

The Art of Teaching: Instructive, Authoritative and Motivational

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Abstract. What is more important for a teacher, to cover all the materials or to teach fewer units and get students to fully understand the information? This is a dilemma many teachers, educators, and professors face every day around the world. Matching teaching and learning styles is not an easy job; nevertheless, it is not impossible. This case study examines the role of teachers in several linguistic classes and how their performance greatly influences the students' outcomes. Scenario one shows the importance of lesson plans and instructions, scenario two discusses the role of authority exercised by the educator and scenario three shows the motivational strategies of a passionate teacher. The art of teaching is something that cannot be performed by everyone but by those who are passionate about sharing ideas and knowledge.

Keywords: teachers; motivational; educational powers; pedagogy; classroom management.

Introduction

The education field involves not only the art of teaching and learning but many other things implicit in these two acts: students, subjects, areas of study, classrooms, schools, universities, languages, and teachers and educators. Many books can and have been written, about the components of education; however, this case study is focused on the people that make the art of education possible: teachers, educators and professors and the ideal way of teaching a class.

There is not a single way to give a class. There are many characteristics to take into account when it comes to teaching and learning. Nevertheless, literature and personal experience have proven that there are a few tips and "rules" to follow in order to make a class successful. Many areas need to be taken into consideration when analyzing the performance of a particular teacher/educator. It is very important to observe the audience (the students), the number of students, the subject taught, the language in which the class is given, the teacher's mother tongue and the students' native language, the time when the class is given, the classroom's design, the materials used, and the teacher/professor's behavior.

This paper analyzes three different scenarios where a linguistic class is given. Two of these circumstances are focused on foreign language classes while the last one is a literature class. The area of study is one aspect analyzed; however, it is not be the main subject. The teachers' actions and attitudes are observed and analyzed to support the ideas explained in the literature review. These examples are intended to show that a structured lesson along with an approachable authoritative teacher who is passionate about sharing knowledge and ideas is what is necessary to deliver an effective class.

Literature Review

Before getting deep into the main characteristics a person should possess to become a good teacher, it is necessary to discuss who a teacher is. It looks like a simple question; however, it is not. To define an English teacher is a different task than describing a science professor. The audience and the subject taught play a very important role when it comes to the definition of a teacher/professor/educator. It influences the rhythm of the class; however, this is not the only aspect to notice.

While reviewing literature written about teachers and good performance when giving a lesson, there was an author that did not pay attention to the subject or the area of study, but to the performance itself and how the output conveyed by the educator is received as an input by the students—Sally J. Zepeda. She came up with a list of characteristics every person that teaches should master. Teachers, in general, spend many hours of a day with students and become their mentors and role models in a way. Everything they do, directly or indirectly, has an impact on their students.

Teachers touch lives. “In teaching you cannot see the fruit of a day’s work. It is invisible and remains so, maybe for 20 years. Nonetheless, educators do touch lives in countless ways on a daily basis” (Zepeda, 2008). Students usually spend between four and six hours per day in class. Their teachers act as mentors for them. They are not only receiving input related to a specific subject (mathematics, language, science, etc.) but also receive moral values including the art of sharing ideas. The relationship between a teacher and a student is always circular. Both participants can learn many things from each other, not only the student from the teacher. Educators are, in some ways, examples to follow, especially in the first stages of the academic life. The influence they have on students can be invisible as Zepeda states; however, its fruit will grow with time.

Teachers nurture the souls of their students. “Excellent teachers abound in schools, but the truly exceptional teachers are the ones held in the memories and emotions of children long after the school year ends” (Zepeda, 2008). Every teacher is different. Still, there is no more rewarding feeling than to receive some news from a former student a long time after he/she was actually a student, talking about his/her life, showing he/she still remembers the teacher and moreover, something he/she was taught helped a little bit in a particular moment of his/her life. There are not words to describe that feeling. Teachers are difference makers. “Teaching was not about making the world a better place, it was about making their world better, day by day” (Zepeda, 2008). Pryce (2010) reaffirmed “I utilize authentic approaches which provoke students to consider their own values and ethics and reflect on the extent of CSR and ideology of the triple bottom line.” Mahatma Gandhi once said, “Be the change you want to see in the world”. It is not possible to change the whole world, but it is possible to influence a small portion of it every time a teacher is in front of the

students. An idea kept for one's self will always be a small poor idea, but an idea shared with others will become bigger and make some parts of the world different.

