

# Teaching English as a Foreign or Second Language

## A self-Development and Methodology Guide

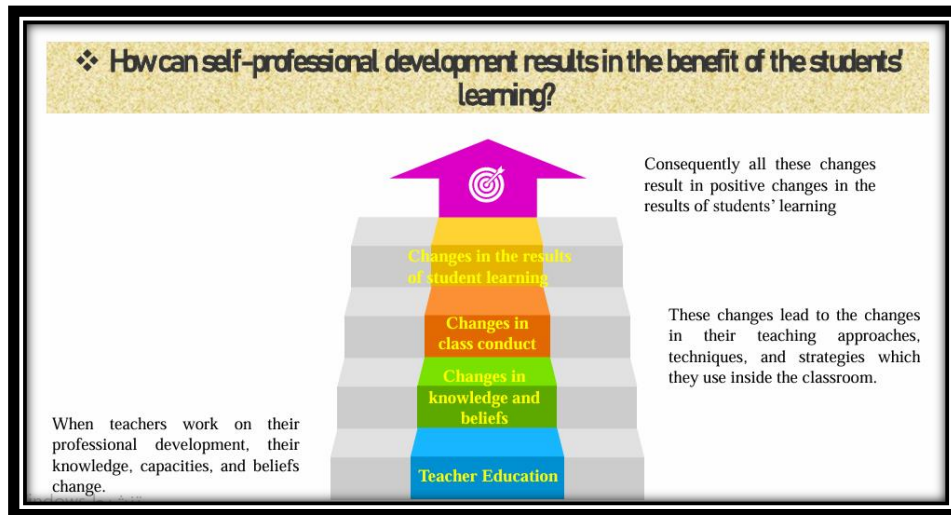
2<sup>nd</sup> stage

# SECTION ONE

## Chapter 1

### What is a teacher's self-development?

Professional development is defined as activities that develop individual's skills, knowledge, expertise and other characteristics as a teacher.



---

### Q/ What factors are central to teacher self-development ?

1. Teachers need appropriate time to achieve self-development.
2. Development requires an ongoing commitment.
3. Teachers should recognize problems and work to solve them by discovering new ways to teach (make changes).
4. Teachers can discover much by exploring and trying new approaches, techniques, and strategies.
5. Teachers should read about teaching, observe their own and others teaching, and share ideas with others about teaching issues.
6. Self-development of teaching beliefs and practices requires the cooperation of others.
7. Self-development of teaching beliefs and practices requires communication with others.

## ❖ Compare between self-developed and undeveloped Teacher?

Self-developed Teachers (Kathy)	Undeveloped Teachers (Yoshi)
1 Design their own lessons and bring innovative ideas.	1 Follow the text-book and the course program.
2 Rely on innovative teaching methods and explore new creative ways.	2 Rely on the traditional teaching methods and do not explore creative ways.
3 Encourage students' engagement and interaction in the class activities.	3 Do not promote students' engagement and interaction in the class activities.
4 Foster students' independence in learning process.	4 The sole source of the knowledge in the class.
5 Promote students' motivation and provide a relaxed, secure environment in the class.	5 Do not encourage students' motivation and do not provide a relaxed, secure environment in the class.



## Chapter 2

### Exploration of Teaching

**Exploration of teaching:** Teachers have to go beyond their usual ways of looking, beliefs about their classrooms' behaviors in order to become aware of new things in a very familiar classroom.

#### **What are ways to explore teaching?**

1. Reading professional books and journals on teaching and learning languages	6. Putting together a teaching portfolio
2. Reading teacher narratives	7. Keeping a teaching journal
3. Attending professional conferences	8. Doing action research
4. Establishing a mentoring relationship	9. Doing self-observation
5. Learning another language	10. Observing other teachers
11. Talking with other teachers	

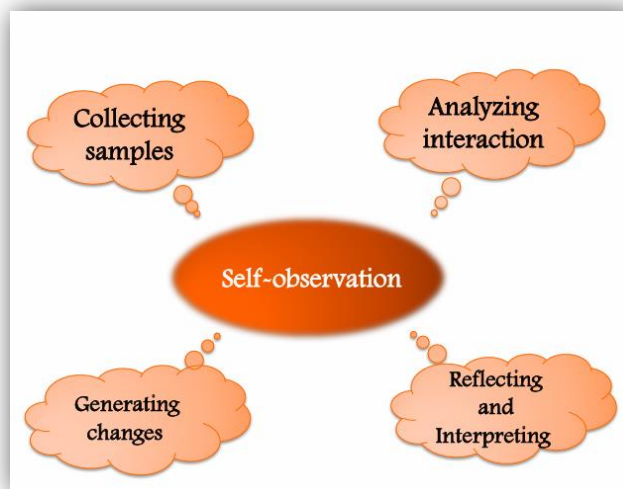
#### **Q/ Define action research?**

An approach that centers on problem posing. The cyclic process includes posing problems based on what goes on in the teacher's classroom.

**Self-observation:** a way to explore our teaching for the purpose of seeing our teaching differently.

**Q/ Explain in details the cyclic process of self-observation and draw the figure that illustrate the process?**

1. Collect descriptive samples of our teaching.
2. Analyze the samples
3. Reflection and interpretations
4. Generating changes



1. **Collecting samples :** To make self-observation possible, teachers can collect samples of their teaching, and this can be done in a variety of ways:

1. **Audiotaping:** Teachers audiotape parts of classes they teach because an audio recorder is easy to use.

2. **videotaping:** Meanwhile, some teachers prefer to videotape their classes because it is easy to recognize who is talking, and possible to study nonverbal behaviors.

