

TEACHING ENGLISH AS A FOREIGN OR SECOND LANGUAGE



جامعة ساوة

كلية التربية

قسم اللغة الانكليزية

المرحلة

رقم المحاضرة 1

اسم المحاضر م. نازك عزيز درويش

Second Edition

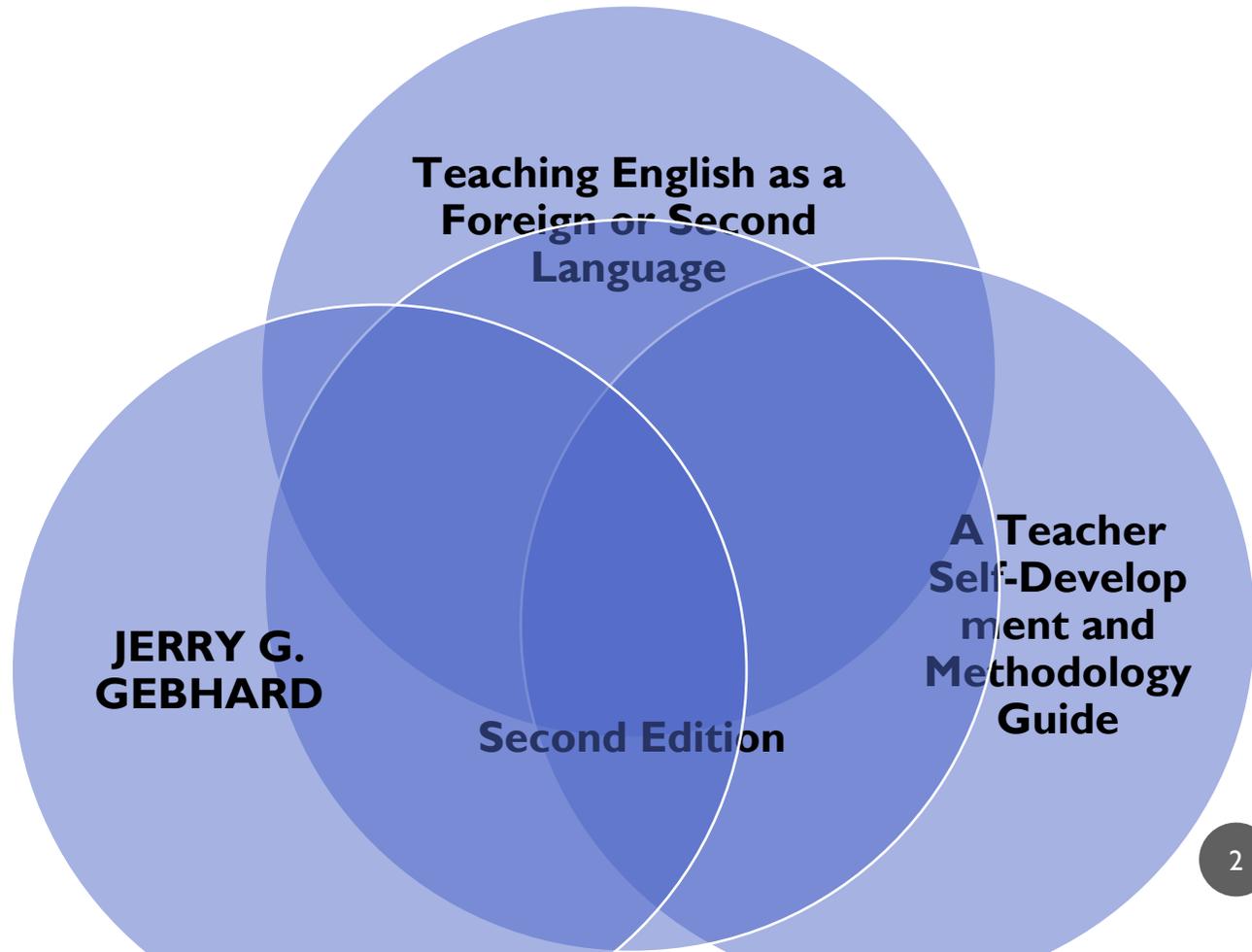
Teaching English *as a Foreign or Second Language*

A Self-Development and Methodology Guide

JERRY G. GEBHARD

MICHIGAN TEACHER TRAINING

TEACHING ENGLISH





INTRODUCTION

Introduction: A Self-Development and Methodology Guide

I'm an English Teacher!?! —Remark made by an unprepared teacher



English
as a
Foreign
Language

Perspectives on Teaching,
Multilingualism and Interculturalism

INTRODUCTION

The Audience for This Book This book is a teacher development and methodology book. It can be used by those of you who are learning to teach English as a foreign language (EFL) and English as a second language (ESL) as a part of your pre-service teacher education program

It can also be used as a teacher development text in Inservice teacher development programs as a source for experienced EFL/ESL teachers who would like to refresh their knowledge and improve their teaching

This book is for those interested in teaching English or new teachers without formal training.

