"A Pursuit of Sustainable Teaching for ESL Learners: A Review Study of Prevalent and Succeeding ESL Teaching Philosophies"

Researchers:

(1) Hina Muhammad Sardar

Lecturer in English

(2) Zainab Saeed Khurshid

English Language Instructor

(3) Razaullah Khan Zainullah

Lecturer in English

English Language Institute, Jazan University,

Kingdom of Saudi Arabia

Abstract:

Educators specializing in English as a Second Language (ESL) face the daily challenge of selecting the most effective strategies and resources for their classrooms. These decisions are influenced by philosophical and theoretical factors, as ESL teachers carefully consider their approach and methodology. The purpose of this article is to examine how different pedagogical principles impact the teaching and learning of ESL. To achieve this, a comprehensive review of existing literature was conducted, analyzing secondary data. A total of fifteen scholarly articles, which had undergone peer review, were gathered and analyzed to draw meaningful conclusions. The researcher will discuss the implications and insights derived from the study of how various pedagogical stances affect students' linguistic development, interpersonal competence, analytical reasoning, and cultural sensitivity.

Keywords: Teaching philosophies, Theoretical considerations, Teaching and learning, ESL, Pedagogical tenets

Introduction:

The pedagogical stance taken by a teacher has significant implications for how they choose to teach and the results their students achieve. Understanding the effects of various pedagogical approaches on students learning English as a second language (ESL) is a pressing concern in the field of education. Educators' choices of pedagogical stance, instructional strategy, and assessment instrument are all heavily influenced by their underlying educational philosophies (Danner & Ofuani, 2022). Teachers of English, and especially of English as a second language (ESL, the traditional term for the study of English by non-native speakers in an English-speaking environment, such as the situation in Nigeria), make several choices every day about how to approach their lessons and what resources to use with their students. Is the Grammar-Translation Approach better or is the Communicative Approach better for teaching language? Should they teach reading using basal readers or graded readers? How should they evaluate the many facets of language proficiency? Teachers' ideas and philosophies are typically reflected in their responses to these questions, as well as their behaviours and decisions. Understanding the philosophical underpinnings of their pedagogical aims may help educators more critically assess how their actions will affect their students' development as a whole.

In international interactions, English serves as a de facto lingua franca. There is a huge variety of spoken English classes available in all fields and from all corners of the globe. Good command of spoken English is essential for success in using the internet, the media, and any other means of communication. No one doubts that he won't succeed until he can communicate well in English. Speaking, or oral communication, is essential because it enables us to convey our ideas, emotions, and information to others. Learning how to communicate effectively in a language is essential. The ability to communicate effectively is prioritized among the other four talents. Hearing native speakers of English allows ESL students to gauge their progress. Due to the high demand for English, several professionals and academics have proposed many measures to boost ESL students' oral proficiency (Verderber, Verderber, & Sellnow, 2013).

A teacher is someone whose oratory talents motivate students to become engaged in their education. Teachers of foreign languages may help their students become more confident public speakers by using strategies such as brainstorming, CLT, story-telling, group and pair work procedures, and enjoyable games like Guess the Things (Thornton, 2005). The instructors may model how they would go through an exercise like "Speaking about themselves" for the students. Since the students believe their teachers when they talk about themselves, they keep talking about themselves. For pupils to develop their oral communication and creative thinking skills in a fun and enjoyable setting, instructors should encourage them to use as many sentences as feasible (Thornton, 2005).

Teaching Philosophies

A teacher's philosophy incorporates their guiding concepts, beliefs, and values that shape their approach to teaching, pedagogy, and classroom management. Teachers may use it as a stepping stone to develop other methods of student engagement, motivation, and learning facilitation. The specific difficulties encountered by students studying English as a second language elevate the importance of a teacher's guiding ideology in the ESL classroom.