2. **Analyzing the Samples:** Teachers can analyze the collection of teaching samples in **two ways:**

⌘ An analysis depends on the objective of the exploration

⌘ An analysis depends on the focus of their exploration

3. **Reflecting and Interpreting** : After doing an analysis, teachers can stop to make sense of the descriptions of classroom interaction.

4. **Generating Changes**: At some point, teachers will want to decide on changes they want to make in their teaching through questions such as: “What do I want to continue to do?” and “What small changes do I want to make in my teaching behavior?”

One reason to change the way they teach is because there is a problem to be solved. When teachers are problem solving, they can make calculated changes aimed at solving the problem.

.....

**Q\ How can teachers explore their own teaching through the observation of other teachers?**

Fanselow (1988) points out, that teachers, they can see their own teaching in the teaching of others. When they observe others to gain knowledge of themselves, they have the chance to construct and reconstruct their own knowledge.

Fanselow articulates this in another way: *“I came to your class not only with a magnifying glass to look carefully at what was being done but with a mirror so that I could see that what you were doing is a reflection of much of what I do”*

While observing other teachers, it is possible to collect samples of teaching in a variety of ways. Teachers can take fast notes, draw sketches, and tally behaviors. As with collecting samples in their own classes, it is possible to audio- or videotape other teachers’ classes and photograph interaction. These can be used later to analyze classroom behaviors.

.....

**Q\How can teachers explore teaching through talk?**

In addition to observing teaching and talking about the teaching, teachers' observation can offer chances to see their teaching differently. As Arcario (1994) points out, the way conversations about teaching normally take place begins with the observer **giving an opening evaluative remark, such as, “I liked your class.” This is followed** by a three-step evaluation sequence.

- **In the first step** of the sequence, a positive or negative evaluation is made, such as “I think the students liked the activity.” (positive) or “Maybe the students don’t have enough chances to speak.” (negative).

- **Second step**, justification (explanation of why the comment was made)
- **Third step**, prescriptions about what should be done in the class to improve teaching (Arcario points out that this last prescriptive step is more obvious when a negative evaluation is made because there is a perceived problem to be solved)

---

**Q\How can teachers explore teaching through a teacher journal?**

Teachers can explore teaching by writing in a journal.

**The purpose** of writing is to have a place to record their observation of what goes on in their own and other teachers' classrooms. Journals are also considered a place to raise doubts, express frustration, raise questions, and exchange experiences.

## Chapter 4

### EFL and ESL Teaching Settings

- **EFL**: English as a foreign language
- **EFL**: English as a second language
- **TESL**: Teaching English as a second language
- **TEFL**: Teaching English as a foreign language
- **Teaching settings**: The places and conditions that offer the educational services to students according to specific objectives (schools, universities, programs,...)

#### **Q/ What are the differences between EFL and ESL settings?**

<b>EFL</b>	<b>EFL</b>
English as a foreign language is studied by people who live in places where English is not a first language such as Iraq, Italy, and Saudi Arabia.	People who study English as a second language are Iraqi, Italian, Spanish, or Chinese and they live in countries where English is the first or native language such as, Australia, New Zealand, Canada, United Kingdom and United States.
In many EFL contexts, the population is homogeneous in many ways, for example, all sharing a similar history of being Iraqi, German, or Italian. They share the same history and background.	In ESL contexts, however, for the most part are quite heterogeneous. Students from a great variety of countries can be found in the same ESL classroom. They share different history and background.
In EFL settings there are fewer chances for the students to use English outside the classroom. Quite often the only understandable English some EFL students experience is in the classroom.	When ESL students leave the classroom, they can enter any number of situations in which they can hear and use English.

What is the goal of learning EFL?	What is the goal of learning ESL?
<p>In many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools and Universities and, more recently to be able to use English as a global language.</p>	<p>The goal is often quite different for young people studying ESL in the United States and other countries where the medium of communication is English. In ESL settings the purpose is often tied to literacy. The aim is to use English like a native speaker, including being able to read, write and interact in English in culturally defined ways.</p>

**Q/ Why are these two terms, EFL and ESL not always adequate to describe English teaching settings?**

Because the learners in ESL and EFL settings have many different goals of learning and it is not adequate to consider that all language programs within these settings as alike.

There are individuals in EFL settings who want to be literate in English need to learn English to communicate effectively with others, including those interested in living abroad, doing international business, working as translators and so on.

**Q/ How does not all English fit neatly into the category of EFL and ESL?**

This is clear when focusing on these populations of people around the world who use an institutionalized second language variety of English. Such populations use English on a day-to-day basis alongside one or more other language such institutionalized varieties of English are also called New Englishes.

**➤ Define New Englishes?**

## **Q/ Where did New Englishes develop?**

New Englishes have especially developed in countries in Africa (e.g. Ghana, Kenya, Nigeria, Tanzania, Zambia) and Asia (e.g. Bangladesh, India, Pakistan, Philippines, Singapore, Sri Lanka), where there was a need for official language. Some countries developed English after colonial rule.

As new Englishes developed in each of these countries, they tended to take on some of **the language features** unique to the users' native language or languages such as:

- 1- Pronunciation.
- 2- Choice words.
- 3- Syntactic features.

## **Q/What are example of EFL and ESL teaching settings?**

### **EFL:**

- 1- Public schools.
- 2- Universities.
- 3- Public language schools.
- 4- Private language program.

### **ESL:**

- 1- Public schools.
  - 2- University language programs.
  - 3- Literacy centers.
- .....