Teachers are believers. "I never teach my pupils; I only attempt to provide the conditions in which they can learn" (Zepeda, 2008). A teacher cannot control the input that is received by the students and in which way it will be learnt. Depending on the students' backgrounds, the same input can be taken in many different ways. The only controllable thing for an educator is the way that input is conveyed. The words used, the facial expressions, the tone of voice are just some of the verbal and non-verbal communication used in class. Through practice an educator becomes an expert in those aspects and sees the effect that a simple look or a smile may have on the learners. When a teacher shares knowledge, he/she hopes for his/her students to understand that piece of information and transform it into something greater for their future. "A key aspect of my teaching is to help students develop awareness of analytical thought processes so they can learn to reflect on contemporary issues, critically evaluate them and engage in intelligent and informed dialogue" (Pryce, 2010).

Teachers work on behalf of students and work purposefully with parents and the community. "Children have never been very good at listening to their elders, but they have never failed to imitate them" (Zepeda, 2008). Somehow teachers and parents are closely related. Half of the day children and teenagers are at school with the teachers, and the other half at home with their parents. Teachers should supply what parents do not; and the other way around. Kyle and Rogien (2004) suggested that teachers should somehow involve parents creating a team-work environment with the final purpose of achieving a common goal: the successful future of the students. Both of them are educators who will have a great impact on the students' future. Their performance in and out of the classroom will be essential and influential on the youngster's behavior.

Teachers go to extraordinary lengths to affirm and to serve unselfishly. "At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us" (Zepeda, 2008). As previously mentioned, teachers act as mentors and role models for students. The teachers' actions should be for the better of their students without asking for anything in return. The impact of each action might be invisible, but will always have its influence on someone. There should not be such a thing as a selfish teacher. An educator is a person who gives, who shares, and who enjoys when knowledge is the rope that unites him/her with the class.

Teachers should bring humility to the classroom. "I've learn that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." (Zepeda, 2008) In a classroom there is some kind of hierarchy where the teacher stands and he/she is seen is the person in power; however, this hierarchy should be fair and students never treated as inferior to anyone else. The teacher might know more about one particular subject, but that does not make him/her smarter than the students. Acting humbly generates a better response from the audience. It is important to create a good environment within the walls of a classroom, one where students feel comfortable and know they can count on their teachers. By creating this atmosphere, the possibilities of giving and receiving a great class are almost ensured. "Students learn from observing what teachers do and how they interact with their

students, leading to an effective discipline system. The more teachers share with students the discipline strategies and their purpose and rationale, the more effectively the students will learn responsible behavior" (Kyle & Rogien, 2004).

Teachers provide a safety net for each other. "If we take the time, we can preserve many 'Kodak' moments of teaching. The artifacts of a scrapbook can serve as a very visible reminder of the joys of teaching, even on the days when the classroom is daunting." (Zepeda, 2008) Many students think that when a teacher enters a classroom he/she is very sure of him/herself, with no fears and very determined. Still, this is not the case most of the time, especially for first-time teachers. As Kyle and Rogien (2004) stated, "The feelings of 'our class' and 'the learning community' are created through class building activities. [...] When the students perceive that they are valued by the teachers and other students, included in classroom activities, accepted in their classroom and school, have a sense of belonging to cooperative groups and are listened to and encouraged by the adults in their lives, they develop respect for themselves and the authority figures in their lives." They need to be able to create their own culture and safety net for the students and for themselves in order to feel comfortable and make others feel relaxed as well.

