

# Teaching English as a Second Language



Course Introduction &  
Unit One: EFL/ESL  
Settings



# ESL Training Program



Created by:

Asst. Professor Diane McQueen,  
ABE Program Director at  
Eastern Wyoming College

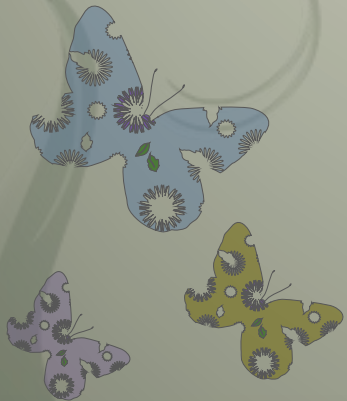


# Course Introduction



# Understanding Common Acronyms

- \* TEFL
- \* TESL
- \* TESOL
- \* ESOL
- \* ESL
- \* TOEFL
- \* TOEIC
- \* IELTS
- \* ESP
- \* EAP
- \* ELS
- \* LEP
- \* SLTL
- \* SLA
- \* ABE
- \* GED
- \* NRS
- \* OVAE
- \* WCCC
- \* TPR
- \* CALL



# Characteristics of a Good EFL/ESL Teacher



- ✿ Intelligent: well trained
- ✿ Dynamic
- ✿ Creative/inventive
- ✿ Not afraid to make a 'fool' of oneself'!



# EFL/ESL Teaching Environments





# What is E.F.L?

**WORLD**  
Political Map



# What is E.S.L?

**WORLD**  
Political Map



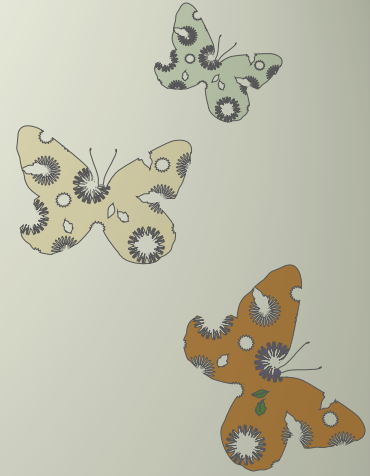
1260Km 0 1260 2520 3780 5040Km

Copyright © 2008-09 Compare Infobase Limited

Antarctica

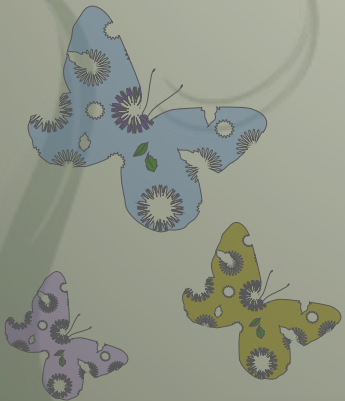


# Video Clip #1



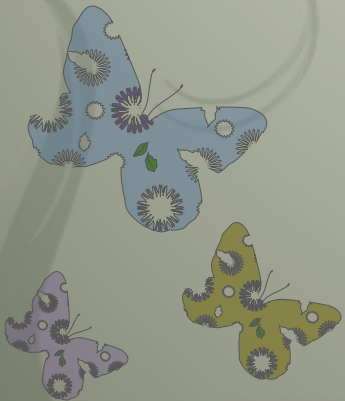
As you watch the video, notice:

- 1) what the students are doing inside/outside the classroom
- 2) What language the students use to speak to one another
- 3) The school environment
- 4) Teaching props/materials used by the teacher
- 5) Problems described by native teacher



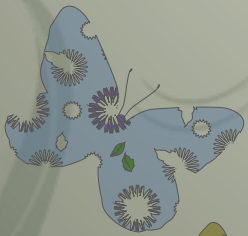
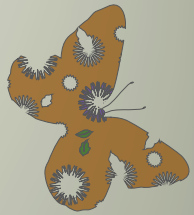
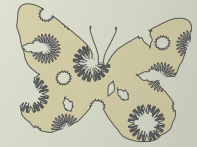
# Video Clip #1

<http://www.youtube.com/watch?v=74yCfun8rQ0&feature=related>

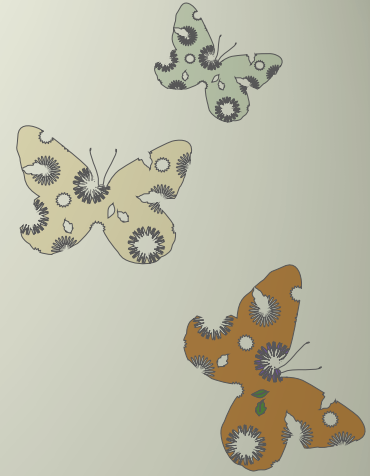


# Clip 1

1. What language do the students use: in the classroom? ....outside the classroom?
2. How was the 'English' lesson delivered to the students? What were the students expected to do? What teaching materials were used?
3. What did the classroom look like? How were student desks arranged?
4. What was one problem that the Chinese instructor explained about teaching English in China? What has the school done in an effort to help solve this problem?
5. Why do students study English?