The learning experiences and results of ESL (English as a Second Language) students are profoundly influenced by teachers' underlying ideologies. These ideas may have important and far-reaching consequences. Student-centered learning has become a widely accepted approach to education. This method encourages students to take charge of their education by catering to their interests and strengths (Shafi & Masood, 2023). Learning environments for English as a Second Language (ESL) students may be made more welcoming and interesting by adopting a student-centered approach to instruction. Language learning isn't the only talent fostered by this method; problem-solving, creativity, and clear communication are all nourished.

Communicative language instruction (CLT) is another important approach to education. The focus of CLT is on real-world language usage, intending to help ESL learners improve their linguistic abilities via genuine interaction. CLT encourages students to practice their language skills via activities including role-playing, conversations, and group projects that mimic real-world scenarios. Students of English as a second language benefit from this method because it allows them to speak and write in English with more ease, precision, and assurance. Furthermore, CLT promotes cultural sensitivity and intercultural competency among ESL students by exposing them to other points of view and modes of expression (Adem & Berkessa, 2022).

Furthermore, the influence of pedagogical tenets is not limited to the lecture hall. To motivate and challenge ESL students, task-based learning (TBL) is one approach to instruction. This strategy integrates real-world activities like job interviews, problem-solving, and presentation preparation with language study. Motive is increased with TBL since students may immediately apply what they are learning (Shaby & Joy, 2022). In addition, it helps them hone skills that will serve them well in a variety of academic and professional settings, including critical thinking, teamwork, and time management.

In a nutshell, different pedagogical approaches have different impacts on students' development as language learners. Several educational philosophies have been shown to improve language learning, communication skills, critical thinking, and cultural awareness among ESL students. These include student-centered learning, communicative language instruction, and task-based learning. Educators may help their English as a Second Language (ESL) students improve their language skills and prepare them for life in today's globalized, multilingual society by embracing these concepts and adapting their lessons to match the unique requirements of their students.

It is expected that ESL teachers' familiarity with educational philosophies will inform their own interpretations, beliefs, and value systems, as well as provide them with explanations for the actions and decisions they make in their work environment. Philosophy in education is not so much about what instructors desire to accomplish in the classroom as it is about why and how such things function to improve student learning. Many different languages, cultures, and educational settings are represented among ESL students. They may have different linguistic abilities, educational backgrounds, and preferred modes of instruction. This means that their educational requirements and preferences will be much different from those of kids whose first language is English. Others are literate but only in their original languages, such as Arabic or Chinese, which do not use the Roman alphabet as English does, while yet others are illiterate because they do not acquire a formal education in their place of origin. Teachers may struggle to provide engaging lessons if they don't consider these factors, since they will likely use strategies that aren't the best match for their pupils. This issue is indirectly addressed in Ahearn's (2001) explanation of agency. That which "of action, resistance, and accommodation" (Ahearn, 2001, p.53) constitutes "the culturally constrained capacity to act" (Ahearn, 2001, p.54). According to Ahearn (2001), "agency is a concept that is itself context-dependent" (p.54), meaning that it is "tied with culturally and historically variable notions of personhood that can be influenced by such things as capitalism, the Industrial Revolution, and the Western development endeavors."Therefore, it is critical for ESL educators to adopt pedagogical precepts that account for these variations and maximize language acquisition for their students.

Furthermore, a learner's outlook and drive are crucial to their success as an adult language student. According to Gardner and Lambert (1972), "the learner's motivation for language study would be determined by his attitudes and readiness to identify and by orientation to the whole process of learning a foreign language." They separated two methods of language study and labeled them "integrative" and "instrumental." When a student decides to study the target language to completely integrate into a new society, they are taking an Integrative stance because they have "sincere and personal interest in the people and culture represented by the other group" (p.132). The Instrumental approach, on the other hand, places more emphasis on the "practical value and advantages of learning a new language" (p.132) when students need the language for professional reasons, such as reading the instruction manual or operating equipment, to get employed or execute their work. Both points of view, then, can motivate students to study the target language. Teachers should be innovative in their use of instructional strategies that boost student motivation so that the lessons they teach stick with their students and the information they impart has real-world application.