Teachers embrace hope. "A school is at its best when teachers support each other and focus on their strengths." (Zepeda, 2008) Not only with the students, but also with their colleagues, teachers need to create an environment where they can rely on each other. It is important not to forget, teachers are humans as well. They have the same faults and strengths as everyone else. Feeling part of a group is essential when pursuing a career that includes being surrounded by people at all times.

Teachers build personal connections with their students. "No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure." (Zepeda, 2008) The job of a teacher is not entering a classroom, delivering the lesson prepared for that day, and leaving. The teacher's job is much more than that. The connections established with the students are much more important than the subject given or the grades the students get after a test. With some students, creating a good relationship will be easier than with others; however, the key is found in not giving up. As mentioned before, teachers rely on hope. They never give up on their students. "Trust is most effectively taught when it is lived. [...] Trust is nurtured when students turn to their teachers because they know they will be listened to when they are struggling with interpersonal relationships, academic issues or personal problems" (Lumpkin, 2008). (Teachers are psychologists that need to read their students' minds in order to perform well in their classes. It is the only way to match teaching and learning styles seeking success.

The teacher is the one that commands and leads the lessons and the students are the ones who follow the instructions and do as commanded. How this hierarchy is performed depends on the teacher's decision; however, an educator will always have some power over the students. To develop them correctly, he/she will have to find the right balance, as with everything in life.

French and Raven (1959) stated, "According to the social psychologists it is very necessary for an effective leader to gain the trust and respect of his students. You will

have to earn it" (as cited in Shah & Inamullah, 2011). They named them the five social powers,

- Expert power: This power refers to the expertise in the subject they are teaching. Teachers should master the topic and be able to show this to the students. If the students observe the teacher has not mastered what he or she is teaching, they will lose respect. They want to see an expert, who they can rely on every time they have a doubt about that particular subject, knowing that he/she will always have an accurate answer to give.
- Referent power: The teacher should command respect of, but also care about the pupils. When talking about exercising power over students, it refers to establishing order. The teacher has to behave as a reference for the students, as an example to follow. He/she should develop an approachable attitude without crossing the line. It is believed that more flies are caught with honey than with vinegar. Still, learners need to keep in mind that being friendly does not mean they can lose respect or do whatever they want.
- Legitimate power: The teacher acts like the manager in a company. The meaning behind the word 'teacher' carries an intrinsic power, so the students know they must obey what the teacher says. Yet, this power should be earned. Educators will only be in control as long as the students see them as the person in charge. Otherwise, they will lose this power immediately.
- Reward power: Everyone wants to receive a compliment when they do something right. The same happens, more than in any other job, when it comes to students. They are generally seeking good grades and to pass their classes. By receiving good feedback they are encouraged to keep working well. The teacher has this power to award his/her students when their answers are correct or when they behave well in class. Motivational strategies should be used in a balance way. By giving too many positive appraisals, an educator may create the opposite effect - the students relaxes, loses interests and does not think he/she has to work as hard as before.
- Coercive power: When a student behaves badly or do not answer properly, he/she needs to be penalized for it so they do not do it again. Students need to learn what is wrong and what is right, and their teacher should not only inform them about it, but also show them the way to do things the right way.

The authority exercised by educators is a challenging task that requires precision and balance. Teachers who are very authoritarian might be seen as arrogant and careless about their students. Teachers who are very friendly might lose the respect of the learners. When looking for the balance, there is a line that combines authority with charisma. The figure of the teacher will be portrayed as the leader of a class, however, that does not necessarily mean that he/she might not be friendly and supportive of his/her students. "Sociologists have ascribed charismatic authority to qualities that encourage people to obey and follow a leader. A charismatic authority stems from the subject-area knowledge, experience, and professional expertise as both a writer and teacher of writing. Some charismatic authority may also derive from humor, gentleness, and friendly demeanor. [...] The classes are markedly student centered. The teacher encourages students to ask questions of each other before turning to him, and he makes frequent use of peer work, peer response, and peer editing" (VanderStaay, 2009).

