for students' significant learning must recognize themselves with 6 teachers' orientations.

¹ When the teachers satisfy with their career, the demands, and their learning, they should stop teaching – A view from Giesta (2013)

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