Purpose

the reason why the author wrote the book or article

- Entertain
- Inform
- Persuade



THE PURPOSE AND CONTENT OF THIS BOOK

This book guides EFL/ESL teachers in developing their teaching through exploration. It discusses global teaching contexts, classroom management, use of authentic materials and technology, the role of culture, and methods for teaching listening, speaking, reading, and writing.

This book is based on questions EFL/ESL teachers.

The purpose of these tasks is to offer opportunities to work on your development as an EFL/ESL teacher by observing, talking about, and writing about teaching.

Purpose

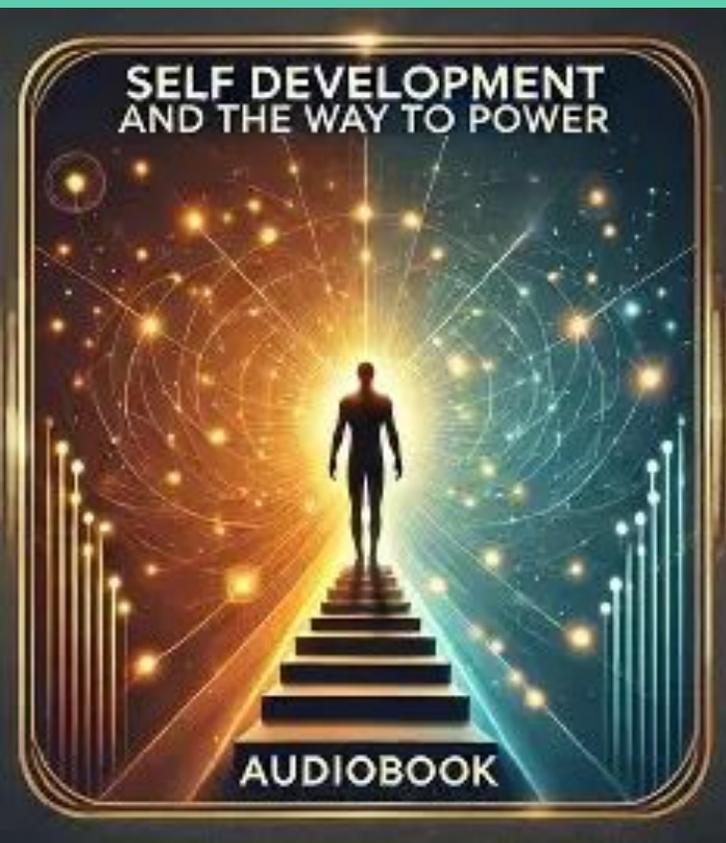
the reason why the author wrote the book or article

- Entertain
- Inform
- Persuade



THE PURPOSE AND CONTENT OF THIS BOOK

I want to point out that this book is not, and was never meant to be, a book that neatly fits into what is known as “reflective teaching.” I point this out because one reviewer (Rodgers 1998) mistakenly reviewed the first edition of this book alongside two other books that are clearly within the “reflective teaching” category. The reviewer took issue with the book; as she put it, “A reflective book it is not” (p. 611). As the title tag *A Teacher Self-development and Methodology Guide* indicates, this book was created so that readers can work on their own development as teachers by understanding what other teachers, including me, believe about teaching and do in their Classrooms.



PART I SELF-DEVELOPMENT, EXPLORATION, AND SETTINGS

The Self-Developed Language Teacher

Teachers themselves...must become the primary shapers of their own development

Does Self-Development Make a Difference?

To emphasize the concept of self-development, I begin this book by illustrating its advantages. To do this, I invite you to enter two different EFL classrooms. The first is the classroom of a teacher (Yoshi) who has not had the opportunity to work on the development of his teaching. The second is that of a teacher (Kathy) who has taken on the responsibility for her own development. I emphasize that both teachers can gain much by paying regular attention to their teaching and aspects of how they teach.



YOSHI'S CLASS

Yoshi, a Japanese man educated in the U.S., works in Japan editing and translating English documents. He also teaches English to employees three times a week but feels less motivated about the teaching part compared to translation.

