Meeting the Demand for TESL/TEFL Teachers: An Interdisciplinary Approach to Increasing Program Accessibility and Effectiveness

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Abstract

This paper assembles innovative ideas from several disciplines and offers an integrated discussion for improving TESL/TEFL curriculum design, specifically for individuals from peripheral social contexts and to address the global demand for ESL/EFL teachers. Overall, the suggested innovations serve to: 1) increase program accessibility to individuals who might not otherwise pursue professional development and/or continuing education, and 2) enhance instructional effectiveness by including instructional topics and techniques which support novice and nonnative English teachers. Adjustments to admission practices, instruction practices, and long-term professional support allow the program to reach a greater population of teachers to serve the ever-increasing worldwide demand for English teachers. A website available prior to, during, and after instruction allows participants to continue research projects, learn about professional development opportunities, and participate in a virtual community of TESL/TEFL professionals, regardless of their current teaching placement environment. More practically-focused instruction which is delivered via both on-site instruction and DL (distance learning) technology results in more competent teachers completing TESL/TEFL programs.

The more practically-focused instruction incorporates recent language research and language teaching innovations from applied linguistics, multicultural literature, conflict communication strategies, and educational leadership. The language research innovations include descriptive grammar, pragmatics, and discourse analysis. These give teachers a substantially more accurate understanding of English language structures and functions at clause, sentence, and discourse levels. They provide essential tools to more accurately analyze and thus more effectively teach English in a variety of educational contexts. The language teaching innovations include participatory language teaching, sheltered language instruction, and authentic assessments) which extend the learning benefits of communicative language teaching (CLT) methods. These TESL/TEFL methods are incorporated with multicultural literature, conflict communication strategies, and educational leadership to form an interdisciplinary program which provides scaffolded instructional content and techniques which may better serve the needs of TESL/TEFL teacher training program stakeholders.

1. Introduction

The expansion of English as a world language combined with globalization and immigration trends have resulted in a need for new and innovative ways to deal with the increasing demand for trained professionals to work with English language learners across a variety of contexts. Teacher training programs need to focus on not only training novice teachers, but giving tools to practicing teachers to deal with the variety of issues presented in

modern classrooms around the world[1]. English as a world language has resulted in the formal linguistic and sociolinguistic study and classification of different varieties of English, known as World Englishes. Classification of varieties of English worldwide has resulted in first-, second- and third-circle countries[2]. In Europe and North America, comprised mainly of first- and second-circle countries, cultural and linguistic diversity has become the norm in urban schools, as illustrated by the following statistics: from 1994 to 2004, enrollment of English Language Learners (ELLs) in US K-12 schools increased 60.8% vs. 2.7% growth for non-ELL students[3]; currently, over 10% of K-12 students in the US are ELLs; 25% of the school population in California are ELLs[4]; 40% of the school population in Amsterdam were born outside of the Netherlands; 50% of the school population in Toronto and Vancouver are ELLs; and 85% of secondary school students in the European Union study English[5]. While diversity is increasing in circle one English-speaking countries[6], so is the role of English as a world language of communication in circle 2 and 3 countries. With this expanded global role for English comes an increased global demand for English as a Second or Foreign Language (ESL/EFL) teachers.

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[1] For example, India has 28 states and 22 official languages, the language of instruction changes from class to class (i.e., a bilingual transfer model), and schools emphasize inclusion (i.e., all students are taught in the same classroom, regardless of physical, emotional, or mental challenges) (Mathew, Saramma, Prof. of Psychology, Troy University, written communication, 13 June 2006.)

[2] Kachru, Baj. "Teaching World Englishes." In *The Other Tongue: English Across Cultures*, edited by Baj Kachru. 2nd ed. Urbana-Champaign, IL: University of Illinois Press, 1992.

[3] National Clearinghouse for English Language Acquisition. "The Growing Numbers of Limited English Proficient Students." http://www.ncela.gwu.edu.

[4] Cumins, Jim, Kristin Brown and Dennis Sayers. *Literacy, Technology, and Diversity: Teaching for Success in Changing Times*. New York/London: Pearson Allyn Bacon, 2007.

[5] Allen, Tim. Eurostat News Release for *Eurostat Yearbook 2006/2007*. Eurostat Press Office. http://ec.europa.eu/eurostat.

[6] First circle countries are those where English has been widely spoken as a first language for the longest time across the fullest range of language uses, and fully established standards of English are established. These countries include the USA, the UK, Canada, Australia and New Zealand (Kachru 1992: 356). Second circle countries are those where English has been spoken for less time, and standardized dialects of English are less established. These countries include Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, Philippines, Singapore, Sri Lanka, Tanzania and Zambia. Third circle countries are those where English has been used for the shortest periods of time and dialects of English are in the earliest stages of standardization. These include China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, Russia and Zimbabwe.

Particularly in second- and third-circle countries, considered peripheral social contexts, there is a lack of TESL/TEFL teacher training programs.

One problem currently facing institutions which prepare ESL/EFL teachers is the ability to meet the demand for teachers and the needs of potential teachers. Kose, Ozkul and Ozyar noted in 2002[7] that TESL/TEFL[8] programs can not keep up with enrollment. Ozkose Biyik notes the same in 2007[9], and writes that in Turkey alone 7,000-10,000 EFL teachers are needed per year, but in the 2006-2007 academic year, only 5,853 students were admitted to on-site degree programs in Turkey. Ozkose Biyik reports from survey data that many potential students have difficulty accessing education because of full-time careers, limited access to funding, and family commitments. Additionally, many students drop out because the coursework overloads their English skills, or they have personal challenges, financial challenges, sociopolitical challenges, or time management issues. Thus, TESL/TEFL programs are not as accessible or student supportive as they need to be. Many institutions are addressing the accessibility issue by offering TESL/TEFL programs through Distance Learning (DL). However, Ozkose Biyik also reports from surveys that such program graduates do not perceive themselves as adequately prepared after completing a program consisting of exclusively online courses. Thus, a second problem is that TESL/TEFL programs (DL programs in particular) need to be more effective and accountable to all involved stakeholders, including the program instructors, the TESL/TEFL teacher trainees, their potential future students and the institution within which the programs are offered. Indeed, because information/communication technology gives such quick and easy

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[7] Kose, G.D., E. Ozkul and A. Ozyar. "A New Teacher Training Model for Turkey: DELTTP (Distance English Language Teacher Training Program)." Paper presented at 2002 International Symposium on Open and Distance Education. http://aof20. anadolu.edu.tr/program.htm.

[8] TESL/TEFL are acronyms for Teaching English as a Second Language and Teaching English as a Foreign Language. TESL/TEFL is a sub-discipline of Applied Linguistics (Richards and Rodgers 2001).

[9] Ozkose Biyik, Cagri. "A Preliminary Evaluation of the Distance English Language Teacher Training Program (DELTTP) in Anadolu University, Turkey. *Turkish Online Journal of Distance Education-TOJDE* 8, no. 1 (2007): Article 12.

access to large amounts of information, it has become important for accredited institutions to critically review curriculum in terms of both accessibility (to learning) and accountability (of skills and knowledge)[10-11].

It is the need for TESL/TEFL programs to be more accessible, more instructionally effective and accountable (particularly in DL situations), and more student supportive (particularly for students from second- and third-circle countries) that motivates the current paper, whose purpose is to propose solution strategies for contemporary TESL/TEFL curriculum development. While TESL is well-served by developments in its parent discipline applied linguistics, it can also benefit from ideas and developments in other disciplines as well. In the past, applied linguistics has drawn on sociology, psychology, and philosophy to inform its research and teaching practices[12]. Modern programs require the incorporation of other fields which are relevant, such as business management, educational administration, educational leadership, conflict management, communication/information technology, international comparative education, and multicultural literature. This paper assembles innovative ideas from these different disciplines and offers an integrated discussion for improving TESL/TEFL curriculum design.

2.   Project Overview

The current project discusses the design of an innovative TESL/TEFL teacher training program and its proposed implementation. Motivation for the project originally stemmed from the initiative of Troy University's Chancellor Jack Hawkins, Jr., to support the

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[10] Butler, Norman, Catherine Smith and Barry Davidson. Polish Post-Secondary Vocational Schools vs. Canadian Community Colleges: A Comparison of Information Accessibility and Accountability." *Kwartalnik Pedagogiczny* (*Education Quarterly*) 1, no. 203 (2007): 128-138.
[11] Dennison, John D. "Accountability: Mission Impossible?" In *Challenge and Opportunity*, edited by John Dennison. Vancouver: UBC Press, 1995.
[12] Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge UP, 2001.

internationalization of the State of Alabama, develop education programs which benefit a global community, and serve as responsible and conscientious global citizens[13]. The goal of the current project is to provide TESL/TEFL teacher training which is accessible, effective, and sensitive to the particular needs of nonnative-English speaking teachers in second- and third-circle countries (e.g., India, Pakistan, Nepal, China, Korea, Japan, Russia, Saudi Arabia). The paper describes key curricular and administrative design issues associated with creating and implementing such a program for TESL/TEFL teacher training. The main objectives are as follows:

- To propose solution strategies for providing *accessible* and *effective* TESL/TEFL training, particularly for individuals in social peripheral contexts (i.e., second- and third-circle countries).

- To assemble so-called "best practices" (i.e., recently developed techniques which have been evaluated as highly effective) from different disciplines (e.g., applied linguistics, education administration, educational leadership, educational technology, multicultural literature) to improve TESL/TEFL program design.

- To present an integrated and illustrated discussion of effective innovations in admissions, curriculum, and delivery of instruction to support program implementation.