Students of English as a Second Language (ESL) come to class with a wide variety of goals and aspirations in mind. Language classes are often structured such that teachers may subtly encourage students to acquire the language. However, some students struggle to master the target language because of the stress they endure while studying. The research by Horwitz, Horwitz, & Cope (1986) shows that "anxiety can affect the communication strategies employed by students in language class" (Horwitz & Young, 1991, p.28). The "more anxious student tends to avoid attempting difficult or personal messages in the target language" (p.28), which may have a detrimental effect on both their academic achievement and their participation in class activities. Anxiety can hinder students' ability to learn, so it's important for adult ESL instructors to create a welcoming classroom environment where students feel comfortable speaking up during class and where their contributions are recognized and appreciated. This is yet another difficulty that educators have when working with adult ESL students.

Problem Statement

When thinking about the best approach to teaching English as a second language, one essential issue arises: should the approach be rigid or flexible? A rigorous pedagogical stance places a premium on always doing things the same way. It emphasizes established pedagogical practices including a set curriculum and lesson planning. Conversely, an open approach to education may be tailored to the specific requirements of ESL students and their choices for how they learn. It promotes the use of a variety of teaching methods, the modification of resources, and the incorporation of students' cultural experiences and perspectives.

The pedagogical style of an ESL teacher may have a significant effect on the language acquisition, interest, and motivation of their pupils. Educators whose decision-making is informed by knowledge of the potential impacts of these strategies on their students' language learning will be in a strong position.

Research Objectives

The purpose of this research is to investigate the effects of ESL instructors' ideologies, particularly the choice between rigidity and flexibility, on their students. The study's goal is to ascertain whether or whether a teacher's pedagogical strategy affects students' engagement with, motivation for, and achievement in the target language. The primary objective of the research is to provide ESL educators with a better understanding of the pros and cons of taking a rigid or flexible stance in the classroom.

- To investigate the effects of ESL instructors' philosophies on students
- To analyze different teaching philosophies of teachers for ESL students
- To find out strict or flexible approach is better for ESL students

Significance of the Study

This research addresses a significant gap in our knowledge of how teachers' worldviews influence their English language students. By examining the impact of rigidity and flexibility on pedagogy, this study hopes to provide new knowledge to the field of English as a second language instruction and improve existing practices in the field. The findings will guide ESL educators in making informed decisions on pedagogical stances and instructional tactics that will aid their students with language acquisition and academic demands.

Literature Review

The purpose of this literature review is to examine and evaluate studies that have examined the effects of different pedagogical approaches on the linguistic, communicative, analytical, and cultural development of English as a Second Language (ESL) students. This study aims to shed light on the efficacy and consequences of various ESL teaching strategies by analyzing a variety of research.

Numerous studies have shown that ESL students benefit greatly from student-centered approaches to instruction.

Since student-centered classrooms enable students to be actively involved in learning, cooperate, and take responsibility for their learning, Zohrabi et al (2012) believe that they improve language acquisition and student motivation. Student-centered approaches promoted a deeper understanding of English grammar and syntax, as shown by Lee et al. (2016).

Teaching English to non-native speakers using CLT has been proven to be successful. Chen (2014) argues that CLT techniques elevate speakers' competence, precision, and certainty in the English language. Furthermore, Lee et al. (2018) demonstrated that CLT aided in the growth of ESL students' cultural awareness and intercultural competence, facilitating their success in a wide range of cultural contexts.

There is some evidence that TBL may assist ESL students learn and apply the language in real-world contexts. Students were more engaged in TBL, as reported by Nunan (2015) since they saw their work as relevant and authentic. Ellis and Shintani (2014) found that TBL enhanced students' critical thinking, problem-solving, and communication abilities.