The passion for teaching, learning, sharing ideas and conveying knowledge are characteristics that come from within a person; a passion cannot be learnt or acquired through practice. A teacher can always improve his/her performance, and this is possible through years of experience and educational strategies; however, it is essential to have a base, an innate component to start with: this would be the passion and love for teaching in a humble and enlightening way.

Methodology

The present paper is a case study that analyses three teaching scenarios where the theories explained above are shown. Three videos of different linguistic classes (English as a second language and poetry) in diverse parts of the world (Thailand, the USA and Italy) have been chosen to prove that through clear instructions, authoritative approach and motivational strategies, students are more encouraged not only to pay attention and learn, but also to appreciate the valuable knowledge every class they receive can bring to their futures.

Analysis

After analyzing how a teacher/educator should be without taking into account the subject taught, the next sections of this paper analyzes different scenarios in which teachers give linguistic lessons. The first two videos are focused on the teaching of English as a second language. The last video is a poetry class that shows the passion of a teacher. All of them give some pieces of advice about how to become a good teacher, showing some strategies that may help some educators in their classes. Improving as a teacher is always possible; however the passion of any teacher needs to be innate and dwells, always, in a teacher's heart.

First scenario: *British Council teaching speaking techniques (John Kay)*

The class shown on this video takes place in Thailand where the teachers are giving an English speaking class to children. This video was broadcast by The British Council – a charity that promotes education and cultural understanding around the world. Founded in 1934, this organization is present in over 100 countries nowadays (British Council, 2015). Teaching English worldwide is one of its main projects. Its high-standards of education are renowned around the globe. The speaker in this video is John Kay, from the British association. In it, he gives some general tips about how to perform well in a foreign language class.

John starts talking about the organization of a class. A teacher needs to have the ideas clear on his/her mind about how the class is going to be structured and about what the main purposes of that particular lesson are. Teachers need to find themselves relaxed and prepared in front of the class. This can only be achieved when an educator feels comfortable with what she or he is teaching and feels he/she masters the subject. Consequently, the educator will act more confident. It is very important not to show doubt or weakness to the students since they will surely take advantage of that by losing respect and not paying attention, especially when the students are children.

The first scene of this video shows a game where the teacher has some cards and students have to say the name of the drawing that is on them. When teaching children during the early stages of language learning, it is very important to make sure all of them learn and get the correct answers. In the case of the game played on the video, a

good suggestion would be to write the results on the blackboard so everyone can see how to spell it so they avoid making spelling mistakes. The English language is different in pronunciation and spelling. It is necessary to be very careful with that. On the video, the teacher makes sure everyone knows how to spell the word so students do not fossilize any mistake and make it in the future. How she decides to do that is by putting the names of the drawings on the blackboard afterwards, next to their correspondent picture. She does not correct one by one but all together.

Continuing with the video, at 01:32 another good teaching tip is explained. When working in groups, the teacher should organize and divide the class. In order to avoid group of friends or putting bad and good ones together, an effective strategy is to do it randomly. Assigning a different number to each student (as many as groups should be formed) the groups will be different each time depending on the students' seats. This idea promotes meeting new people, team work, understanding and getting out the comfort zone. This is partly what the video shows: the teacher promotes help among the pupils by saying, *"You can help her."* Another great idea from this scene is the approachable behavior of the teacher. While the students are working in group, the teacher goes around the class, stopping randomly close to a pair of students and asking how the exercise is going and how they feel. By doing this, students can observe they can count on their teacher and they lose any fear they may have of asking any doubt.

In the minute 02:04, John states, "When giving instructions, let them know: Here it comes. [...] Look around, make sure they can all see you, and then, go for it." Students should understand what they have to do in order to do it right. This is the reason why instructions, sometimes, should be repeated several times and using different words. The teacher in this scene makes sure everyone has understood what they have to do by not only repeating the instructions himself, but also, by asking a student to repeat them with her/his words. The teacher can also learn if the students have understood the instructions by observing what they are doing. If he/she sees confusing faces or learners looking around, then something is not going the way it should. In this case, the teacher should go to that particular student and explain the exercise again in private. As Pryce (2010) stated, "I believe in providing structured approaches to enable learning and determinedly encourage students to promote their own learning through active participation".