Discussion of selected innovations represents synthesis and modification of responses to project narratives which were collected from nine faculty across five departments at four universities. The narratives represent multiple perspectives on the project from applied linguistics, communication/information technology, counseling psychology, conflict management, education administration, educational leadership, and multicultural literature. As

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[13] Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-First Century.* New York: Farrat, Straus and Giroux, 2005.

the narratives were synthesized for discussion and presentation, three important themes emerged as salient for developing this teacher training project. These themes organize the presentation of the paper, and are identified below:

- Practices for Admissions, Instruction, and Professional Support

- Innovations in TESL/TEFL Programs: Language Use

- Innovations in TESL/TEFL Programs: Language Teaching

3.   Practices for Admissions, Instruction, and Professional Support

3.1   Section Overview

As mentioned in Section 1, many potential TESL/TEFL teachers lack the language qualifications and financial resources to attend a two-year graduate degree program, particularly one in a first-circle country (e.g., the US, the UK, Canada, Australia). Additionally, another challenge that nonnative-English speaking teachers in second- and third-circle countries face is a lack of professional support in their home countries. Also, "traditional models of teacher training – one-shot or short-term workshops – have [generally] been shown to be ineffective[14]," such that sustained coaching, experiential opportunities, and collaborative projects that connect research and classrooms are needed.[15] Therefore, accessibility to TESL/TEFL training needs to be increased while effectiveness and high-quality programmatic content is maintained. Also, a platform for long-term professional support needs to be established. This section presents strategies for reaching these two goals by presenting strategies in three areas: practices for admissions, instruction, and professional support. These strategies are first discussed individually in prose. Then, at the end of the section, a summary figure is provided.

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[14] A notable exception is an intensive two-week ESL Academy developed by Ursula Chandler at Arkansas Tech University (Chandler, Ursula. "Innovative Policies and Instruction: ESL Academies in Arkansas." Paper presented at the Oxford Round Table on ESL/Bilingual Education, March 18-23, 2007, Oxford England.).

[15] Echevarria, Jana, MaryEllen Vogt and Deborah Short. *Making Content Comprehensible for English Learners: The SIOP Model*. 2nd ed. Pearson/Longman, 2004: 7.

3.2   Practices for Admissions

Two strategies for increasing accessibility of the program are: a) streamlining the admission process, and b) lowering English language proficiency requirements for admission. Each of these strategies has implications for instructional effectiveness. First, a streamlined admission process and recognition of foreign earned credits increase program accessibility by simplifying the process of entering a TESL/TEFL training program. Second, a lower English proficiency requirement plays an important role in increasing accessibility, while CBI (Content-Based Instruction) techniques maintain curricular effectiveness by supporting both English language learning and subject matter learning.

3.3   Practices for Instruction

Two strategies for increasing accessibility of instruction (i.e., skills and knowledge) include: a) increasing opportunities for practical application of innovative methodologies, and b) integrating a wide array of communication technologies prior to, during, and following the training period combined with personal face-to-face support. These strategies provide additional practical opportunities for methodological applications, and allow students to select varied yet challenging opportunities supported by a mentor. Second, communication technology is key to increasing the program's accessibility (especially for students in remote locations). The second strategy (integration of communication technology) requires an explanation of a DL model and DL practices. Since research on DL TESL/TEFL curriculum indicates that programs comprised entirely of DL courses are not as effective as on-site programs, the instructional quality and

effectiveness of TESL/TEFL DL courses can be maintained through the adoption of several important DL practices.[16] These DL practices are listed below:

a) Require initial course work to be completed on-site when personal support is most needed.

b) Select high quality textbooks from reputable publishers in the discipline (e.g., Cambridge UP, Oxford UP, Pearson Education/Longman).

c) Select high quality content for online readings and discussion prompts.

d) Include supplemental course packs (e.g., study plans, topical content outlines, illustrations of assignments).

e) Use assignments which require students to apply concepts, and use online discussion boards and quizzes to practice material.

f) Use written exams which require memorization of material.

g) Mail exams with written feedback from instructors.

It is important to note that this list of DL practices is informed by survey feedback from students who graduated from a DL TEFL program. Thus, the list aims at identifying what students are looking for in a DL TEFL program

3.4 Practices for Professional Support

Since a challenge that nonnative-English speaking teachers in second- and third-circle countries face is a lack of professional support in their home countries, an important part of the proposed TESL/TEFL program would be the integration of communication technology and a committed website presence. Thus, the internet would be used not only to offer DL courses, but also to offer several features that would support and extend the program's objectives. The

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[16] Ozkose Biyik, Cagri. "A Preliminary Evaluation of the Distance English Language Teacher Training Program (DELTTP) in Anadolu University, Turkey. *Turkish Online Journal of Distance Education-TOJDE* 8, no. 1 (2007): Article 12.

features would include: an online discussion forum, an online TESL/TEFL eJournal, and a webpage with links to teaching and research support materials.

The online discussion forum would be used for several purposes. It would provide a venue for participants to post questions, experiences, and research findings. It would also allow real-time discussion of events, projects, or activities. Email notices of scheduled and requested forum topics would alert participants to emerging conversations. Features of the forum would include innovations in language research and teaching, results of ongoing studies or projects, and a student post section to foster conversations between current, past and future program participants. The TESL/TEFL eJournal would publish refereed student and student-professor collaborative work related to the program's objectives for promoting interdisciplinary approaches to applied linguistic research, L2 teaching, and teacher training.

The integration of communication/information technology plays an essential role in the program for several reasons. First, technology is "culturally transparent"[17] and thus affords an appointed space for diversity to prosper. Second, a website would enable faculty to extend the program's objectives and provide long-term support to participants around the world. Third, website participation from researchers and educators outside of program participants would be encouraged, and this would increase diversity in discussion and the value of the program. A website available prior to, during and after the course is actually delivered can serve to generate interest and provide previews of curriculum and course material, in addition to serving as a permanent virtual forum for participants to share ideas, discuss teaching, and discover opportunities for professional development through collaboration in research projects,

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[17] Lave, Jean and Etienne Wagner. *Situated Learning: Legitimate Peripheral Participation.* Cambridge: Cambridge University Press, 1991.

conference participation and networking with other researchers and practicing teachers in different educational contexts.

3.5 *Summary of Practices*

The need for TESL/TEFL programs to be more accessible to second- and third-circle countries while maintaining curriculum effectiveness can be met in several ways. Admissions practices can be streamlined, and requirements for language proficiency can be lowered in order for CBI instructional practices to be implemented in classrooms to support both language and content knowledge learning. At the same time, DL options can be offered while carefully selected content, textbooks, supplemental materials, practice activities, assessment measures, and instructor feedback sustain programmatic effectiveness. Needed long-term professional support, participation in professional activities, and diversification of professional discussions can be supported by providing an actively maintained website presence which supports global interaction and collaboration as well as continuing professional development opportunities. Figure 1 provides a summary of the strategies discussed in this section for increasing accessibility (left column) mapped to strategies for supporting instructional effectiveness (right column).

Figure 1: Strategies for Increasing Program Accessibility and Instructional Effectiveness

Admission	
To increase program accessibility	*To support instructional effectiveness*
a) Streamline admission process and recognize/transfer foreign earned credits and professional development activities for practicing teachers.	• Agent or representative in home country assists students with application & submitting requisite documentation, including student visa process, if necessary. • In accordance with student survey responses (Ozkose Biyik 2007), students are encouraged to complete the program's initial requirements on-site (when learning support is most needed) and final requirements at site-based locations that are convenient to the student (e.g., teaching practicum).
b) Lower English language proficiency requirements (e.g., from TOEFL 600 to 550 or 525).	To accommodate a lower language admission requirement, adjustments to instructional practices must be made, namely content-based instruction (CBI) techniques must be used: • Select textbooks at both lower and higher reading levels (e.g., Oxford UP's three series in Introduction to Language Study, Teaching Techniques in ESL, and Applied Linguistics). • Provide topical outlines of lectures and graphic organizers to support listening comprehension. • Record lectures (or lecture segments) to post on website. • Provide reading comprehension questions to support reading comprehension and managing reading load. • Provide application exercises to support critical thinking and extend listening/reading skills to writing skills. • Provide opportunities to report application results (in class or discussion board) to support speaking skills.
Instruction	
To increase instructional accessibility	*To support instructional effectiveness*
a) Increase opportunities for practical application of innovative language teaching methodologies and language research methodologies to develop advanced ability and confidence in English teaching skills.	• Use applied language analyses in grammar, discourse analysis, and pragmatics. • Apply language analysis skills in developing materials, designing lessons, and assessing student language use. • Encourage action research projects in practica. • Use peer/mentor program to practice teaching and communication techniques.

b) Integrate communication technology to promote accessibility, provide long-term support, and promote participation in the larger professional community.	• Online course platform available upon registration in order to form a community of learners & practitioners and allow them to post questions and experiences and facilitate sharing of information and discussion on current projects, including collaborative multi-site action research projects. • Publish research and materials by eJournal. • Offer distance learning courses.
c) Use a flexible timetable for on-campus meetings with the instructor. [18]	• Meet on-campus at the beginning of a course, once a month, and at the end of a course.
d) Use site-based meetings (i.e., at the school where teachers are teaching).	• Delay site-based meetings and DL course work until the middle or end of the program.
e) Offer courses using DL (distance learning) technology. [19]	• Take online quizzes (questions would list features and ask participants to select those features belonging to a concept or technique). • Post a two-paragraph response to a discussion prompt, and then lead discussion on a new topic. • Write a summary-response paper to readings in an online folder. • Post responses to application exercises. • Post presentations of course projects in electronic form (e.g., PowerPoint).
Professional Support	
To increase instructional accessibility	*To support instructional effectiveness*
a) Provide supplementary program website for course support as well as continuing professional development opportunities.	• Online forum for participants to post questions, experiences and research findings and real-time discussion • TESL/TEFL eJournal to publish refereed student work or student-professor collaborations • Program alumni page to provide updates in employment, current action research opportunities and professional development opportunities • Useful website links to provide centralized access to TESL/TEFL teaching, research and employment links including conference announcements and calls for participation

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[18] Spezzini, Susan, Prof. of Education/TESL, University of Alabama-Birmingham, interview with the principle author, January 13, 2007.