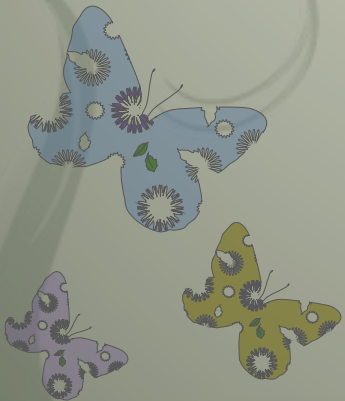


# Video Clip #2



As you watch this clip, notice:

- 1) what are the students doing inside/outside the classroom
- 2) What language the students use to speak to one another
- 3) The school environment
- 4) Teaching props/materials used by the teacher



# Video Clip #2

<http://www.youtube.com/watch?v=1N72XMOrsxM>





# Clip #2

1. What language do the students use: in the classroom? ....outside the classroom?
2. How were the 'English' lessons delivered to the students? What were the students expected to do? What teaching materials were used?
3. What did the classroom look like? How were student desks arranged?
4. Why are the students studying English?



# Environment

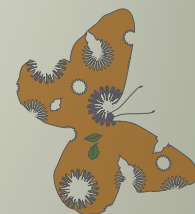
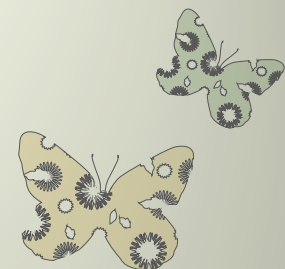
## Clip One: EFL

- Homogenous environment
- Few chances to use English outside of classroom
- Students study because they “HAVE” to (e.g. school requirement, pass a test)

Teaching environment often lacks basic needs

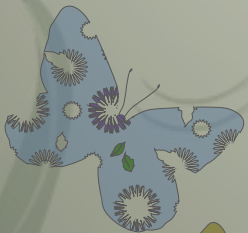
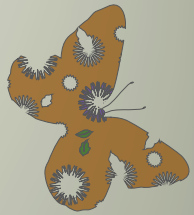
## Clip Two: ESL

- Heterogeneous environment
- Life outside the classroom is ‘ALL’ English
- Students study because they “WANT” to (to better themselves)
- Teaching environment filled with learning opportunities



# English as an Intranational Language- New 'Englishes'

- ✿ Occurs within a country when there is a need for a national language that is NOT the native language ( a unifying medium)
- ✿ Is influenced by the native culture of the country
- ✿ Is typically only used in business/formal contexts



# Clip #3: Singaporean English (Singlish)

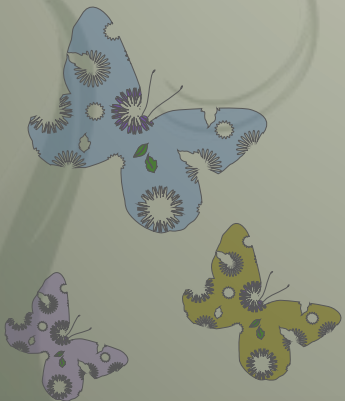


<http://www.youtube.com/watch?v=Ddqw1AFJqUk>

First: Listen to the clip without watching the video

1. Can you understand the 'Singlish' used in this clip?
2. Describe the use of the English language

This time watch the video and follow along.  
Can you understand the use of "Singlish" in the clip?  
Why/why not?