Nine men and two women are in class today and sit at a conference table. Yoshi, in his usual lockstep fashion, begins by telling them to open their books to page 52. The text covers topics about contemporary world issues, such as world hunger, population control, and drug trafficking

The class is on Chapter 4, which is about the plight of refugees around the world. As he did with the first three chapters, Yoshi reads the introductory paragraphs aloud. After he finishes, he asks the students if they have any questions, and as usual, there aren't any questions



presentation title



He then plays a tape that accompanies the text, a short lecture about the common problems refugees have. When the lecture ends, Yoshi reads questions from the text to the class about the content of the tape. He asks, **“What's one of the problems refugees have in common?”** One student gives the response, “They are hungry.” Yoshi smiles and says, “Very good. What's another problem?” The students willingly answer his questions, and all use English.



When they finish, Yoshi asks the students to answer the text comprehension questions about the reading selection, and a few of the students answer his questions while the rest sit silently or look up words in their bilingual dictionaries. Yoshi expands on each of the answers, sometimes offering Japanese translation. At the end of the hour, he gives a homework assignment to memorize words in the Expand Your Vocabulary section of their textbook



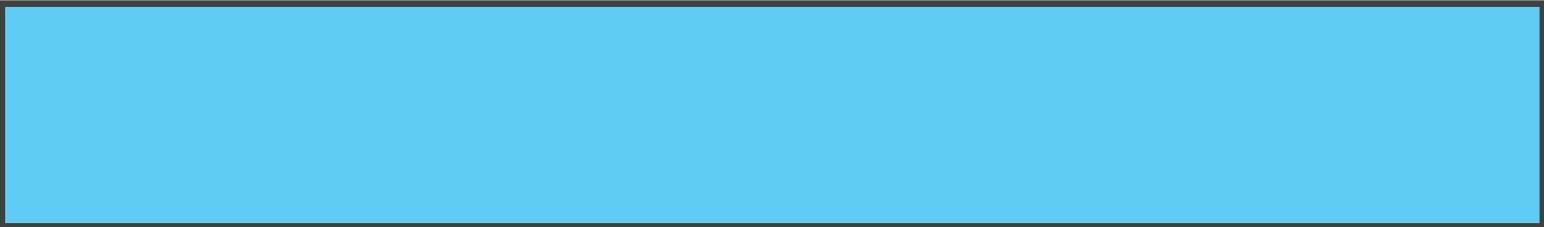
Yoshi feels pleased that students speak English willingly and enjoy the class, but he is frustrated that they don't prepare, rarely ask questions, and that he follows the same routine, doing most of the talking himself.

The only time the students talk is when he introduces grammar and pronunciation drills or directly asks them questions. He realizes that his Geography degrees have not prepared him to be a language teacher, and he wonders how he might change his way of teaching. As he leaves the classroom, he considers the idea of going to the bookstore to look for books on teaching English.



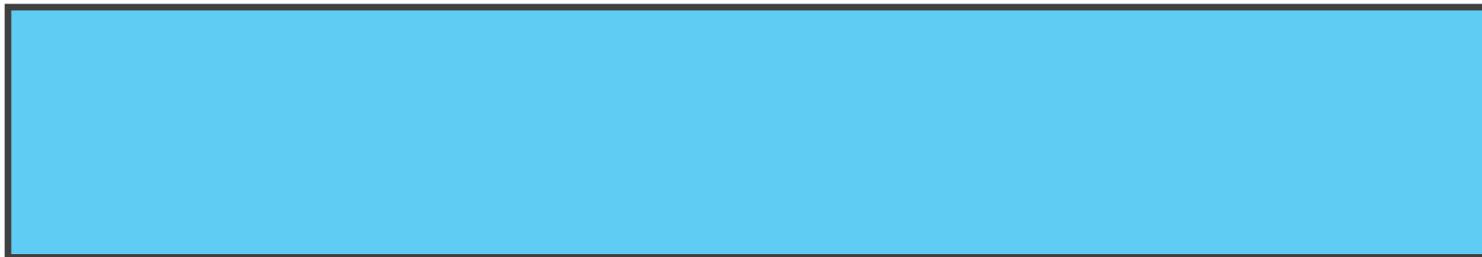
KATHY'S CLASS

Kathy graduated from college with a bachelor's degree in history. Before going on to graduate school, she wanted to gain some life experience, contribute something of herself to others, and visit places she had read about in her history books. Kathy was lucky enough to be selected as a Peace Corps volunteer and was sent to Hungary to teach English. After her initial intensive training in aspects of cultural assimilation, language, and EFL teaching in Hungary, she was sent to teach EFL at a high school in an industrial town where she is presently the only volunteer.