Another tip John gives on this video is about the language to use with the kids: simple. Students, especially children, like and understand better when the language is direct and formed by simple words they are able to comprehend. When things get difficult, they do not want to make the effort of understanding most of the time. Also, it is very important not to talk when the students talk. They must hear what the teacher is saying and the teacher ought to listen to the comments the pupils are making.. The teacher needs to know when to talk and when to be silent, so the students can learn to respect their turn.

In the last scenes of the video, another class is shown. This time it is a primary class where kids are practicing vocabulary related to clothes. John goes back to the field of instructions and he says, "If you want the students to practice particular language, it is often important that you control oral practice of the target language before they start to practice in groups." It is essential to practice some examples with the students so

they feel more confident about what they have to do next. The teacher can use creativity here by asking a student to perform the activity with him in front of the class. This way, he promotes interaction and creates a comfortable environment in the classroom. Also, the teacher can make use of extra material as the one used on the video, like pictures where the students can practice the activity with the teacher. One of the last pieces of advice John gives is “For any task, it is obviously extremely useful for the students to see the useful language; so, you can have this on the walls, or on the table so they are surrounded by the language and all together encourage the use of English in the classroom.”

Once the students start to do the activity the teacher has explained, another strategy the educator may take is to extend that activity by adding new vocabulary or new mini activities inside of it so students can practice what they studied in previous classes. It is very important to see the possibilities every class brings with it since there are a million things a teacher can do with the children to keep the interest and the rhythm of the class in a fun way.

The main pieces of advice taken from this video can be summarized as such: master the class by having ideas organized and clear before the lesson begins and make sure the activities are corrected in front of the whole class so students learn the language properly without fossilizing mistakes. The language learnt during the first stages of life is very important in their future performance since their power of acquisition is so much bigger when they are young than when they grow up. It happens like acquiring a mother tongue. This is the reason it is said that learning a new language as a kid is always easier than as an adult.

The next lesson from the video is related to the approachable behavior of the teacher, always available to help the students and answer all their questions. In addition to this, the use of simple language when giving instructions will make the rhythm of the class smoother and the output from the students will always be more satisfactory. And finally, it is essential to improvise a bit while giving a lesson. It is not always good to get stuck to the lesson plan. A good teacher the opportunities of introducing a new activity, a new area of study, a new game that allows her/him keep practicing the language, always according to the rhythm of her/his students.

The next scenario shows a language class where it is possible to observe these five powers performed by the teacher.

Second scenario: *An English class plays Bingo using words with short vowels*

This video was recorded in 2010 in Santa Clara, California, USA, at Mission College. Founded in 1967, this educational site has a clear purpose. “Mission College's first priorities are students, their learning and their success. Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning” (Mission College, 2015).

The teacher, Marsha Chan, is giving a beginner level English class. The lesson starts with the teacher talking to the whole class explaining how to play a game. The

students are adults and the class is formed by more than 20 of them, divided into groups of 4-5 to play the game. The first good thing about this class is the explanation given by the teacher. She is using interactive and very high-technology materials. She has a screen on the blackboard that projects what she has on her desk; this way, students can follow her explanations perfectly.

Once the explanation is given and she makes sure that everyone has understood, the game starts. The teacher says a word, and they have to spell it and find it on the word sheet they have. The game continues until a student gets 5 words in a row and spells them all right.

On the minute 01:25 there is a student that does not know how to ask a question. The teacher asks him, "May I borrow your Bingo markers?" and she makes this student to repeat it six times. Thanks to the technique of repetition he learns it. She makes him repeat it out loud – this way she gets the whole class to learn this question. After the student is able to ask the question on his own, without the teacher's help, she rewards him by saying, "Very good." By saying these nice words she encourages the student to do things right since he will receive very good comments and another award – a good grade. Here it is possible to perceive the reward of power described by Jehangir Shah previously.