[19] Davidson, Barry, Prof. of Post-Secondary Education, Troy University, interview with the principle author, April 27, 2007.

4.   Innovations in TESL/TEFL Programs: Language Use

4.1   Background and Section Overview

In 1967, Hymes[20] established that successful language learning requires an understanding of the social expectations or rules on how language should be used.   Hymes called this understanding *communicative competence*, and its importance in language learning quickly became widely accepted in Applied Linguistics.   In 1980, Canale and Swain[21] presented a revised conceptual framework for communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.   Despite its wide acceptance in applied linguistic research, TESL/TEFL curriculum has not adequately integrated techniques for developing communicative competence or sociolinguistic instruction on form-function mapping, which enables speakers to use language properly according to social expectations.   Many current TESL/TEFL programs require courses in traditional grammar (or transformational grammar), communicative language teaching (CLT), and second language acquisition (SLA), all of which have significant shortcomings which require integration of new techniques for language analysis and teaching methodology to be included in future TESL/TEFL programs.

Grammar.   The problem with traditional and transformational grammar approaches is that they do not recognize the connection between language and society (or the social factors that influence language structure).   Traditional grammar is an idealized description of language structure based on the structure of Latin (which is a different language family from which languages such as Spanish or French are descended; English is descended from Germanic); and

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[20] Hymes, D. "Models of the Interaction of Language and Social Setting." *Journal of Social Issues* 23, no. 2 (1967): 8-28.
[21] Canale, M. and M. Swain. "From Communicative Competence to Communicative Language Pedagogy." In *Language and Communication*, edited by J. Richards and R. Schmidt, 2-27. London: Longman, 1980.

transformational grammar is a theoretical approach to language structure whose purpose is to describe the invention or creation of language[22-23]. Neither approach is a readily applicable description of how language is actually used according to established social expectations or professional conventions. The result is that learners can not make informed choices about how to use the various language structures available to them in real-life situations. Oftentimes, courses in traditional or transformational grammar in TESL/TEFL teacher training programs focus only upon the grammar itself and not the pedagogical implications or applications of that grammar to learners, or assessment of language development. Particularly for teachers from peripheral social contexts, they need to be taught how to analyze the language they are teaching and assess learner language (i.e., compare the grammar of learner language with the grammar of benchmark descriptions), as well as receive pedagogical information applicable to their particular instructional setting. Important innovations in applied linguistics which describe authentic language use and form-function mapping include descriptive grammar, pragmatics, and discourse analysis.

Communicative Language Teaching. The problem with CLT is that, although it aims at developing communicative proficiency (i.e., the ability to comprehend and produce language in real-life settings), it often falls short in recognizing the connection between language and identity. Notwithstanding the importance of communicative proficiency, the field of TESL has advanced with new approaches to language teaching that focus on developing learning strategies, learners' interests, and learners' psychological and social abilities to relate positively with themselves, society, and environment. Likewise, language assessment has evolved and now aims at measuring these different yet inter-related skill sets (i.e., the development of language,

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[22] Hoey, Michael. *Lexical Priming: A New Theory of Language.* New York/Abingdon, England: Routledge, 2005.
[23] Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching.* 2nd ed. Cambridge: Cambridge UP, 2001.

psychological, and social skills must be designed so that input, output, and assessment are mapped to one another). Important TESL innovations which acknowledge the relationships between these skill sets include participatory language teaching (Richard-Amato, 2003), sheltered language instruction[24], and authentic language assessment[25]. However, these more recent approaches have not made their way into many TESL programs globally. Additionally, TESL programs do not address teachers' needs in inter-cultural communication (which sometimes includes conflict and conflict resolution), teachers' confidence in applying what they learn, or analysis of language teaching practices to raise awareness of the discrepancies which often exist between teachers' ideals and reality . TESL/ TEFL programs must include elements of conflict management, educational leadership, administration and awareness of the social situation in which language is taught and used in an international scene.

Second Language Acquisition. Regarding SLA, fortunately many TESL programs include SLA theory and applications on the psycholinguistic aspects of language learning, and address the role of language input, language output, developmental stages, and learner variables (e.g., age, motivation). Thus, innovations in SLA are beyond the scope of this paper.

The solution strategies presented in this section represent innovative practices from Applied Linguistics aimed at developing communicative competence in language use (solution strategies for language teaching are presented in Section 5). The topics addressed include: descriptive grammar, pragmatics, and discourse analysis. These are three approaches to language analysis which develop competence in form-function mapping (thus teaching speakers to use language according to real-life social expectations and professional conventions).

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[24] Echevarria, Jana, MaryEllen Vogt and Deborah Short. *Making Content Comprehensible for English Learners: The SIOP Model*. 2nd ed. Pearson/Longman, 2004.

[25] O'Malley, J.M. and L. Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. White Plains: Longman, 1996.

Presentation of each topic is organized according to these elements: a definition, an explanation of importance, an illustration of application, and a discussion of implementation. Pedagogical activities for each element are provided in appendices following the text of this paper.

4.2   Descriptive Grammar

Definition of Descriptive Grammar.   Descriptive grammar is a description (not a theory) of language structures and their frequencies, communication functions (meanings), and associative patterns of words or structures with other language items. Descriptive grammar does not follow rules for use, but presents grammar in a democratic framework according to what most language users usually do in particular contexts[26-27]. Descriptive grammar is particularly encouraging and enlightening for both native and nonnative speakers of English, because it removes the stigma of correct/incorrect and replaces it with frequency judgments. Corpus-based descriptive grammar is now readily available since the publication of the *Longman Grammar of Spoken and Written English* (*LGSWE*)[28, 29, 30]. The *LGSWE* is a product of corpus linguistics research methods – an empirically collected language data set of over 40 million words representing a balanced corpus of spoken and written texts in American and British English. Computer technology was used to analyze the language data and describe how English is used by NS across different registers (i.e., conversation, news reporting, fiction writing, academic writing). The *LGSWE* uses frequency counts and several thousand authentic examples of language use to describe what is most likely as well as what is possible in English. Several other

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[26] Curzan, A. and M. Adams. *How English Works: A Linguistic Introduction.* New York: Longman, 2005.
[27] Ohio State University Department of Linguistics. *Language Files: Materials for an Introduction to Language and Linguistics.* 9th ed. Columbus, Ohio: Ohio University Press, 2004.
[28] Biber, Douglas, Susan Conrad and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English.* Essex: Pearson Education Longman, 2002.
[29] Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad and Edward Finegan. *Longman Grammar of Spoken and Written English.* New York/London: Longman, 1999.
[30] Conrad, Susan, Douglas Biber, and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English Workbook.* Essex: Pearson Education Longman, 2002.

corpora have been collected worldwide and many are available online for teacher researchers and include samples of different varieties of English. Since descriptive grammar requires the use of authentic language samples, it is important to provide participants with access to resources.

Importance of Descriptive Grammar. Explicit study of descriptive grammar has several essential benefits for ESL/EFL teachers. Main benefits for teaching, assessment, and ideological stance include:

- It raises awareness of what language patterns or conventions look like in authentic, natural language use (as opposed to memorizing lists of abstract rules from traditional grammar, which are too often oversimplified and supported by fabricated examples).

- It facilitates discovery of the systematic language variation which occurs across registers and communication contexts (i.e., the natural structural and functional nature of the language which gives it flexibility and potential to change).

- It provides language tools which teachers need to analyze and evaluate their students' language use (e.g., an unexpected language item in writing could be a stylistic transfer from conversation); make pedagogical decisions which fit their students' needs (e.g., explicitly draw students' attention to specific conventions associated with writing which contrast with conversation); select or design appropriate language instructional materials; and evaluate their students' language development across different communication situations.

- When ESL/EFL teachers experience and discover the language variation that occurs in native speaker communication, they often develop a more democratic mindset in pedagogical practices (e.g., developing benchmark standards in education while

respectfully recognizing legitimate language variation which occurs across social roles and language learning stages).

It is important to emphasize that the role of descriptive grammar would be to help teachers discover what English structure looks like in actual language use (not idealized language use), and to learn how to analyze and evaluate their students' language use. In other words, teachers would use descriptive grammar as a tool to understand the complexity of the language they are teaching and to evaluate the language of their students. They would not necessarily teach descriptive grammar to their students (or at least, they would not do so extensively), since the role of grammar is to enhance (not dictate) the organization of learning, the practice of mental analytical skills, and the indexing of language learning.

Illustration of Descriptive Grammar. Several different kinds of synthesis (or discovery learning) exercises and projects would be used to help teachers develop skills for analyzing and evaluating student language use. Such exercises are intended to help teachers discover the structure of English in authentic language data, variation in form-function mapping which occurs across registers, and variation in language use which occurs across speakers (including their own and published professionals and professors) and standardized documents (e.g., dictionaries, thesaurus, traditional grammar books, ESL/EFL teaching materials). An example of an exercise which could be used to explore language variation and form-function mapping is in Appendix A.

Appendix A shows an activity that allows teachers to see how an English structure (coordinators or conjunctions) varies across registers (e.g., conversation vs. academic writing), and how the same language form can have multiple language functions (e.g., coordinators are used to add on ideas, contrast ideas, introduce alternatives, etc.). The exercise illustrates that authentic language does not use coordinators according to traditional grammar rules, in which

and adds an idea, *but* contrasts an idea, and *or* presents an alternative. Thus, the exercise helps teachers see how traditional grammar sometimes consists of hypothetical or idealized grammar rules. At the same time, it helps teachers see that the same lexical item (i.e., word) can have multiple meanings and functions, which correspond with the text around it and the communication purpose behind the paragraph (in writing) or episode (in speech). In other words, the proper use and meaning of a word (e.g., *but*) or syntactic feature (e.g., coordinating conjunction) depends on its discourse context (i.e., the text that surrounds the item) and communication context (i.e., the identity of the speaker and purpose of the communication).