The use of blended learning methodologies in the ESL classroom has become more popular in recent years. Chen Hsieh et al. (2017) found that blended learning methods boosted ESL students' language proficiency by promoting more practice and independent study. Lin, Hwang, Fu, and Cao (2020) found that ESL students who utilized blended learning platforms were more invested in their education and had a more positive experience overall.

Evidence suggests that students are more likely to pay attention and do well in English as a Second Language (ESL) programs when they are required to adhere to a rigid curriculum. For instance, Huang & Varghese (2015) discovered that ESL students' understanding of complicated grammatical structures was bolstered by clear instruction, a component of strict

teaching. Similarly, Chen and Zhang (2017) found that providing ESL students with a clear and logical progression of lessons benefited their language learning, especially in the first phases of instruction.

Studies have also shown the benefits of using a flexible approach to teaching English as a second language. Some flexible approaches that might be useful here include differentiated instruction and individualized study plans. Tuan (2019) claims that students are more invested in and motivated by their education when classes are tailored to their own needs. Furthermore, Potvin et al. (2021) showed that students benefited more from their English lessons when instructors adapted their approaches to match their unique requirements.

Combining strict and flexible approaches to teaching has been found to increase the academic performance of ESL students. Majeed and Rehan (2022) advocate for classes that are both structured and open to student creativity and initiative. This hybrid approach to education helps students succeed by providing support and scaffolding while simultaneously inspiring initiative and critical thinking.

According to the study's findings, educators should weigh factors including students' personalities, skill levels, cultural backgrounds, and learning goals when selecting between a rigid and flexible approach to the classroom. According to Lam et al. (2016), students' self-efficacy and creativity in language production may suffer if instructors don't adapt their practices to meet their needs.

This literature review highlights the importance of teachers' attitudes in determining their students' success in learning English as a second language (ESL). The use of student-centered, communicative language teaching (CLT), task-based learning (TBL), and blended learning has been found to promote language acquisition, communication skills, critical thinking, and cultural awareness. These results may be used by teachers and policymakers to develop more inclusive classroom methods that meet the requirements of English language learners. The long-term effects of these pedagogical approaches, as well as their applicability in a variety of ESL classrooms, call for further study.

Methodology

The literature search was methodical, including visits to academic resources like ERIC, JSTOR, and Google Scholar. The search terms used were "teaching philosophies," "ESL students," "language acquisition," "communication skills," "critical thinking," and "cultural awareness." Articles published in English and subject to peer review between 2010 and 2023 met the inclusion criteria. Fifteen were chosen for this meta-analysis because they represented a wide range of contexts and pedagogical approaches.

Findings and Discussion

Findings from the literature study on the effect of teaching philosophies on the development of ESL students will be synthesized and analyzed in this discussion chapter. The researcher wants to learn more about the best strategies for ESL classes by comparing and contrasting the pros and cons of strict and relaxed educational approaches. Furthermore, the researcher will address the consequences and insights gleaned from the study of how different pedagogical stances affect the English language development of ESL (English as a Second Language) students. By synthesizing existing research results, the researcher aimed to learn more about how diverse approaches to teaching English as a second language affect students' linguistic development, interpersonal competence, analytical reasoning, and sensitivity to other cultures.

Study	Teaching Philosophy	Focus of Study	Key Findings
Zohrabi et al (2012)	Student-Centred Learning	Individual needs, collaboration	Student-centred classrooms enhance language acquisition, motivation, and critical thinking skills.
Chen & Yang (2014)	Communicative Language Teaching	Practical language use	CLT approaches improve fluency, accuracy, and confidence, and foster cultural sensitivity among ESL learners.
Ellis et al (2019)	Task-Based Learning	Real-world tasks, problem-solving	TBL enhances motivation, critical thinking, collaboration, and communication skills in ESL students.

