**Chapter One**

 **The self-Developed Language Teacher**

What factors are central to teacher self-development?

First, development takes time.

It takes time to observe interaction in our own classrooms and to visit other teachers' classes. The teachers who are in the first few years of their teaching career, time is needed to work through stages in their development.

Second, development requires an ongoing commitment.

Development teaching is not something to do only in a teacher education program or at the beginning of teaching career. Even the most experienced teachers can learn new things about teaching, and

Development is enhanced when the teacher makes a commitment to ongoing development.

Third, development is enhanced through problem solving.

When the teachers recognize problems and work at solving them, they can discover new ways to teach and discover more about their role as a teacher.

Fourth, development is also enhanced through exploration for exploration's sake. Teachers can indeed discover much by exploring simply to explore, not just to solve problems.

Fifth, development is enhanced by paying attention to and reviewing the basics of EFL/ESL.

Sixth, development is enhanced by searching out opportunities to develop.

Seventh, self-development of teaching beliefs and practices requires the cooperation of others.

**Chapter Two**

**Exploration of Teaching**

Teaching is a set of procedures which are followed by the teachers in the classroom to give a systematic information.

1. Read journal articles and books about teaching and learning.

2. Read teacher narratives.

3. Attend professional conferences.

 4. Establish a mentoring relationship.

5. Put together a teaching portfolio.

6. learn another language.

7. Do action research. 8. Do self-observation.

9. Observe other teachers.

10. Talk with other teachers.

11. Keep a teacher journal

First, read journal articles and books about teaching and learning.

For example, reading this book, will help you gain knowledge about ESL and EFL teaching. There are many topics that you have to read them in order to explore teaching:

Lesson Planning

Classroom Management.

• Mixed Level teaching

Cooperative Learning

Project Work

• Teaching Pronunciation, Vocabulary and Grammar

Second, read teachers narratives.

Recently, a number of anthologies have been published on teachers’ own teaching and learning. They offer other teachers, especially those new to teaching, glimpses into the realities of teaching. For example:

Teachers’ narrative Inquiry as professional development, edited by Karen Johnson and Paula Golombek, includes a collection of highly personal narratives by teachers who inquired about their own experience in learning

Third, another way to work on development of our teaching and ourselves as teachers is to attend professional conferences.

The conferences are good opportunities to hear what teachers in your own area are doing in their classrooms, and good opportunities to present your own techniques or action research.

Fourth, another way to explore our teaching is through establishing a mentoring relationship with another teacher.

Define Mentoring relationships?

Mentoring is an interpersonal, ongoing, situated, supportive and informative professional relationship between two or more individuals, one of whom (the mentor) has more experience in the profession, craft, or skill in question.

Fifth, A teaching portfolio is another additional way to explore and develop our teaching.

What does portfolio mean?

It means gathering of your reports, files, or documents that you have made about your teaching and learning processes.

How putting together a portfolio helps teachers?

1. Putting together a portfolio helps teachers to make sense of what they have learned, provides chances for them to think about teaching and learning, demonstrates their competencies, and recognizes the complexities of learning to teach.
2. Papers written for courses.
3. Class presentations.
4. Professional conference presentations.
5. Original teaching materials.
6. Reflective journal entries.
7. Video or audiotapes of teaching.
8. Reflective observation reports.
9. Syllabi.
10. Letters of recommendation.
11. Reports on observations by others.
12. Evaluation reports.
13. Statement of teaching and learning philosophy.

Sixth, another way to explore our teaching as a language teachers is to learn another language.

**Chapter Three**

EFL and ESL Teaching Settings

EFL is an acronym for English as a foreign language and is studied by people who live in places where English is not first language such as in Italy, Saudi Arabia, and Vietnam. ESL is an acronym for English as a second language. People who study ESL speak other languages, such as Spanish, Arabic, Chinese, or Swahili as their first or native language. However, they live in places where is used as the first or native language, such as Australia, New Zealand, Canada, the United Kingdome, and the United State.

EFL Teaching Settings.