Implementation of Descriptive Grammar. This type of applied language analysis exercise would be used in a TESL/TEFL program two main ways: a) in a descriptive grammar course that familiarizes teachers with the English language system for later use in materials development and learner assessment, and b) in other courses (e.g., sociolinguistics, second language acquisition, L2 teaching methods, L2 testing and assessment, teaching practicum) where teachers need to draw on such types of language analysis exercises to prepare teaching materials, assessment materials, or analyze their learners' language use. Specific illustrations of what this might look like in practice include:

a) Teachers could compare a sample of their own language use (how they use coordinators) with the descriptive grammar (this would raise their awareness of how their English language skills meet or contradict expected language patterns);

b) Teachers could analyze coordinators in student language samples, and compare the results to the descriptive grammar baseline description; or

c) Teachers could discuss how they might apply the exercise in their teaching, or modify the exercise to appropriately fit the age and language skills of their students.

4.3   Pragmatics

Definition of Pragmatics.   Pragmatic competence is a key component of strategic competence, involving knowledge of when and how to use particular language forms to perform desired language functions.   Authentic language input is not readily available in ESL/EFL textbooks, and teachers typically do not have the skills to create pragmatic learning exercises for their students[31, 32, 33]. Particularly for teachers in peripheral social contexts, they may have had infrequent interaction with native speakers and be unfamiliar with the rules for contextualized language use. Explicit instruction in pragmatics has been suggested for learners and teachers alike[34].

Importance of Pragmatics.   For ESL/EFL teachers, competence in pragmatics means understanding these concepts:

a) Language varies its structure systematically according to functions (e.g., starting or ending a conversation, expressing disagreement, apologizing, requesting, refusing).

b) Politeness and appropriate language use varies according to contextual features.

c) Contextual features have different levels of importance in different languages.

d) Speakers make sociopragmatic and pragmalinguistic choices when expressing speech acts.

Beyond a literal interpretation of the elements that make up language (vocabulary, grammatical structures, etc.), teachers need to understand how different language chunks

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[31] Bardovi-Harlig, K., B.A.S. Hartford, R. Mahan-Taylor, M.J. Morgan and D.W. Reynolds. "Developing Pragmatic Awareness: Closing the Conversation." *ELT Journal* 45 (1991): 4-15.

[32] Vellenga, Heidi E. "Learning Pragmatics from ESL & EFL Textbooks: How Likely?" *TESL-EJ Teaching English as a Second or Foreign Language* 8, no2 (2004): A-3. http://www. writing.berkeley.edu/TESL-EJ/ej30/a3abs.html.

[33] Vasquez, Camilla and Donna Sharpless. "Preliminary Findings from a Nationwide Survey on the Role of Pragmatics in the Graduate TESOL Curriculum." In preparation.

[34] Kasper, Gabriele and Carsten Roever. "Pragmatics in Language Learning." In *Handbook of Research in Second Language Teaching and Learning*, edited by Eli Hinkel, 317-334. Mahwah, NJ: Lawrence Erlbaum, 2005.

perform semantic moves (i.e., how the utterance "did you eat breakfast?" might function as a pre-invitation) in expressing different language functions (e.g., "excuse me" might function as an apology, an attention-getter or a reprimand, depending on the context). Teacher/learners can analyze salient pragmatic features of texts to see how contextual features affect language structure:

- *physical context* (e.g., location)
- *linguistic context* (e.g., tense)
- *epistemic context* (e.g., prior utterances)
- *social context* (e.g., familiarity)

Native speakers (of any language) frequently adjust their speech depending on a variety of contextual features, most importantly (for English) interlocutor status and degree of imposition, as in the example below:

Example

a) English NS to Friend/Classmate: "Hey, do you have a pen?"

b) English NS to Stranger/Professor: "Sorry to bother you, but I forgot my pen, do you happen to have one I could borrow?"

As evidenced in the example above, a request to an interlocutor of higher status often requires more mitigating expressions in order to result in a successful speech act, such as a request.

Illustration of Pragmatics. The three activities found in Appendix B use different methodological elements to raise awareness of the importance of pragmatics in language use. Activity 1 uses contrastive analysis to help nonnative speakers learn which contextual factors are important in their native language(s) and compare that to English. This awareness that language is socially situated and that different language forms can wield power is sometimes a new

concept, even for language teachers. After analysis of the relevant contextual features, teachers can perform similar activities with their students and tie in to issues of power and social status issues while dealing with issues such as titles, honorifics and other marked forms of politeness. Students then begin to have the tools to make sociopragmatic choices: whether or not to perform a given speech act, i.e., Can you really refuse to work overtime? Do you have to apologize for being 2 minutes late? The lesson module progresses with pragmalinguistic analysis: recognition of how particular language forms are tied to different levels of context. For example, who is the interlocutor and what is his/her status? What is the degree of imposition on the interlocutor? Particularly in requests, the use of indirect and conventionally indirect utterances is preferred in American English[35].

Activity 2 (see Appendix B) shows possible linguistic realizations with equivalent meanings but very different levels of illocutionary force. In making a request, "Can I have a X" could be more well received than "Give me X" or "I want X," which could result in pragmatic failure, oftentimes resulting in negative judgments against the speaker[36]. Learners can appear rude unintentionally[37], but may not be aware that their statement can be perceived as such. Learners are rarely forgiven pragmatic errors, though grammatical and pronunciation errors are overlooked by interlocutors. When learners have access to only one form, they are not making pragmatic choices, because that is the only form available to them and pragmatic competence requires making the correct choice of a particular form appropriate in a given context (Bardovi-Harlig, 2002).

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[35] Bouton, L.F. "A Cross-Cultural Study of Ability to Interpret Implicatures in English." *World Englishes* 17 (1988): 183-96.
[36] Thomas, Jenny. "Cross-Cultural Pragmatic Failure." *Applied Linguistics* 4 (1983): 91-112.
[37] Grant and Starks. "Screening Appropriate Teaching Materials: Closings from Textbooks and Television Soap Operas." *International Review of Applied Linguistics in Language Teaching* 39 (2001): 39-50.

Activity 3 (see Appendix B) calls for explicit metapragmatic and metalinguistic discussion of contextualized language use. Students may be asked to analyze and rate conversational samples to discuss success, appropriateness and politeness factors. In Activity 3, students look in detail at an interaction and may be asked to perform different levels of analysis, such as hypothesizing about contextual features such as interlocutor status and how changes in that relationship may affect linguistic production, using metapragmatic rating to rank efficacy of interactions[38, 39], as well as point out particular linguistic forms or formulae which indicate politeness. Rather than teaching a finite list of forms to use to accomplish certain language functions, these activities serve to provide teachers (and their students) tools to analyze language as it occurs and make autonomous decisions about how to use language.

Implementation of Pragmatics. This type of applied language analysis exercise would be used in a TESL/TEFL program two main ways: a) as a section in descriptive grammar course that familiarizes teachers with language use in different contexts, and b) in other courses (e.g., sociolinguistics, second language acquisition, L2 teaching methods, L2 testing and assessment, teaching practicum) where teachers need to draw on such types of language analysis exercises to prepare teaching materials, assessment materials, or analyze their learners' language use. Outcomes of pragmatic instruction include:

a) Competence in performing language functions successfully, politely, and appropriately.

b) Choice in being rude or polite intentionally[40].

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[38] Lee, J.S. and B. McChesney. Discourse Rating Tasks: A Teaching Tool for Developing Sociocultural Competence. *ELT Journal* 54, no. 2 (2002): 161-168.
[39] DeWaard Dkykstra, L. (2007, March 26). "The Metapragmatic Judgment Task as a Research Tool." Paper presentation at the 17th International Conference on Pragmatics & Language Learning, University of Hawaii at Manoa, Honolulu, HI, USA.
[40] Grant and Starks. "Screening Appropriate Teaching Materials: Closings from Textbooks and Television Soap Operas." *International Review of Applied Linguistics in Language Teaching* 39 (2001): 39-50.

c) Identifying semantic moves: "Did you eat breakfast?" as a pre-invitation.

d) Awareness of how language form does not always indicate language function: *Excuse me* might function as an apology, an attention-getter or a reprimand.

e) Tools for ethnographic investigation of speech acts in naturally occurring situations.

4.4   Discourse Analysis

Definition of Discourse Analysis. Discourse competence involves an understanding of language patterns, language functions, and form-function mapping in a spoken or written text (i.e., how meaning is created across clauses, sentences, and written paragraphs or spoken episodes). Competent language users can organize language patterns at the discourse level (e.g., paragraphs and episodes), they know which language functions to emphasize in different registers (e.g., informative functions in academic writing vs. interpersonal functions in casual conversation), and they have an awareness of variation in form-function mapping (e.g., *tense* may refer to time, but it often refers to the durativity, relevance, or credibility of propositional content). Discourse competence is also part of sociolinguistic competence, which involves knowing which propositions (i.e., ideas, notions, attitudes, feelings) and communication functions are appropriate to express or emphasize (e.g., cultures have different conventions for using, organizing, and emphasizing factual vs. personal information, precision vs. exaggeration, directness vs. indirectness, etc.[41]).

Importance of Discourse Analysis. For ESL/EFL teachers, competence in discourse analysis means understanding these concepts:

a) Language varies its structure systematically according to various functions throughout a text (e.g., starting a conversation, shifting topics, sustaining a topic, and

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[41] Holmes, Janet. *An Introduction to Sociolinguistics*. 2nd ed. New York/London: Longman/Pearson Education, 2001.

ending a conversation; introducing a narrative, portraying character identity, describing a setting, dramatizing conflict, and ending a narrative; introducing a project, explaining the motivation for the project, describing previous attempts, explaining the decisions for its procedure, presenting results, and drawing conclusions).

b) Since variation is systematic, language patterns can be pinpointed (e.g., which types of phrases indicate new ideas vs. conflicting ideas vs. recycled ideas), described and used in language teaching for learning objectives and assessment benchmarks.

c) Academic achievement hinges on understanding the discourse patterns of a disciplines.

d) Language varies and changes over time, even within a person's lifetime – this knowledge is essential to properly maintain standards and benchmarks.