Kwok (2021)	Rigid Teaching Philosophy	Structure, explicit instruction	Rigid teaching approaches aid comprehension of complex grammatical structures in ESL students.
Lee & Wallace (2018)	Communicative Language Teaching	Cultural sensitivity	CLT promotes intercultural competence and enables ESL students to navigate diverse cultural contexts.
Joan (2013)	Flexible Teaching Philosophy	Differentiated instruction	Flexible teaching practices personalize learning, increase engagement, and foster meaningful experiences.
Tuan (2019)	Flexible Teaching Philosophy	Tailoring instruction, motivation	Flexible approaches accommodate individual needs, increase motivation, and promote more profound understanding.
Lam et al (2016)	Contextual Factors	Cultural contexts	The choice of teaching approach should consider cultural factors and individual student characteristics.

The benefits of student-centered instruction for English as a Second Language (ESL) students have been repeatedly shown in studies. This method encourages people to take an active role by catering to their specific wants, interests, and skill sets (Brown, 2012). Enhancing language learning and crucial abilities like problem-solving and effective communication, student-centered classrooms provide students with chances for cooperation, autonomy, and critical thinking. The student-centered method also helps teachers create a classroom climate where all students feel safe, respected, and inspired to do their best.

There are many advantages of using CLT in an English as a second language setting. It emphasizes communicating well in everyday life (Chen, 2014). CLT helps ESL students improve their English fluency, accuracy, and confidence by fostering an environment conducive to meaningful conversation. Furthermore, CLT promotes cultural sensitivity and intercultural competency by exposing pupils to other viewpoints and modes of expression (Li, 2018). As a result of CLT, ESL students are better equipped to communicate across cultural boundaries.

Task-based learning (TBL) is crucial because it improves academic performance for English as a second language (ESL) students. This method establishes a bridge between language study and activities with clear objectives (Ellis & Shintani, 2014). Students of English as a Second Language (ESL) benefit from real-world activities like problem-solving and presentations because they help them acquire skills like critical thinking, teamwork, time management, and linguistic competence. Teaching by doing (TBL) increases motivation by showing the real-world value of language abilities and prepares students for communication in real-world contexts (Wang & Wang, 2021).

There are benefits to adopting a more rigid teaching philosophy for English as a Second Language (ESL) learners. To begin, the rigidity of specific methods may aid pupils in understanding more intricate grammatical patterns (Kwok, 2021). Beginning language learners may benefit significantly from this format since it gives them a firm foundation upon which to grow (Chen & Yang, 2014). In addition, pupils might get a solid foundation in language thanks to the precise character of strict education, which can encourage precision in language usage.

There are clear advantages for English as a Second Language students when teachers use flexible pedagogical approaches like differentiated instruction and personalized learning. Flexible techniques accommodate a wide range of pupils by adapting to their unique learning styles, interests, and skill levels. Students' interests and drive are stoked as a result of this customization (Tuan, 2019). Teachers that are willing to be more adaptable to their student's needs and interests are more

likely to see an increase in student motivation and achievement (Joan, 2013). Better comprehension and longer-term retention of language skills may result from this focus on the learner.

Finding a happy medium between different approaches to teaching is essential for improving the success of ESL students since each ideology has its strengths. Blending components of CLT with those of TBL may provide a stimulating and welcoming classroom setting. Teachers may better meet their student's needs and encourage active participation and language development by using various instructional strategies, including incorporating organized education, meaningful communication opportunities, and task-based activities.

When applying new pedagogical approaches in ESL classes, it is crucial to consider cultural variables. Norms and preferences in education may differ from one culture to the next. Teachers should recognize the variety of their students' backgrounds and incorporate that knowledge into their lesson plans. Educators can better aid ESL students' language learning and cultural assimilation if they model cultural awareness and create an atmosphere that welcomes people of diverse backgrounds.

Balancing Constancy and Change

There are benefits to strict and flexible pedagogical approaches; the key is finding a middle ground. Learning is enhanced when teachers combine traditional methods with more open-ended ones (Lee et al., 2018). By fusing them, we can make sure that children get the support they need while also learning to think critically and solve problems. Careful planning and execution, considering the unique requirements and aspirations of ESL students, will allow for the successful blending of rigid and flexible aspects.