# EFL Teaching Settings

Public schools

Universities

Public language schools

Private language schools





# EFL: Public Schools

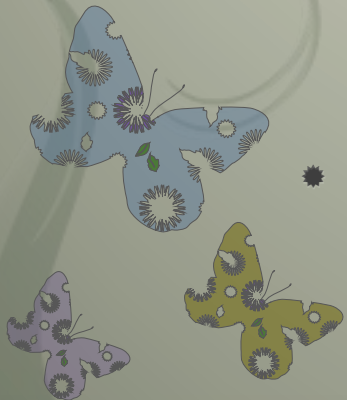
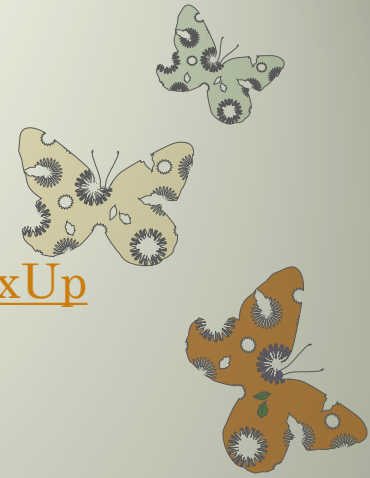
## Difficulties

- Curriculum requirements
- Large classrooms
- Often utilizes 'rote learning'
- Classes often focus on passive skills: listening/reading
- Teachers often limited in 'what' can be done in the classroom (books, materials, etc)
- Native teachers not well trained and/or not a sufficient number of native English speaking teachers (poor salary)

<http://www.youtube.com/watch?v=SLxUpQRHZFY>

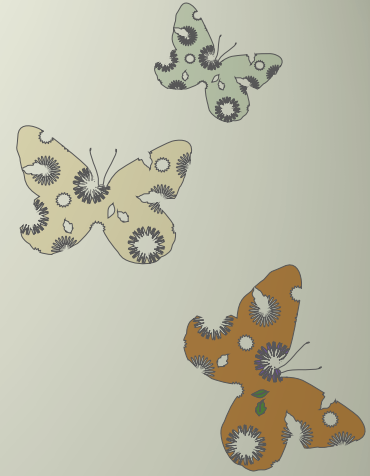
## Rewards

- Cultural experience
- Forced creativity
- Hands on interactions with students
- Provide students with chance to learn 'real' English



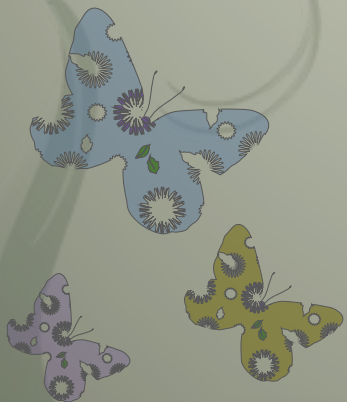
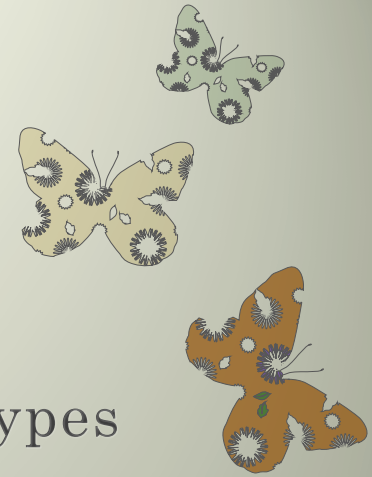
# EFL: University Settings

- ✿ Several semester requirements
- ✿ ESP courses
- ✿ Programs for English majors/minors



# EFL Public Language Schools

- Offer an assortment of program types and classes
- Large and small



# EFL Public Language Schools



## Problem Schools

- Some have no theoretical foundation
- Hire unqualified teachers
- Rely only on the textbook to teach students

## Good Schools

- Programs designed to meet the needs of the students
- Qualified/trained instructors





# EFL Public Language Schools: Examples

- Specializes in helping children ages 4-16 with their English language needs.
- Extracurricular activities include: national youth speech and writing competition, drama club, reading club



Hess Language School in Taiwan



AUA Language School in Bangkok

- Specializes in courses designed to help students:
  - communicate effectively in English: 15 levels
  - prepare for studying abroad
  - satisfactorily complete specialized courses: TOEFL prep



# ESL Teaching Settings

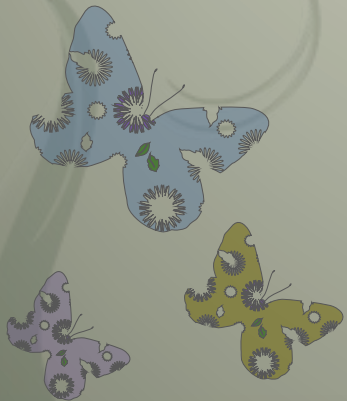
For Children: Public School Systems

For Adults:

ABE Programs

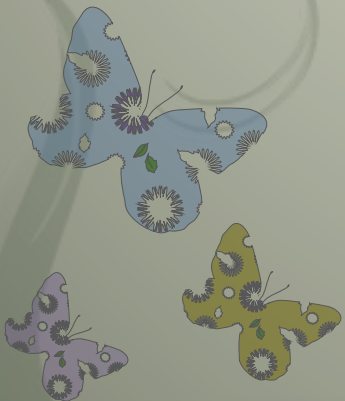
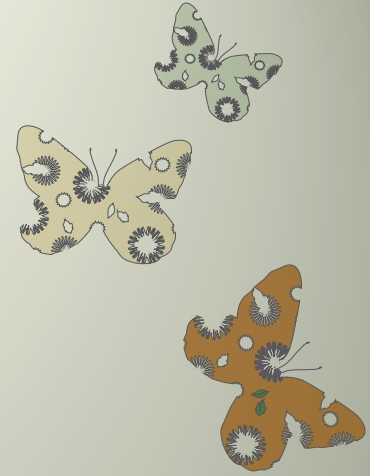
University ESL Institutes

Refugee and Literacy Centers



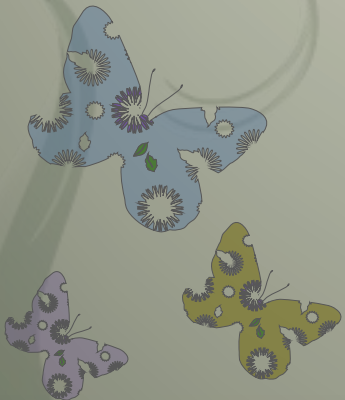
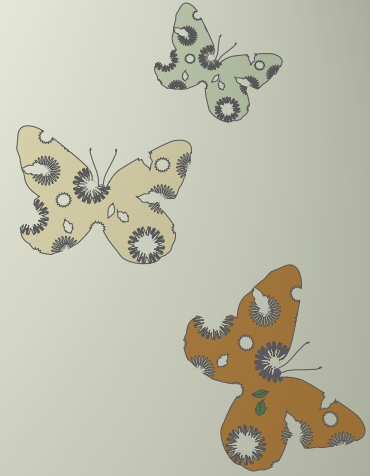
# ESL in Public School Systems

- ✿ Children of immigrants
- ✿ Generation 1.5 students



# School District Reponses

- ✿ Submersion
- ✿ Immersion
- ✿ Structured Immersion (Pullout, Inclusion, Co-Teaching)
- ✿ Bilingual Education



# Submersion Models



## Advantages

Students are provided many examples of the second language.

It is cost effective for School Boards and no teacher training is needed.

## Disadvantages

Student's first language is never spoken and adequate amounts of individualized instruction are not given in second language.

Teachers may not be familiar with student's language or culture.

Students may be treated as intellectually inferior because they do not speak, read and/or write adequately in second language as soon as expected.

Students may experience frustration, low motivation, and/or high anxiety due to the demanding content and instruction.

No modifications are made for students.

# Immersion Models

<b>Advantages</b>	<b>Disadvantages</b>
Students are provided with many examples of the second language.	Student's first language is never spoken and adequate amounts of individualized instruction are not given in the second language.
Focus is on student's construction of knowledge.	Students may not understand the language enough to be able to construct knowledge.
Classroom discourse is adjusted to student's needs, such as, simplified sentences, pictures, etc.	Student's may not understand classroom discourse as soon as expected
It is cost effective for School Boards and minimal teacher training is needed.	Teacher's may not receive the support they need for aiding the LEP student.
Students feel more comfortable in the Immersion classroom than the Submersion Classroom and may take more risks.	Lack of models for 2nd language acquisition.
	Students may be treated as intellectually inferior because of their language background.



# Structured Immersion

## Advantage

Students are provided many examples of second language in the regular classroom.

The focus is on content knowledge with support in the acquisition of the second language.

English is used, modified, and taught at a level appropriate to the class of English learner.

The teacher is trained in ESOL and is familiar with the culture. However, they may not be fluent in the student's language.

Students are gradually mainstreamed into the regular classroom.

The students may feel comfortable in the ESOL classroom and more willing to take risks.

## Disadvantages

There are no native speakers of the target language in the pull-out classroom besides the teacher.

Students may not be acquiring second language fast enough and fall behind in grade levels.