Illustration of Discourse Analysis. There are three activities in Appendix C which use different methodological elements to raise awareness of discourse forms, functions, and variation (i.e., form-function variation across phrases, clauses, sentences and paragraphs). The activities also help teachers discover that different types of texts have different communication purposes which influence the selection and use of syntax and lexicon. This type of knowledge is particularly important since it has long been neglected in both L1 and L2 education. Activity 1[42] uses functional grammar and rhetorical analysis to identify the roles of sentences in a paragraph. It shows how information is selected, sequenced, and paced in expository writing. It also shows where different categories of information are placed (e.g., general then specific; abstract then concrete). Teachers can compare organization patterns and information categories between

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[42] Smith, Catherine. *Composition Notes*. http://spectrum.troy.edu/~catherinesmith.

different types of paragraphs (e.g., introduction, body, conclusion), different types of writing, or different categories of authors.

Activity 2[43] uses descriptive and functional grammar to demonstrate how a syntacto-semantic collocation pattern (i.e., a combination set of syntactic and semantic features) serves to create interest in academic writing. Teachers are presented with the pattern (i.e., simple aspect + nonpast tense + occurrence, causative, or aspectual verbs) and illustrations of its occurrence in authentic sentences from British and American academic journal articles. They can see the pattern's systematic occurrence as well as its manifestation across English dialects. They can also explore other collocation patterns for creating interest, or compare patterns used in writing vs. conversation, or in beginner vs. advanced levels of writing.

Activity 3[44] (see Appendix C) uses descriptive and functional grammar to show how a professional researcher selects different language forms to construct a comparative discussion of different viewpoints to arrive at a conclusion. This is a complex discourse function, and it is constructed by making properly selected formal linguistic shifts across multiple sentences. These linguistic shifts are infrequent (which is probably why students are told not to do them), but they play an important role in professional research writing. Teachers are presented with a list of syntactic and semantic shifts which occur in the text (e.g., simple present to present perfect, main clause to relative clause, existence verb to occurrence verb, active voice to passive voice). They are also presented with a list of language functions (e.g., expressing a relationship between a past event and present time, expressing a speaker's commitment to the relevance of past events, pacing the presentation of complex ideas, emphasizing the importance of concepts,

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[43] Smith, Catherine. "The Role of Tense-Aspect in L1 and L2 Writing." Ph.D. diss., Northern Arizona University, 2004.
[44] Smith, Catherine. "The Role of Tense-Aspect in L1 and L2 Writing." Ph.D. diss., Northern Arizona University, 2004.

presenting a conclusion to which the speaker is committed). After teachers match the formal shifts with their corresponding language functions (i.e., form-function mapping), they can see that such shifts may be rare but have important discourse purposes. They can also see how and where these shifts occur.

Implementation of Discourse Analysis. Discourse analysis exercises would be used in a TESL/TEFL program two main ways: a) in either a discourse analysis course or as part of a sociolinguistics course that introduces teachers to basic discourse analysis methods and analytical exercises, and b) in language teaching courses (e.g., L2 teaching methods, L2 testing and assessment, teaching practicum) where teachers need to draw on such types of exercises to prepare teaching materials, assessment materials, or analyze learner language. Specific illustrations of what this might look like include:

a) Teachers could compare a discourse analysis of their own classroom language use (their teacher talk) with that of their students (learner talk) to discover matches or discrepancies language input/output expectations.

b) Teachers could compare discourse patterns in learner academic writing with professional academic writing to discover discrepancies and identify language teaching items to focus on.

c) Teachers could compare discourse patterns in spoken vs. written texts to discover how differently language is used in different communication situations.

4.5   *Summary of Language Use*

The topics addressed in this section (descriptive grammar, pragmatics, discourse analysis) require teachers to think about language in new ways. First, teachers must think about language in descriptive terms (i.e., as it is actually used, not as it is idealized). Second, they must

understand that language consists of integrated, dynamic systems of meaning (not static, separate or distinct systems which comprise a hierarchical taxonomy)[45]. Third, they must realize that these systems are influenced by each other and the contexts in which they are used, and this interaction results in complex yet systematic language variation, the potential for language innovation, and the potential for language change[46].

Such a new conceptualization of language use has several essential benefits for TESL/TEFL teachers. They can develop an awareness of what language patterns/conventions look like in natural language use. They can also discover that language variation is systematic, and occurs in response to different situations of language use. Also, they can discover that similar language variation occurs in both NS (Native Speaker) and NNS (nonnative speaker) language use which, in turn, supports a democratic mindset toward language variation and change and World Englishes or nonnative varieties of English. Furthermore, being familiar with language analysis enables teachers to develop self reliance and confidence in themselves as teaching professionals as well as essential skills in:

a) selecting, developing or adapting learning materials;

b) designing accurate and effective benchmark descriptions and assessment criteria;

c) accurately evaluating student language use (e.g., an unexpected language item in student writing could be a stylistic transfer from conversation); and

d) arriving at appropriate pedagogical and curriculum decisions.

The techniques for innovations in language use outlined above would be integrated throughout the curriculum. In addition to strengthening teacher's linguistic knowledge itself, teachers need

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[45] Hoey, Michael. *Lexical Priming: A New Theory of Language.* New York/Abingdon, England: Routledge, 2005.
[46] Holmes, Janet. *An Introduction to Sociolinguistics*. 2nd ed. New York/London: Longman/Pearson Education, 2001.

to be equipped with applicable methodological and pedagogical strategies to become successful TESL/TEFL professionals, solution strategies for which are introduced in Section 5 below.

5.   Innovations in TESL/TEFL Programs: Language Teaching

5.1   Section Overview

As mentioned in Section 4.1, many TESL/TEFL programs do not incorporate recent innovations in TESL methods. Also, as mentioned in Section 1, many potential students (i.e., those from second- and third-circle countries) need support to meet personal, professional, or sociopolitical challenges (e.g., they live with sociopolitical conflict or in a war zone). Such needs are often not met in current TESL/TEFL programs, and so this paper proposes integrating intercultural understanding, intercultural communication, and effectiveness in applying new teaching techniques as regular curricular outcomes in TESL/TEFL programs.

To address these four areas of concern (TESL methods, intercultural understanding, intercultural communication, teaching effectiveness), this section presents solution strategies on the following topics: innovations in TESL methods, integrating multicultural literature, integrating conflict communication strategies, and integrating educational leadership. Presentation of information for each topic varies in response to the nature of the content, but in general, each section is organized according to these elements: a definition, an explanation of importance, and a discussion of implementation.

5.2   Innovations in TESL Methods

Definition and Importance of TESL Methods. While substantial research has been devoted to the study of TESL methods since Henry Sweet's 1899 seminal book *The Practical Study of Languages*[47], a basic definition includes a set of assumptions about the nature of language, a set of procedures for systematically selecting and presenting material, and a set of

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[47] Sweet, Henry. *The Practical Study of Languages*. Reprinted London: Oxford University Press, 1899.

definitions for the roles that learners, instructors, and materials play[48].   Usually, TESL/TEFL

programs overview the history of L2 teaching methods (e.g., Grammar Translation Method,

Audiolingual Method, Direct Method, Total Physical Response, Community Language Learning,

Suggestopedia, Communicative Language Teaching). Knowledge of these methods is important

to have in one's teaching repertoire, perhaps particularly an understanding of why one method

was abandoned for another. However, in addition to these older methods, it is important to know

newer practices which specifically address the psychological, sociological and acculturation

needs of learners as well as the needs of teachers to address diverse classrooms and

accountability expectations for accreditation.   To this end, the principles of *participatory

language teaching*, *sheltered language instruction*, and *authentic language assessment* are

showcased in this section.

Principles of Participatory Language Teaching. Participatory language teaching can

be seen as an innovation based on communicative language teaching (CLT). Like CLT, it sees

language learning as a social and cultural process (not something that happens to individuals in

isolation). In its most basic form, it involves offering students choices in their learning that are

meaningful to them, thus giving them a chance to experience democracy and develop an

understanding of their social roles and significance. Important principles include the following

elements[49]:   1) teachers address issues important to students' lives; 2) teachers and students

interact and collaborate with each other, and 3) teachers create classroom environments that

support transformation processes. Preferred language activities are those which remove imposed

social labels while helping students select definitions for themselves, and which empower

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[48] Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge UP, 2001.

[49] Richard-Amato, Patricia. *Making it Happen: From Interactive to Participatory Language Teaching*. 3rd ed. White Plains: Pearson/Longman, 2003.

students to assert more control over their academic, social, and economic future. Participatory language teaching also offers flexibility by supporting evolution from simple teacher-centered interaction at beginner levels to complex learning communities with full participation at advanced levels. Classroom manifestations may take a variety of forms, such as cooperative learning, peer teaching, experiential learning, thematic investigative learning, task-based instruction, and content-based instruction.

Principles of Sheltered Language Instruction. Sheltered instruction draws on a wide range of pedagogical research and proposes a unified approach for effective teaching in highly diverse classrooms (i.e., settings in which students have a very wide range of language abilities, learning strategies, emotional states, etc.). It also offers a simple, concrete pathway for fulfilling education standards to institutions whose educators range from little to extensive experience. Its principles are based on an extensive range of techniques[50]: 1) teachers systematically match language and content objectives (so that lesson substance provides a meaningful context for language learning, and language items are selected which provide essential building blocks for content learning); 2) teachers modulate language exposure (e.g., through demonstrations, graphic organizers, cooperative learning, learning strategies) to make content comprehensible and connect new learning to students' personal background and past learning; 3) teachers use interaction between texts, students, and themselves to model participation in discourse communities, teach functional language skills (e.g., disagreeing, persuading, interrupting), and model applications of new knowledge; and 4) teachers provide supplementary materials and adapted materials in which inaccessible content concepts are broken down into accessible bits of information (instead of being simplified or omitted so that some students are systematically

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[50] Echevarria, Jana, MaryEllen Vogt and Deborah Short. *Making Content Comprehensible for English Learners: The SIOP Model*. 2nd ed. Pearson/Longman, 2004.

deprived of learning). Additionally, sheltered language instruction encourages teachers to regularly examine widely used teaching practices in a critical manner to identify teaching gaps that are ineffective or low in quality and need improvement.