The name 'Kathy' is written in a playful, 3D-style font. Each letter is a different color: 'K' is red, 'a' is orange, 't' is yellow, 'h' is green, and 'y' is dark green. The letters are slightly offset and overlap, giving a sense of depth.A large, empty rectangular box with a light blue fill and a thin black border, positioned at the top of the slide.

The class we will consider here is titled Fourth-Year English. The students in this class are considered to be fairly advanced and have gained a fairly high level of competence in using English. They seem to enjoy Kathy's lessons, which usually combine listening, speaking, reading, and writing.

Kathy raced to the classroom five minutes early to put pictures on the wall of people using various **gestures** and to put this message on the board: **Study the pictures on the wall. What do you think the gestures mean? Feel free to talk with your neighbor, but be sure to speak in English.**



She did this for two reasons. First, she is bothered by how long it usually takes to begin class. Second, she wants to explore how she can get students to speak English spontaneously with each other. Her objective on this day is to see if students would silently read the message on the blackboard, study the pictures, and start to talk in English. As students enter the classroom, they are chatting in Hungarian. But they soon see Kathy pointing to the message, and they silently read it. Before long the class fills with talk, but Kathy has mixed feelings. A few of the students are using English, but others continue to use Hungarian. Kathy gets their attention and points to a picture of a man with a wrinkled brow and wide eyes, who is tilting his head and shrugging his shoulders.



She asks, “How about this picture? What does this gesture possibly mean?” One student volunteers, “It mean ‘I don't know’?” Kathy accepts this and goes on to the next picture. After the students give their interpretations, Kathy tells the class they will spend the next few class periods considering their own and others' nonverbal behaviors—such as eye contact, gestures, and the use of space—as well as different ways to express meaning in different cultures.



Kathy divides students into groups using candy flavors, then gives them statements about nonverbal behavior to judge as true or false. While they work, she circulates without giving answers. The students laugh and participate actively, though they use a lot of Hungarian and make English mistakes, which makes Kathy wonder how to provide them with more language feedback.



Kathy reviews the statements with the class, and the students realize all are true, joking that she tricked them. She then gives them an article on nonverbal behavior, asking for silent reading, paraphrasing, and highlighting interesting ideas with gold stars. She instructs them not to use dictionaries, encouraging them to guess meaning from context, while offering herself as a “walking dictionary” if needed.



Kathy leaves class with mixed feelings. She feels the lesson was engaging and that students enjoyed it and stayed on task, but she worries about their frequent use of Hungarian during group work and regrets not giving enough language feedback. She thinks providing more feedback might encourage greater use of English.



COMPARISON BETWEEN YOSHI'S AND KATHY'S TEACHING

The passage contrasts Yoshi's and Kathy's teaching styles. Yoshi teaches in a strict, step-by-step manner, closely following the course text. His lessons typically move from a tape to a reading, comprehension questions, and discussion, but he rarely deviates from this sequence, even if students seem uninterested or confused. He focuses on explaining the text himself rather than engaging students in negotiating meaning with each other. As a result, he remains the center of the lesson. Yoshi feels secure sticking to the text, though he senses his **classes could be more dynamic** if he changed his approach.



The passage highlights that Kathy takes a flexible, student-centered approach, aiming to build a community of learners where students interact, ask genuine questions, and share responsibility for their learning. Unlike Yoshi, she avoids being the sole focus of the class. A key reason for this difference is her background—Kathy completed intensive Peace Corps training, which likely encouraged her to explore creative and interactive teaching methods.



This passage suggests that cultural background may explain part of the difference between Kathy's and Yoshi's teaching styles. Kathy, an American and native English speaker, brings an outsider perspective and relies fully on English in class. Yoshi, however, shares the same native language and cultural background as his students, which may make them less willing to speak English with him. For Yoshi, it is also harder to separate classroom English from everyday Japanese interactions with the same colleagues, creating challenges in encouraging consistent English use.



The passage explains further reasons for the differences between Yoshi and Kathy. Yoshi teaches in a corporate setting, where work duties often outweigh English study and attendance is not mandatory, making motivation weaker. Kathy, on the other hand, teaches motivated high school students who want to learn languages. The most important difference, however, lies in professional growth. Kathy actively takes responsibility for her development as a teacher, while Yoshi is only beginning to recognize this need. Still, Kathy can also improve by reflecting more systematically—through self- and peer-observation, keeping a teaching journal, and engaging in discussions about teaching.