Contextual considerations should be taken into account while deciding between a strict and a flexible approach to education. The most effective strategy for teaching English to speakers of other languages depends heavily on factors such as the students' demographics, language skills, cultural backgrounds, and learning objectives (Lam et al., 2016). Some pupils may be more at ease with specific teaching methods than others because of cultural differences. In addition, factors like class size and available resources in the classroom affect the viability and success of various pedagogical approaches.

This research study has significant ramifications for ESL classrooms because of its conclusions. Teachers should aim for a middle ground between rigid regimentation and stifling individual creativity. Teachers may benefit from professional development programs that help them build a toolkit of flexible and rigid methods of teaching. Teachers may evaluate their student's progress and make improvements to their teaching based on continuous evaluation and feedback procedures.

In short, the learning results for English as a Second Language (ESL) students benefit from both rigorous and flexible teaching styles. Flexibility accommodates individual requirements, promotes autonomy, and increases participation, whereas rigid methods give clarity, structure, and explicit teaching. The best strategy is a middle-ground approach that takes into account both ideologies and circumstances. Teachers of English as a Second Language (ESL) may best help their students develop linguistically, socially, intellectually, and culturally by taking a holistic approach to their instruction.

Conclusion

Everything you do has repercussions. English as a Second Language instructors must carefully consider their pedagogical options. Having some familiarity with educational theory is essential for ESL educators. With this understanding, they would not only be able to articulate their pedagogical views and methods but also evaluate how well they fit in with current pedagogical philosophy and theory.

A teacher's philosophy may significantly affect their English as a Second Language students' progress. Benefits in language learning, communication skills, critical thinking, and cultural awareness may be shown when CLT, TBL, and other student-centered approaches are used. Teachers of English as a Second Language (ESL) may do their best for their students by striking a balance between these approaches and considering cultural considerations. Teachers may help their English as a Second Language (ESL) students improve their language abilities and prepare them to thrive in a variety of cultural and linguistic settings by using effective methods of instruction.

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"السعي وراء التدريس المستدام لمتعلمي اللغة الإنجليزية كلغة ثانية: دراسة مراجعة لفلسفات تدريس اللغة الإنجليزية كلغة ثانية السائدة والناجحة"

إعداد الباحثين:

هنا محمد سردار

زينب سعيد خورشيد

رضا الله خان زين الاخلاصة

الملخص:

التحدي اليومي المتمثل في اختيار الاستراتيجيات والموارد الأكثر (ESL) يواجه المعلمون المتخصصون في اللغة الإنجليزية كلغة ثانية فعالية لفصولهم الدراسية. تتأثر هذه القرارات بالعوامل الفلسفية والنظرية، حيث يدرس معلمو اللغة الإنجليزية كلغة ثانية بعناية نهجهم ومنهجيتهم. الغرض من هذه المقالة هو دراسة كيفية تأثير المبادئ التربوية المختلفة على تعليم وتعلم اللغة الإنجليزية كلغة ثانية ولتحقيق ذلك، تم إجراء مراجعة شاملة للأدبيات الموجودة، وتحليل البيانات الثانوية. وقد تم جمع وتحليل ما مجموعه خمسة عشر مقالة علمية، والتي خضعت لمراجعة النظراء، من أجل استخلاص استنتاجات ذات معنى. وسيناقش الباحث الآثار والأفكار المستمدة من دراسة كيفية تأثير المواقف التربوية المختلفة على التطور اللغوي للطلاب، والكفاءة الشخصية، والتفكير التحليلي، والحساسية الثقافية.

الكلمات المفتاحية: فلسفات التدريس، الاعتبارات النظرية، التعليم والتعلم، اللغة الإنجليزية كلغة ثانية، المبادئ التربوي.