Principles of Authentic Assessment in L2 Learning. Authentic assessment uses activities which are consistent with classroom and real-life tasks to detect growth in students and inform pedagogical choices[51]. It departs from a transmission model of instruction (in which students memorize a set of discrete points) and instead adopts a constructivist model of learning (in which students construct meaning from multiple, scaffolded interactions). It requires students to apply knowledge and procedures to solve problems and demonstrate complex thinking and language skills. Since authentic assessment is intrinsically linked to classroom and real-life tasks, it has high reliability and content validity. Additionally, it motivates teachers to consistently map learning objectives to learning activities and assessment measures, so that development, assessment and curriculum are coordinated and supportive of each other. There is a wide range of authentic assessment activities which promote equity in diverse classrooms, many of which are familiar to teachers: interviews, think-alouds, role plays, debates, text retelling, writing samples, exhibits, demonstrations, reciprocal teaching, teacher observations and anecdotal records, portfolios, etc. Authentic assessment simply requires teachers to systematically evaluate and record these to show learning curves over time (e.g., using holistic scores). Authentic assessment also includes self-assessment (e.g., learning strategies, study plans) which promotes self-awareness and autonomy.

Implementation of Innovative TESL Methods. The innovations in TESL methods presented in this section focus on the link between language, learners, and society.

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[51] O'Malley, J.M. and L. Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. White Plains: Longman, 1996.

Implementing the suggested innovations benefits students by providing language instruction specifically designed to stimulate their interests, model positive relationships with self and others, establish personal autonomy, and support social participation and positive identity development. Furthermore, the suggested techniques in authentic assessment allows a more sensitive identification of growth and development in language ability, content knowledge, and interpersonal or social skills.

5.3   *Integrating Multicultural Literature*

Definition and Importance of Multicultural Literature. Multicultural literature can be defined as texts that represent a variety of identities and cultural perspectives; particularly essential are those texts which represent the identities of a program's students as well as any target language cultures. Using multicultural literature in TESL/TEFL programs is important for developing intercultural understanding as well as language skills in several ways. First, it can raise the self-esteem of various ethnic groups by affirming identity[52]. Identity affirmation is often crucial for building confidence and a sense of safety for social peripheral individuals, who may be targeted with several types of harassment[53]. For some social peripheral groups, integrating multicultural literature (or creative texts the students themselves create) is a powerful motivator in adult or adolescent literacy development[54]. Second, it can increase respect and appreciation for cultural diversity, including different ideologies and lifestyles. It does this by providing a context removed in time and space in which to explore unfamiliar issues and practices and build cultural awareness, understanding, and respect.   Third, comparative

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[52] Tighe, Mary Ann, Prof. of Language Arts, Troy University, written communication, 13 June 2006.

[53] Brantmeier, Ed. "Language, Cultural Assimilation, and National Identity: Euro-American Attitudes about Non-English Language Use at a U.S. Midwestern High School." Paper presented at the Oxford Round Table on ESL/Bilingual Education, March 18-23, 2007, Oxford, England.

[54] Klein, Ann. "Motivating Adolescent Immigrants: From the Trenches of Our War on Illiteracy." Paper presentation at the Oxford Round Table on ESL/Bilingual Education, March 18-23, 2007, Oxford, England.

sociopolitical analysis of texts over time periods historicizes contemporary ideologies and promotes democratic thinking (i.e., we can see where our ideas and assumptions about things come from, and understanding the origin of an ideology within a sociopolitical context along a timeline can help develop a more democratic mindset). Fourth, it provides a memorable context for whole language teaching[55]. Fifth, it can illustrate different types of world Englishes and encourage language performance.

Implementation of Multicultural Literature. The integration of multicultural literature into language teaching can be conceptualized in four approaches[56]: 1) a *contributions approach* focuses on heroes and holidays; 2) an *additive approach* focuses on ideas and perspectives; 3) a *transformative approach* requires students to examine concepts or issues from several different ethnic or social viewpoints, and arrive at an understanding of how a situation is a synthesized composite of these different viewpoints; and 4) a *social action approach* builds on the transformative approach by asking students to apply their learning to a solve a problem or make decisions.

Suggestions for Multicultural Literary Texts. For literature to be effective in supporting the last two approaches (transformative and social action), it is proposed that several topical categories of both written and spoken texts be used raise awareness and engage critical thinking about literacy and culture at the problem-solving level. Illustrations of topics and literary texts that support an understanding of these topics are presented in Figure 2[57]. The

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[55] McKay, Sandra Lee. "Literature as Content for ESL/EFL." In *Teaching English as a Second or Foreign Language*, 3rd edition, edited by Marianne Celce-Murcia, 319-332. Boston: Thomson/Heinle & Heinle, 2001.
[56] Banks, J.A. and C.M. Banks, eds. *Multicultural Education*. Boston: Allyn and Bacon, 1993. Cited in Morey, Ann Intili and Margie Kitano. *Multicultural Course Transformation in Higher Education: A Broader Truth.* Boston: Allyn and Bacon, 1997.
[57] The inclusion of oral traditions is important to raise teachers' awareness of different attitudes towards literacy and its role in education and acculturation (Scribner, Sylvia and Michael Cole. *The Psychology of Literacy*. Cambridge, Mass: Harvard UP, 1981).

sequencing of the texts is deliberate, and moves students through a sequence of ideological states: explicitly aggressive, insidiously aggressive, problem solving, conscientious/peaceful.

Figure 2: Multicultural Literature for Promoting Inter-Cultural Understanding

Topics	Literary Texts
Texts that address the complexities of overt fascism, such as genocide or colonialism.	*Ladies and Gentlemen to the Gas Chamber* by Borowski *The Old Chief Mshlanga* by Lessing
Texts that address the insidious psychology of "social fascism" (i.e., excessive control, neglect, monitoring or consumer-type relationships.	*The Barking* by Bachmann *Flowers of Evil* by Baudelaire *In Camera* by Saadawi
Texts that illustrate challenges in overcoming a psychology of control (e.g., political/economic instability, physical/emotional fatigue).	*Reply to Sor Filotea de la Cruz* by Sor Juana de la Cruz *Pedro Páramo* by Rulfo
Texts that portray committed, conscientious, and compassionate attitudes in human and environmental relationships.	*Superman and Me* by Alexie *Reflections on a Mote of Dust* by Sagan *Yellow Woman* by Silko

Suggestions for Multicultural Literature Activities.   Supplementary pre-reading, during reading, and post-reading activities are essential to help students compare texts across time and discover where cultural values, beliefs and assumptions originate.   There are many different types of activities that can be used.   Two basic illustrations (which can be applied in various ways) include:

- *Graphic organizers* practice language skills and support comprehension, analysis, and making inferences, and these can be based on a variety of different frameworks.

- *Double-entry journals* develop language and critical thinking skills: Reaction Journal (lines from the reading vs. reaction from the learner), Co-Authored Reading Journal (reaction from one student vs. reaction from a reading partner).

Sample activities in Appendix D show possible realizations of graphic organizers and double-entry journals which can be used to help students with language issues as well as cultural awareness issues related to the integration of multicultural literature.

5.4   Integrating Conflict Communication Strategies

Definition and Importance of Conflict Communication Strategies.   Communication strategies can be simply defined as a set of conceptualizations which direct decision making and a set of language expressions which clearly and succinctly convey a viewpoint.   Often, rehearsal and noting listeners' reactions are helpful in designing appropriate communication strategies. Research in applied linguistics establishes that social groups share similar values, but these values are emphasized in different ways or manifested differently across cultures (e.g., all cultures value politeness, but polite behavior is constructed in different ways across cultures)[58]. This creates potential for conflict and inappropriate decision making.   Thus, this paper proposes

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[58] Wolfson, Nessa. *Perspectives: Sociolinguistics and TESOL.* Boston: Heinle & Heinle, 1989.

including inter-cultural communication strategies in TESL/TEFL programs. Specifically, the paper proposes incorporating "Teaching Tolerance" curriculum.

Implementation of Conflict Communication Strategies. "Teaching Tolerance" is a curriculum developed by the Southern Poverty Law Center which promotes appreciation for diversity and offers communication strategies for negotiating conflict[59]. In 1991, the SPLC began expanding its message to schools, and today its curriculum serves as a model of tolerance education used by more than 600,000 educators worldwide. Central to the SPLC curriculum is its definition of tolerance, which is extends the UNESCO definition:

- Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference. – UNESCO

- We view tolerance as a way of thinking and feeling — but most importantly, of acting — that gives us peace in our individuality, respect for those unlike us, the wisdom to discern humane values and the courage to act upon them. – SPLC

The SPLC curriculum is extensive and includes activities, materials, and regular publications on diversity. An illustration of the curriculum is in Figure 3, which presents examples of topics/tasks (left column) and illustrations of how they could be applied to language activities (right column).

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[59] Southern Poverty Law Center. Teaching Tolerance: Pioneering Anti-Bias Education. http://www. splcenter.org/center/tt/teach.jsp.