When the class is formed by a great number of students like in this case, it is very difficult to get everyone's attention constantly; however, the performance of this teacher is admirable, judging from her attitude toward the students. Every time the camera shows a different student, it is possible to see they are very attentive not only to the exercise they are doing but also to the teacher's reactions. It is splendid. It is necessary to say that when it comes to adult students, it is easier than when teaching kids since their will to learn new things is greater. Adults go to class voluntarily most times whereas going to school is the children's obligation. The teacher in this video uses a great strategy to catch her students' attention. When monotony arrives, things do not go well and pupils start to get bored and get distracted. This is not the case here. The teacher breaks the monotony by interacting with random students one a time. For example, on the minute 02:47 a student asks a question and she says, "Listen to your classmate," addressing the question to everyone. She is interrupting the course of the class and catches everyone's attention. Also, she is exercising two powers at the same time: the reference power and the legitimate power. She commands and the students obey. She develops the role of manager and teacher very nicely and achieves her goal: her students learn how to spell new words. She uses another strategy here. She does not only answer the student's question, ("Can you repeat that word?") but also makes the rest of the class to repeat the same question to learn it. Furthermore, she gives a synonymous question so she teaches another way of asking the same thing, but with other words ("Can you say that word again?").

A good teacher's performance is also seen on his/her spontaneity. Her expert power allows her to see the opportunities that arise in every class. When an educator is an expert in his/her field, it is very easy for him/her to divert the main topic and/or lesson plan, taking advantage of new possibilities to teach the same thing but in different ways addressing all the learning styles. If a section of the lesson plan allows improvisation and also catches the interest of the students, the teacher is succeeding. An educator should be spontaneous. This is a very good strategy in a large class.

Continuing with the class shown on this video, another good example of a good teacher's performance is correcting an exercise in front of everyone. In order to make sure her pupils have understood the meaning of "lips" right, she asks a student to create a sentence where this word is included. By doing so, the students will not only get the meaning, but they will also practice sentence structure and grammar.

In general, competitive games are the favorite ones among students. When the students are trying to be the first ones in completing an activity, they pay more attention in order to be faster than the rest and win. This is the case of this video's game, bingo. At the end of the video, a female student shouts, "Bingo!" and it is possible to see how happy she is. It is a pity that when she has to spell her five words, she does not spell them right and we can see the teacher exercising her fifth power, coercive power. This is very important since most of the time, people learn more by making mistakes and correcting them than by not making any since this would mean they do not interact a lot or try their best.

After this girl, another student announces, "Bingo!" This time he spells his five words perfectly! He deserves an award not only from the teacher but also from his classmates. Everyone claps and smiles. This is a very good moment when the good environment between teacher and pupils is observed. The teacher mingles with the class; she claps and laughs, she is another one of them for a moment. This shows the students she is a fun and friendly teacher. Here we can see the social power discussed previously. As Zepeda (2008) said, "teachers nurture the soul of their students."

As analyzed on this video, the five powers can be perfectly shown in one class. They are compatible with each other. It is the teacher's responsibility to perform them the best way possible to create a well-organized and fair hierarchical class. The right balance is known as character education.

"This term is used in the broadest sense to encompass the wide range of approaches used by educators to foster good values and character traits in young people. The intention in using this term is not to be prescriptive, but rather to allow character education to be interpreted according to the respondent's own definitions and opinions about the realm of values and schooling. While character education is often used interchangeably with such terms as: moral education, moral development, moral reasoning, values education, values clarification, ethics, etc." (Jones, 1998).