1. Public schools English is taught to EFL students in public schools Worldwide, and in recent years the trend has been to offer English to younger and younger students.
2. University EFL settings :Most universities require students to take several semesters of a foreign languages and English is either a choice among other languages or required.
3. Public language schools these schools have increased in recent years Some of these schools have an assortment of English programs and classes, while others are smaller and more specialized.

ESL Teaching Settings

1. A separate program that addresses students language academic needs is the pull-out model in which ESL specialists pull students out of their grade-level classroom for ESL lessons.
2. Another approach is the inclusion model in which the ESL teacher work with ESL students. The inclusion gives ESL teacher direct access to what is going on in the classroom to work with ESL students. The inclusion gives ESL teacher direct access to what is going on in the classroom, the assignments that are being done.
3. Teaching mode I, the ESL teacher and grade level teacher team-teach the class. They plan and take turns teaching both native and ESL students. One benefit of this approach is that the ESL teacher can use ESL teaching strategies to present material to the students Another benefit is that the ESL students “perceive themselves ‘students’ rather than ‘ESL students.
4. Offering bilingual programs, which include subtractive bilingualism and additive bilingualism programs. Subtractive bilingualism begins with using the students' native language while working at developing the second language. As students develop the second language and begin to shift away from identity with the home language and culture, greater emphasis is placed on using the second language. While addictive bilingualism aims at providing students with fully literate in both their native and second language.
5. ESL is also taught in Refugee and Literacy Center where depending on the political climate, learners come from a variety of nations.

Overlapping settings: one such setting is the international school.

These schools offer all classes in English to expatriates, nationals who have returned home from living in English-speaking countries.

Another setting that does not fit neatly into either EFL or ESL is the university within traditionally EFL contexts where students with strong English skills can take most of their classes in English.

**Chapter Four**

Teaching a language as communication between people

What is the main goal of a communicative classroom?

The primary goal of a communicative classroom is student development of communicative Competence. This includes development of students ‘ability to comprehend and produced written and spoken English in communicatively proficient and accurate ways. Communicative competence has four interrelated components-grammatical, discourse, socio-cultural, and strategic competence.

Grammatical competence means to be able to recognize the grammatical forms including lexical items, morphological items, syntactic features, and phonological features.

1.Communicative competence also includes

2. Discourse competency, or the ability to interconnect a series of utterances (written or spoken) to form meaningful text. It also

Includes text coherence and cohesion. Coherence is “the relation of all sentences or utterances in a text to a single global proposition, while cohesion provides the smaller structural links

3. Socio-cultural competency is the ability to use English in social contexts in culturally appropriate ways.

1. Finally, strategic competency or the ability to cope with break downs in communication, to problem solve in unfamiliar contexts when communication fails, and to draw on strategies that help restore communication.

**How Do EFL/ESL Teachers Provide opportunities for Student to Communicate in English ?**

Some teachers who aim at having a communicative classroom begin lessons with” precommunicative activities”

Used with beginning-and intermediate level students. Precommunicative knowledge or skill that compose communicative ability, giving students opportunities to practice them without having to fully engage in communicating meaning. There are two types of precommunicative activities-structural and quasi- communicative. Structural activities focus on how language is used to communicate meaning.

**What make a Communicative Classroom Communicative? Four closely related factors contribute to making classrooms communicative:**

1-reduction in the centrality of the teacher.

2-an appreciation for the uniqueness of individuals.

3-chances for students to express themselves in meaningful ways.

4- choices, both in relation to what students say and how.

**What Roles Are Native and Near-Native-English-Speaking EFL/ESL**

Teachers Expected to Play?

These roles can be divided into

**Two sets of roles: -Roles related to English language abilities**

\*language authority

\*cultural informant

\*model English speaker

-**Roles related to the ability to create meaningful interaction** :

\*need assessor

\*text adaptor

\*entertainer

**What problems Do Some EFL/ESL Teacher face when Teaching English as Communication among People?**

problems Do Some EFL/ESL teacher face include the following:

1-The bandwagon problem

2-The overly anxious problem

3-The engagement problem

**How does teacher avoid engagement problem?**

1. We need to show emotional maturity.
2. Sensitivity to the students’ feelings and perceptiveness.
3. Commitment that interaction in English is not only appropriate but also expected and necessary for the students if they want to learn to communicate in English