Figure 3: Activities for Integrating "Teaching Tolerance" in TESL/TEFL Programs

Topic/Task	Language Practice
Responding to Bigoted Comments	Develop dialogs that apply the six strategies: be ready, identify/describe the behavior, appeal to principles, set limits, find/be an ally, be vigilant.
Deconstructing Prejudice	Readings, exercises, and quizzes which critically examine male bashing, language which homogenizes sexuality, etc.
Task-Based Communication	"Making Every Victim Count" Campaign "Mix it Up at Lunch" Campaign

Such materials could be integrated into the TESL/TEFL program as part of course work on both language analysis and language teaching (e.g., critical discourse analysis or Foucauldian discourse analysis of relevant language samples, demonstrations of language teaching methods, project assignments on language materials design, peer teaching, and ESL teaching practicum). For L2 teaching, the materials provide authentic input for developing activities. A major benefit of using these materials in L2 teaching is that they illustrate pragmatic skills omitted in language textbooks (to the authors' knowledge, no ESL textbooks illustrate what assertive communication[60] looks like).   Also, these communication strategies in combination with experiencing respect from program instructors and mentors are considered crucial to the learning success of individuals from social peripheral contexts.

5.5   *Integrating Educational Leadership*

Definition and Importance of Education Leadership for TESL/TEFL Programs. Leadership can be defined in different ways according to culture and context.   The current project defines educational leadership in terms of participation and confidence in the attitudes and behaviors listed below.   These are considered crucial for building effectiveness in program participants' teaching.

- Applying techniques for language research and language teaching, and sharing them with one's peers.

- Applying strategies for learning, time management, and personal well being[61], and sharing them with one's peers.

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[60] Assertive communication refers to language that a speaker uses to calmly represent one's viewpoint in situations where speakers with different levels of social power have conflicting viewpoints.

[61] Specific strategies for these leadership behaviors are addressed by Kathryn Maxwell, Gavilan College (Maxwell, Kathryn. "Styles and Strategies in Second Language Learning." Paper presented at the Oxford Round Table on ESL/Bilingual Education, March 18-23, 2007, Oxford, England.).

- Applying communication strategies, including those addressed in Teaching Tolerance, in challenging scenarios associated with the profession (e.g., confronting colleagues about linguistically or culturally biased education, such as "English Only" teaching practices or school policies).

- Learning about and developing respect for other cultures, including extra-curricular study tours and community service related to culturally available resources

- Learning how to teach language without imposing an unwanted cultural ideology and also while maintaining a sense of self[62]).

- Learning how to manage learning in a way that facilitates creativity[63].

Implementation of Educational Leadership. Development of these attitudes and behaviors would be supported as a product of course work, extra-curricular activities, and pairing participants with a faculty mentor at the outset of their training. Figure 4 summarizes implementation of educational leadership objectives and activities in TESL/TEFL programs.

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[62] A program for developing this leadership behavior have been developed by Jennifer Eddy, Queens College-City University of New York (Eddy, Jennifer. "Through a Cultural Lens, Darkly: Revelations on Adaptability, Perspectives, and Applications for Language Teacher Education." Paper presented at the Oxford Round Table on ESL/Bilingual Education, March 18-23, 2007, Oxford, England.)

[63] Florida, Richard and Jim Goodnight. "Managing for Creativity." *Harvard Business Review: OnPoint*, Spring 2007, 38-51.

Figure 4: Educational Leadership Plan for TESL/TEFL Programs

LT Objectives	Activities to Support LT Objectives
Apply language research and language teaching techniques.	Pair participants with a faculty mentor at the outset of the training. Assign demonstrations of language teaching techniques as part of TESL methods course work. Pairs of participants meet with a faculty mentor to do role-plays on sharing training and discussing questions/concerns. Hold regularly scheduled meetings (e.g., one hour per day) to review concepts and techniques and their application. The mentoring experience would be assessed to determine its effectiveness (e.g., after a twelve month period, participants will be surveyed to by telephone, e-mail, and/or in-person contact).
Apply strategies for learning, time management, and personal well being.	Assign demonstrations of strategies (e.g., designing study plans, organizing time tables, doing progressive muscle relaxation). Hold regularly scheduled meetings to review strategies and address questions or concerns.
Apply "Teaching Tolerance" communication strategies.	Assign analysis of "Teaching Tolerance" curriculum as part of language analysis course work (i.e., pragmatics, discourse analysis). Assign demonstrations of communication strategies as part of TESL methods course work. Assign materials development projects which use "Teaching Tolerance" for authentic language input as part of TESL materials course work. Pairs of participants meet with a faculty mentor to do role-plays. *Examples*[64]: 1) Your principal enforces an English Only policy in the school's teaching practices. 2) Your colleague complains about and penalizes students from Japan who constantly talk to one another about their assignments and do not participate in class discussion.
Learn about and develop respect for other cultures.	Assign analysis of multicultural literature as part of language analysis course work (i.e., pragmatics, discourse analysis). Assign language teaching demonstrations of multicultural literature as part of TESL methods course work. Assign materials development projects which use multicultural literature for authentic language input as part of TESL materials course work. *Example*[65]: 1) Do a study tour to the Rosa Parks Museum, and identify the five levels of prejudice in museum displays (name calling, avoidance, discrimination, harassment, genocide). 2) Volunteer to teach a skill you have at the local senior center.
Manage learning in a way that fosters creativity.	Instructors balance structured time with unstructured time. Unnecessary monitoring and bureaucratic practices are eliminated. Instructors collaborate with learners on projects to neutralize anxiety associated with social power differences. Instructors solicit and respond pro-actively to learner feedback.

[64] Spezzini, Susan, Prof. of Education/TESL, University of Alabama-Birmingham, email correspondence, January 27, 2007.
[65] Davidson, Barry, Prof. of Post-Secondary Education, Troy University, personal interview, April 27, 2007.

5.6   *Summary of Language Teaching*

The topics addressed in this section (TESL methods, multicultural literature, conflict communication strategies, and educational leadership) require acknowledgement and fulfillment of the special needs and challenges that TESL/TEFL program participants often face. It is important to teach teachers how to be assertive (i.e., communicate clearly, respectfully, and honestly), while at the same time teaching teachers how to teach their students to be pro-active. Additionally, incorporating the suggested innovations in TESL methods, multicultural literature activities, conflict communication strategies, and educational leadership strategies benefits participants and their future students by providing language instruction specifically designed to stimulate their interests and positive identity development, establish personal autonomy, and model social participation and positive relationships with self and others.

6.   Conclusion

The description of innovations in TESL/TEFL training curriculum for use with individuals from peripheral social contexts involves increasing program accessibility and effectiveness in several novel ways. Removing barriers to admission by streamlining the application process and lowering the language requirements in addition to providing supplemental support (including content-based instruction techniques, the incorporation of communication technology options, and associated human support) allows more individuals to participate in TESL/TEFL training. In particular, the program presented in this paper is designed to support students from second- and third-circle countries where qualified EFL teachers are most difficult to produce.

Programmatic efficacy is enhanced through a cohesive curriculum involving scaffolded elements which serve not only to build the language skills of nonnative speaking teachers but

also give them tools to apply their knowledge pedagogically. The incorporation of innovative language analysis tools from applied linguistics such as descriptive grammar, pragmatics and discourse analysis gives teachers updated approaches for viewing traditional structures and creating courses and activities which benefit their learners with foundational language skills which are essential for academic and professional success. Additionally, implementation of TESL methods (participatory language teaching, sheltered language instruction and authentic assessment) and integration of multicultural literature, conflict communication strategies, and educational leadership training can affect a revolution in situations where English is used and taught as a second or foreign language. Furthermore, incorporating these modern elements in extant TESL/TEFL training programs can encourage professional development and generate effective empirical studies on the second language learning process, which can serve simultaneously to meet the global demand for trained professional English teachers as well as contribute to the greater applied linguistics research community.

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Descriptive Grammar Activity

Normed Frequency Counts for *And*, *But*, *Or* per 1 Million Words

	Conversation	Fiction	News	Academic Writing
And	20,000	29,000	20,000	27,000
But	6,000	6,000	5,000	3,000
Or	3,000	2,000	1,000	6,000
TOTAL	*29,000*	*37,000*	*26,000*	*36,000*

Instructions: Using Figure 1, which two registers have the highest frequency counts for all three coordinators? The lowest? Which coordinator is the most frequent across all of the registers? Which two registers have the highest frequency count for this coordinator? Which two registers have the highest frequency count for *but*? For *or*?

Instructions: Look at the samples below of two registers (conversation and academic prose), and answer these questions: What is the function of *but* in the samples of conversation? What is the function of *or* in the samples of academic prose? How do these coordinators serve the communication purpose of each register? (Hint: Do the coordinators add one idea to another, show contrast, introduce alternatives?)

Conversation Samples
A: So do you guys feel like – do you feel like she is an acquaintance that you feel inclined to keep in touch with or do you feel like this is my mother.
B: Well I feel that way **but** I don't think Willy and Sarah really do.
A: **But** you feel like she's your mother.
B: Oh yeah.

C: Then we change trails and we go onto a primitive trail kind of <…> and it's steep at times, and there's poison oak along the way, **but** it's, you know, you can walk around in it, you don't have to worry about it <…>

D: Our dog gets cranky if he doesn't get his sleep and he's too big to be cranky.
E: Oh great.
D: **But** he's new so don't worry.

F: And today you should have packed one* when I gave it to you, no? <*one = an inhaler to treat asthma>
G: Yeah **but** I don't remember what I packed it in.
F: **But** I mean you did pack it somewhere?
G: Yeah.

Academic Prose Samples
a) In a text we can study style in more detail, and with more systematic attention to what words **or** structures are chosen in preference to others.
b) These areas may have either high **or** low sulfur content.
c) Plants of several natural orders were grown in surroundings free from ammonia **or** any other nitrogen compound.
d) Alternatively, the exhaust heat may be used to produce hot water **or** steam for district **or** factory heating, hot gas **or** steam for some chemical process, hot gas for distillation plants, **or** steam for operating an absorption refrigerator in water chilling **or** air-conditioning plant.