Students may still need explanation and/or clarity provided in their first language.

The school board must have qualified teachers and must provide resources for the modifications of the second language learners. This may be costly to a struggling school board.

The students may be mainstreamed before they are ready.

Students may be stigmatized for going to ESOL class in the "Pull-out" model

# Pullout Models

## Benefits

Time can be used to address content needs

Review lessons to clear up language and concept problems

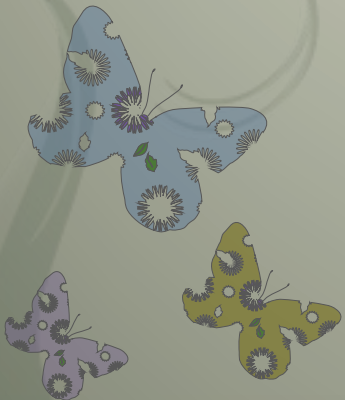
Opportunity for bonding

Provide survival-level oral and reading instruction for low level learners

## Difficulties

Programs with little or no relevance to curriculum based content are not successful

Are ineffective if the ESL teacher and the content based teacher do not work together



# Inclusion Models

ESL teacher

Goes into &  
is an active  
part

Of a  
mainstream  
classroom

## Benefits

- Gives ESL teacher direct access to what is happening in the mainstream class
- ESL teacher understands the challenges student face
- ESL students can get immediate feedback on problems, concerns they have in the mainstream classroom

## Problems

- Not always possible to have the ESL teacher in the mainstream classroom
- Can be expensive
- ESL students may find it embarrassing

# Co-teaching Models

## Benefits

- An effective way to accommodate the needs of learners
- Helps meet standards
- Creative collaboration
- Students not singled out as 'ESL'

## Problems

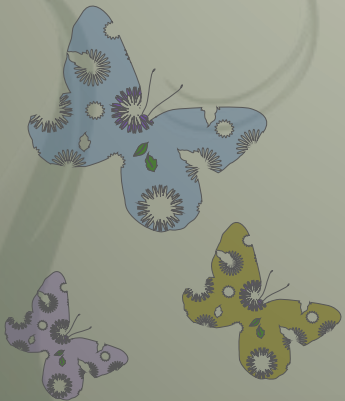
- Can be expensive (2 teachers - 1 class)



# Overlapping Settings- Young Children

Bilingual schools

International (K-12) Schools







# Bilingual Education

## Advantages

All students use their first language in order to learn their second.

Both groups of language users serve as models for each other.

The classroom teacher is proficient in both languages and will instruct knowledge in both languages.

The students all stay in one classroom and the stigma of the pull out class is not present.

Students are more successful in acquiring second language because literacy development is fostered in their first language. This provides for a stronger transfer of knowledge.

Students self-esteem is fostered because it is a low risk environment and both languages and cultures are valued.

## Disadvantages

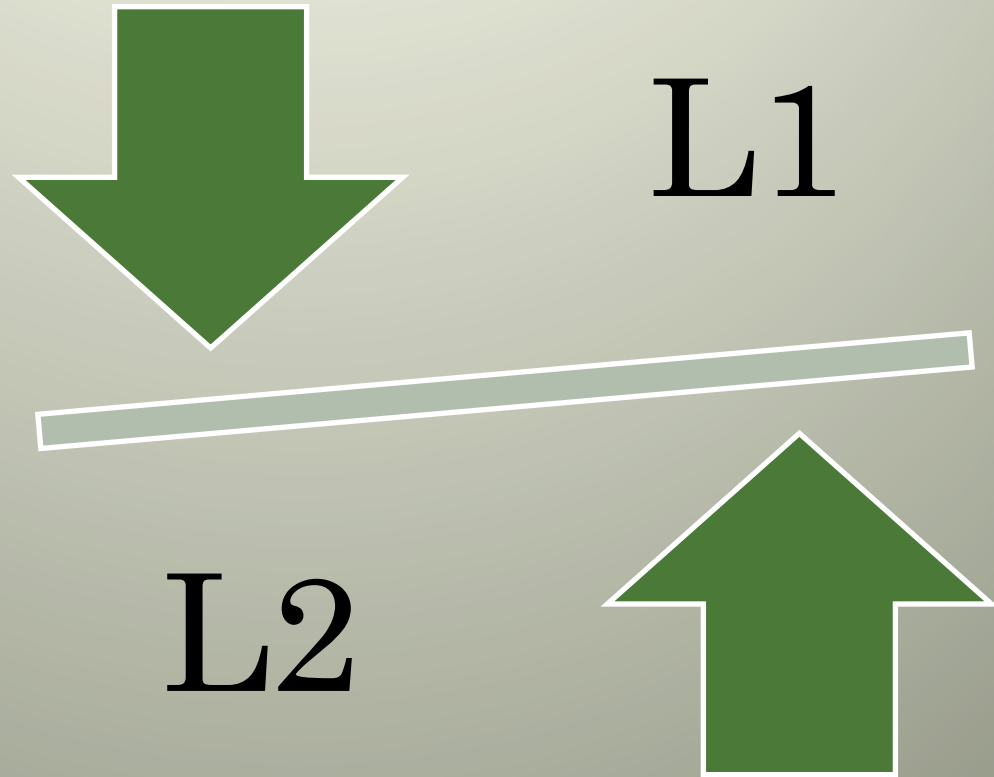
Usually this is for Spanish and English speakers. Speakers of other languages are not provided for adequately.