The experience, age, and personality of the teacher are very important factors when it comes to the analysis of a teacher's performance in front of a class. An educator who has years of experience will always be more able to see the possibilities available to lead the class one way or the other and how to treat the students and interact with them. However, this does not mean this teacher will be better than a less experienced one. The art of teaching comes from the inside, not from the outside. It cannot be learnt as a mathematic law. As stated by Gardner (2005) "We know that students learn more when teachers are more experienced. School districts that keep hiring teachers on emergency credentials create their own revolving door." This is a statement that has been argued throughout history. Going deep into how a good teacher should be, the first section of this paper discussed the fact that a teacher should create a personal connection with his/her students, should become a mentor to them. They should see him/her as a person they can rely on not only when it comes to an academic matter

but also to any other issue related to their personal life. When talking about more experienced teachers as Gardner (2005) states, “It is inevitable not to think of an old teacher.” Students, children and youngsters will feel closer to younger teachers than to an old one. More experienced teachers are less likely to change their way of giving class, not paying that much attention to the students’ trends or daily lives. Although a younger teacher may not be as expert as an adult one, the young educator will have the social skills that enable him/her to understand their students better since both groups usually share the same technological and social environments. Most of the time, it is more important that the personal bond exists between teacher and students than the expertise of the subject itself to conduct a successful class. It is just a matter of finding the right balance. One thing is true though; the practice always allows a person to become better in every field of life. “A key element is student or practice teaching in the field, for learning through supervised practice from a qualified, experience, supportive teacher before taking on the responsibility of a classroom” (Gardner 2005).

“Teachers need to learn self-reliance. To achieve this, they need breathing room, and space to try new things and give form to the uniqueness that is their distinct gift to teaching. Teachers need monitoring, but that is best done by those able to put teachers before programs, and to think outside the program box. When teaching is viewed as a process that the teachers themselves must take responsibility for, real teachers come forward and pretenders fall by the wayside” (The Clearing House, 2006).

Third scenario: *Scene from the Movie ‘The Tiger and the Snow’ – Roberto Benigni*

The third and most important aspect found in a teacher besides performance and power, is the passion he/she has about teaching. The last video analyzed in this paper is a scene from the movie ‘The Tiger and the Snow’ by Roberto Benigni, released in 2005 (IMDB, 2015). This Italian drama’s main character, Roberto Benigni, is an inveterate romantic poetry teacher who has to fight against all odds for his love. His romanticism and pure passion is reflected in the classes he gives. He is the clearest example of a passionate teacher. He is so inspirational that there is not a single student that does not pay attention to him. He talks so fast about a million ideas in a single minute that students need to keep up with his rhythm. The irony he uses is such a marvelous thing to observe. It is not possible to imitate it though. Being a comedian at the same time as being a teacher is something that cannot be learnt through years of experience because it is innate; it is a personality trait. He loves teaching, he loves inspiring his students and he finds happiness by just doing what he does best: teaching poetry.

“Classroom environment imprints an everlasting effect on the minds of the young learners. The more this environment remains congenial and friendly the more learning is expected. How to make classroom an excellent learning place is the duty of the teacher and the taught.” [...] “Teacher performs the role of a manager and leader in the classroom so he requires power in another form which is known as social power of teacher. It is the power by which he influences the attitude and behavior of his students” (Shah, 2011).

The appendix of this paper shows the transcript of the scene analyzed in this third scenario.

At 0:36 in the video, Nacopiero (2011) Roberto Benigni says the following sentence to his class: "Poetry isn't outside; it is inside, within." The same happens to the art of teaching. This art does not come from the outside; it cannot be learnt. This art dwells in every passionate teacher as it is in the character played by Roberto Benigni. He can improve his techniques of giving a class or investigating about new educational strategies with his students; however, his love for teaching is in his soul and heart, as every other great educator.