Note: This exercise is from Conrad, Biber and Leech (2002, pp. 9-10).

Appendix A: Descriptive Grammar Activity

Pragmatics Activity 1: Use Contrastive Analysis to Discover Language Patterns in L1 vs. L2 Politeness (Vellenga 2003)

🌐 *World Communication*

Your Language vs. English

ⓘ Different languages have different ways of making communication work. Some languages require speakers to use different forms when talking to different people. What are some ways your language changes depending on the person you are talking to?

🗒 write some ways here:

           verb endings

           titles (sir, ma'am)

Pragmatics Activity 2: Give Explicit Information on How Word/Phrases Construct Pragmatically Appropriate Utterances (Vellenga 2003)

Different modal verbs express different levels of politeness when making a request:

Modals

MORE   LESS

       MAY I   COULD I   CAN I

←————— WOULD YOU   COULD YOU   WILL YOU   CAN YOU —————→

POLITE   POLITE

would you mind**…**

would you be able to**…**

would it be possible to..

When making a higher-impact request in English, it is important to provide a reason for the request in addition to using modals to phrase the actual request:

Reasons
- *My car had to go into the shop this morning and won't be ready until tomorrow.* Would you be able to give me a ride home?
- *My roommate's crazy friends are coming over again tonight and I don't want to hang out with them.* Do you want to go to a movie with me?
- *Student provides an example.

Appendix B: Pragmatics Activities

Pragmatics Activity 3: Perform Pragmatic Analysis of Language Conversations (Vellenga 2003)

In English, speakers usually prefer to be indirect to give the listener an opportunity to say "no". It is much easier to say "no" to an indirect request. Each time you see an , the listener has an opportunity NOT to continue the conversation until eventually the invitation is issued (line 9).

A: Hey, how are you?	1
B: Good, what's up?	2
A: I just heard that the new Star Trek movie is playing in town. ⊗	3
B: Really?	4
A: Yeah, don't you like Star Trek? ⊗	5
B: I love it!	6
A: Do you have free time this weekend? ⊗	7
B: Sure.	8
A: Do you want to go on Friday? ⊗	9
B: Yes, but after 8pm. I have to work.	10

What expressions indicate politeness? Underline them.

Appendix B: Pragmatics Activities (continued)

Discourse Analysis Activity 1: Use Corpora to Perform Discourse Analysis of Written Texts (Smith 2007)

Framework for Describing Discourse Organization of Expository Prose: Assertion (As), Explanation (Exp), Illustration (Ill), Logical Link (LL)

Instructions: Read the paragraph below and mark the four different paragraph parts (As, Exp, Ill, LL). Are they all there, and in the correct order? How many sentences are devoted to the illustration as opposed to the other paragraph parts? Is the paragraph clear and easy to understand?

(As) The rooftop outside my bedroom is an influential place to me. **(Exp)** After I spend time on the roof, I become a more patient, relaxed person. Whenever I am frustrated or tired, I take a few minutes to sit on the rooftop and get out of the world. **(Ill)** I love nature, and from the rooftop, I can look out across acres of pasture and forest. Each season brings something new and different. In the spring, I watch young fawns covered in white spots run and play in the open field while their mothers nervously look about. A mother turkey feeds in the pasture. Her head barely pokes above the high grass. She leaves a trail of swaying grass where her young follow behind her. In the summer, I am treated to my own personal symphonies. At the end of the sweltering days, the forest comes alive: crickets chirp, frogs croak, and the wind whistles through the grass and roars in the tree tops. In my favorite season, autumn, the forest becomes a collage of color. The brown oak leaves are highlighted in spots by red and yellow maples and evergreen pines. The air begins to dry and blows cool and fresh on my face. In the winter, the air is crisp and clean, and the northern sky shimmers at night. On a clear night, millions of stars are visible, sparkling and twinkling. The Big Dipper hangs over the pasture with Polaris only a few inches away. The Milky Way is a blurry white cloud floating across black sky. **(LL)** I see all of this from my rooftop, and I lose my problems in the face of such beauty. Whenever I realize that I am too caught up in work or have just become frustrated, I have an escape. All my cares and worries leave me, and I am able to think clearly. Prayer comes easily because I feel the presence of God all around me. My time alone outside on the rooftop allows me to relax, and I am able to carry that carefree attitude back into the world.

Appendix C: Discourse Analysis Activities

Discourse Analysis Activity 1: Form-Function Mapping in Discourse (Smith 2004)

One communication objective in academic writing is *creating interest* in the topic. This is achieved using this basic collocation pattern: **simple nonpast + occurrence/causative/ aspectual verbs**.

Form-Function Mapping in Academic Discourse:
- Simple nonpast VPs + occurrence verbs express relevant occurrences, problems, and innovations that *contextualize* and *problematize* the topic **(a-c)**.
- Simple nonpast + causative verbs express relationships between data observations and real-world phenomena (*applications*) **(d-e)**.
- Simple nonpast + aspectual verbs *narrate* the evolution of disciplinary scholarship, theoretical models and frameworks, and the organization of the text itself **(f-h)**.

a) Historically, it is a system apparently ripe for various kinds of reanalysis: older principles appear to be discarded; new principles **become** normative. (BrAc)
b) Three problems **arise** in conducting and interpreting CALL research when instructional activities are described solely by the researcher 's holistic impressions. (AmAc)
c) Bahktin, for example, **develops** a set of contrasts between language and speech, in which speech and utterance refer to the actual communicative activity of people at specific times and places.
d) On the other hand, generic lexical choices and chaining of finite clauses **allow** the speaker to develop and illustrate a point without prior preparation and planning. (Linking) (BrAc)
e) A register reflects the context of a text 's production and at the same time **enables** the text to realize that context. (AmAc)
f) Scholarship in this vein **continues** today, often focusing on similarities and differences between naturalistic or unschooled second language acquisition… (AmAc)
g) During the first two steps of the context adaptive model, these issues and themes **begin** to emerge, leading to the development of a preliminary thematic framework. (AmAc)
h) We **begin** with a summary of current approaches for describing CALL activities, noting their shortcomings. (AmAc)

Note: BrAc = British Academic Writing; AmAc = American Academic Writing

Appendix C: Discourse Analysis Activities (continued)

Discourse Analysis Activity 3: Form-Function Shifts in Discourse (Smith 2004)

Academic writing does not use dialog like fiction does, but it does have ***discussion*** which negotiates different perspectives. This is a very complex discourse function, and it is constructed by making properly selected formal linguistic shifts across multiple sentences. These linguistic shifts are infrequent (which is probably why students are told not to do them), but they play an important role in professional writing.

The text below has a series of formal shifts which construct a ***debate*** in which ***different perspectives are represented and negotiated*** to arrive at a ***conclusion***. Multiple formal shifts occur, including: perfect (bold italics) vs. simple aspect (bold); main vs. object relative clauses (underline); occurrence vs. communication vs. existence verbs; and active vs. passive voice. These formal shifts express different functions (listed below). Match the functions in the list to the linguistic features in the text.

1) ***Relationships between relevant past events and present time*** (perfect nonpast) (e.g., *A debate has developed around the value of certain composition pedagogies for NNS students*)
2) ***The speaker's commitment to past events*** (simple nonpast) (e.g., *Ramanathan and Atkinson see voice as marking a commitment to a culturally valued model*)
3) ***Elaboration on complex concepts*** (object relative clauses) (e.g., *Johns implies that this pedagogical package is cruelly unfair to L2 students*)
4) ***Emphasis on important abstract concepts*** (passive voice) (e.g., *The alternative pedagogies are rooted in sociolinguistic notions of discourse*)
5) ***A credible conclusion to which the speaker is committed*** (simple nonpast) (e.g., *They emphasize initiating students into the practices, genres, and conventions of academic and disciplinary writing*)

A debate **has developed** around the value of certain composition pedagogies for NNS students, whether in ESL or L1 composition courses. One of the key terms <u>around which</u> this debate ***has been centered*** **is** voice. Ramanathan and Atkinson […] and Ramanathan and Kaplan […] ***have argued*** <u>that</u> voice **is** a distinctive marker of an expressivist ideology <u>that</u> **favors** L1 students, especially those from educated, middle or upper class backgrounds. Ramanathan and Atkinson **see** voice as marking a commitment to a certain culturally valued model of the western self. They **suggest** <u>that</u> this romantic ideology **is** deeply entangled with composition pedagogies <u>that</u> **emphasize** student ownership of texts, implicit learning, nondirective teaching, and student discovery of ideas and form through processes of reflection and revision. Johns […] **implies** <u>that</u> this whole pedagogical package **is** cruelly unfair to L2 students, <u>that</u> it **amounts** to an exclusionary practice. The alternative pedagogies <u>that</u> Ramanathan, Kaplan, Atkinson, and Johns **offer** ***are rooted*** in sociolinguistic notions of discourse communities. They **emphasize** initiating students into the practices, genres, and conventions of academic and disciplinary writing, involve more teacher directed and explicit instruction, and generally **call** for classroom practices <u>that</u> **are** consonant with the cultural ideologies students already hold. (AmAc)

Appendix C: Discourse Analysis Activities (continued)

Multicultural Literature Activity 1: Graphic Organizer (Smith 2007)

Topic	Language Practice
Sociopolitical Context	What social or political events surround the text?
Philosophy/Science Context	What inventions or changes in thinking surround the text?
Literary Devices	What literary devices does the author use? Are any of these symbols for events or changes in the context?
Author/Characters	What do the characters value, believe, or assume (based on what they do and say)? What does the author want us to understand?

Multicultural Literature Activity 2: Graphic Organizer (Richard-Amato 2003)

Topic	Language Practice
Theme	
Setting	Time: Place:
Conflict	Protagonist: Main Goal: Antagonist:
Characters	1. 2. etc.
Plot (Series of Events)	1. 2. etc.

Appendix D: Multicultural Literature Activities