Students may become dependent on instruction in their first language and not try to understand content in the 2nd language.

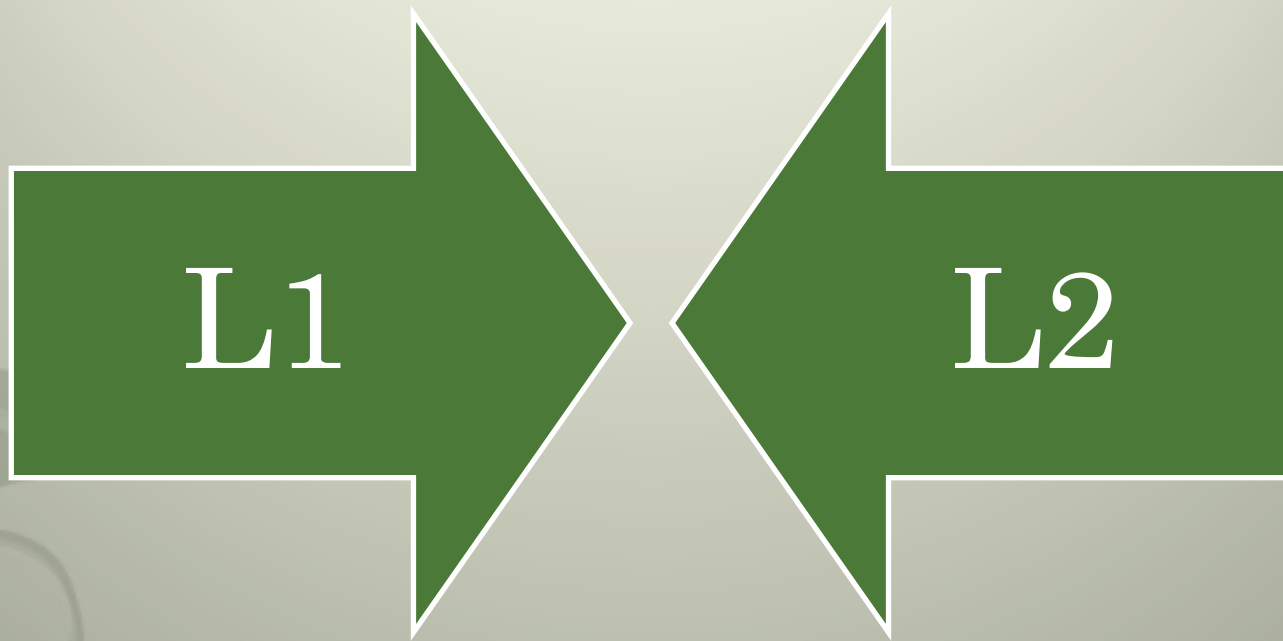
Current classroom teachers would be required to learn and become fluent in a foreign language. This would take additional time and money.

School boards must have trained individuals and resources in both languages.