When a person is passionate about something, he/she does not even need to think about it. Roberto does not even think of the words he uses. He does not measure them. He is more interested in making students happy, in making them see the value of the subject, in matching what happens inside his class to the external world they live in. From the minute 01:09 onwards, "Fall in love and everything will come to life again! Squander your joy! Dissipate your cheerfulness! Be sad and silent, but with enthusiasm." He places himself in their shoes, he laughs, he makes jokes and he is empathetic asking and answering questions to himself as if he was a student. All this is passion. He is energetic. He uses different tones of voice to show enthusiasm and he passes this passion on to every single student of the class. From the minute 01:37 onwards he states, "To convey happiness you must be happy. To convey sadness, you must be happy. To be happy, you must suffer! Don't be scared of suffering! The whole world suffers! If you don't have the means, don't worry. Only one thing is necessary to make poetry: everything," and everyone laughs.

There is an idea clear throughout the video that can serve as an essential tip for every educator: if you are not interested in your own subject, your students will not be. Learners look up to teachers who are not only experts in their fields but who enjoy sharing their knowledge with them. "Creating a positive learning environment involves, empowers and transforms students through their learning of management theories and practice. It shows that through such sustained effort and enthusiasm and a teaching approach which revolves around provocation and evocation of different styles of thinking and learning, students can be encouraged to acquire the knowledge and skills to equip them to become management professional and lifelong learners" (Pryce, 2010). If a person does something, they should give 100%. To do something half way will not lead to anything but failure.

Conclusions

Every teacher is unique and every class is a different world. Everywhere we go and every class we assist, no matter the subject taught, we will be able to observe good characteristics and bad ones. As with everything in life, it depends on the person. It is very difficult to set up the patterns and to write a guideline that summarizes the qualities the best teacher should have. Not only the subject, but also the language in which the class is taught, the socio-cultural environment of both teacher and students, the number of students, the teacher's personality and experience, and the students' background have a great influence on the success of a particular classroom.

In this paper, some general tips about how to become a great educator have been given. How the lesson is structured, delivered, and conveyed to students has an important influence on the outcome as does the authoritative role of the educator. Five powers can and should be exercised in every class in the most balanced way possible. Authoritarianism is very different from being authoritative. Social skills are essential

when interacting with the students since it is important to create a bond between the teacher and the pupils. Above all, the field of education must be formed by those who have a passion for teaching and learning. The spirit of a great teacher is full of enthusiasm and joy, characteristics that are contagious and students pick up very quickly. The art of teaching is found in the soul and the heart of each particular teacher and educator.

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Appendix

A scene from the movie *The Tiger and the Snow* by Roberto Benigni (2005), translated from Italian by the author of this paper.

"Don't start writing love poetry. It is the hardest. Wait till you are 80. Write about something else: the sea, the wind, a radiator, a train running late ... nothing is more poetic than any other thing. Poetry isn't outside; it is inside, within. Don't ask what poetry is; look in the mirror 'cause poetry is you. Dress your poems up. Choose your words carefully. Be selective; you may need eight months to find one word. Beauty was born when people started to choose; since Adam and Eve. Do you know how long Eve took to choose the right fig leaf? How about this one? How about that one? She stripped bare all the fig trees of the Paradise. Fall in love! If you don't love, everything is dead. Fall in love and everything will come to life again! Squander your joy! Dissipate your cheerfulness! Be sad and silent, but with enthusiasm. Hurl your happiness into people's faces. And how? Let me look at my notes; I've forgotten. That's what you should do; I can't read them. (and everyone laughs) To convey happiness you must be happy. To convey sadness, you must be happy. To be happy, you must suffer! Don't be scared of suffering! The whole world suffers! If you don't have the means, don't worry. Only one thing is necessary to make poetry: everything. (and everyone laughs) Don't try to be modern; it's the most old-fashioned thing! If a line doesn't come up to you in this position, try another position, or this other position. Lay on the ground like this! (and all of a sudden, he lays on the ground). Lying down like this, you can see the sky! What a beauty! What didn't I do this before? What are you looking at? Please don't look! They see! Make words obey you! If the word 'wall' doesn't bring you any idea, don't use it again in 8 years! What's that? (pointing at the wall). No idea! That's the beauty; like those lines there! (pointing at the blackboard). I want to leave them there forever... Erase it all! We've got to start! The lesson's over! See you on Wednesday ... or Thursday. Goodbye!