# Subtractive Bilingualism



# Additive Bilingualism



# International K-12 Schools

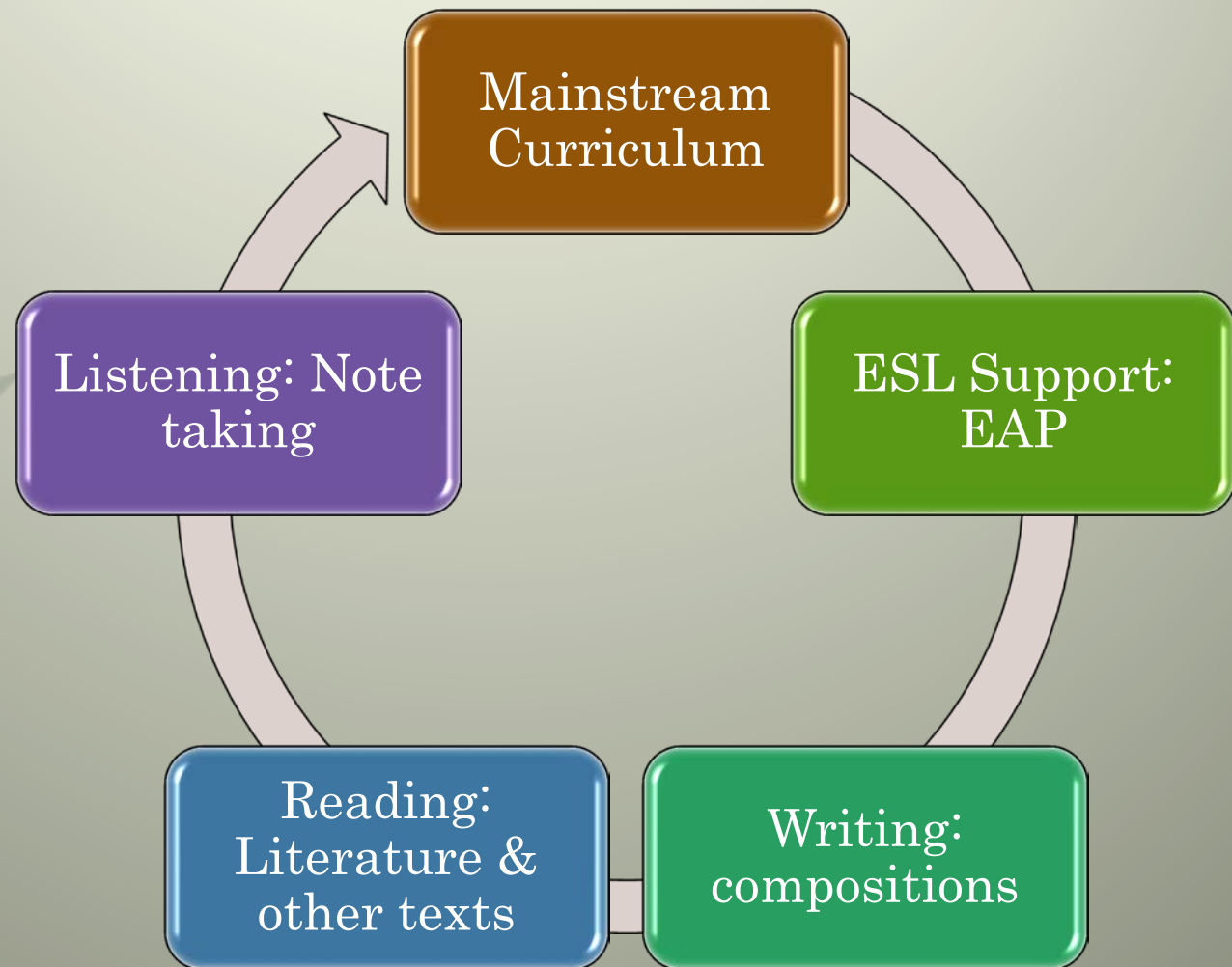
Address the needs of:

Expatriate children

Natives who have studied abroad



# International K-12 Schools





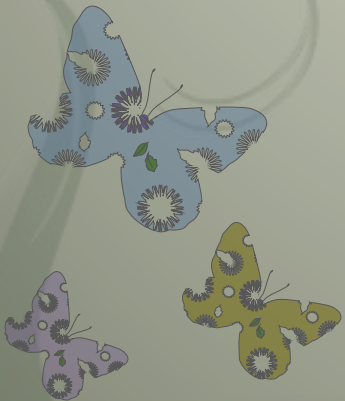
# Adult ESL Learners

University within Traditionally EFL  
Contexts

Adult Basic Education Programs

University ESL Institutes

Refugee & Literacy Centers



# University within Traditionally EFL Contexts

- Not a true EFL or ESL environment:  
overlapping system
- Strong English skills



## ESL

- English language proficiency test
- Curriculum delivered in English
- Students expected to interact in classroom entirely in English

## EFL

- Outside the classroom, student interaction is in L1



# Literacy Centers: Adult Basic Education Programs

## Located

- Across the United States

## Funding

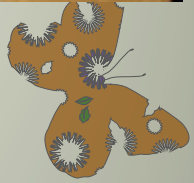
- Federal
- State

## Courses

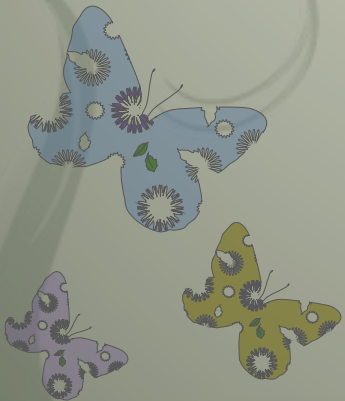
- Conversation
- Reading
- Writing
- Transitions
- Citizenship



# University ESL Institutes

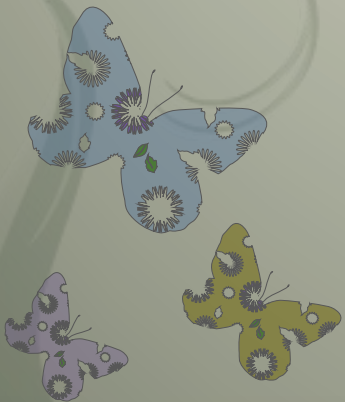
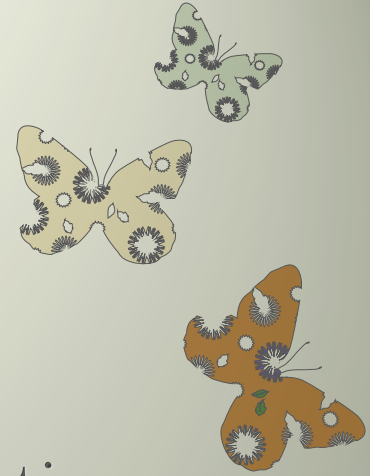


- International students in English speaking countries
- Institute offers wide variety of course
- ESL students must meet TOEFL requirements of the institution prior to registering as a degree seeking student



# Refugee Centers

- ✿ Provide language instruction to refugees and employment preparation and cultural assimilation courses (i.e. survival skills)
- ✿ Centers typically government funded, although some are locally funded





# General Qualifications for an ESL Teacher



- ✿ Well trained (academically)
- ✿ Licensed in the state in which they will be teaching
- ✿ Requirements vary from country to country



# Current Demand for ESL Teachers

The United States



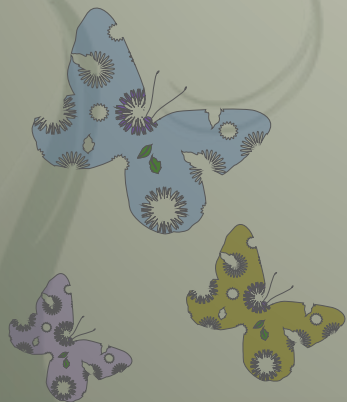
# Current Demand for ESL Teachers

Australia



# Current Demand for ESL Teachers

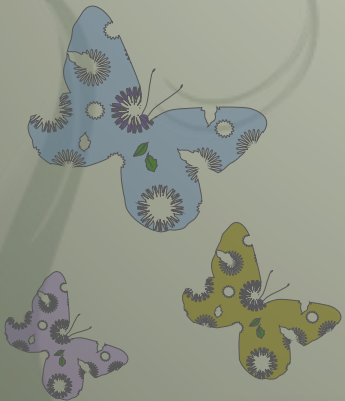
England





# Discussion

ESL students who have recently arrived in the US sometimes complain if they walk into a classroom to find that their teacher is a non-native English speaker. Why do you think they complain and what would you say to these ESL students?





# References

1. Gebhard, Jerry G. (2009). Teaching English as a Foreign/Second Language. Ann Arbor, MI: The University of Michigan Press.
2. [http://en.wikipedia.org/wiki/Teaching\\_English\\_as\\_a\\_foreign\\_language](http://en.wikipedia.org/wiki/Teaching_English_as_a_foreign_language)
3. <http://www.bypayne.myweb.uga.edu/Shawn.html>
4. [http://www.sitemaker.umich.edu/356.hunemorder/pull-out\\_esl](http://www.sitemaker.umich.edu/356.hunemorder/pull-out_esl)

