

Sheltered Verbalized Teaching: A Case Study on ESL Out of Field Teachers

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ABSTRACT

In the Philippines, English as a Second Language (ESL) teaching is growing. Language learners from neighboring countries like South Korea and Japan come to the Philippines just to learn English. In such light, this case study looked into the kind of teaching that ESL teachers teach. The study was conducted at Etalk, an online ESL company located in Baguio City, Philippines, where nearly a hundred ESL teachers are employed. Through cool and warm analyses, three main categories of ESL teaching were created: presenting speaking tasks, managing classroom elements and creating student connection. These categories led to the formulation of the theme: sheltered verbalized teaching. Specifically, the study discovered that gestures are effective means getting attention and encouraging participation among students. Also, the use of basic vocabulary words is effective in comprehension. In interactions, the teacher is a guide and a facilitator. Utilizing real-life questions facilitates speaking engagement for the students. Positive attitudes displayed by the teacher towards the students create a good learning atmosphere. Empathy is considered to be crucial in communication in order to communicate effectively students need to be able to understand persons' affective and cognitive state. Finally, this study forwards that teachers should pay attention to the students' feelings and emotions to achieve their goal since teaching a language means teaching cultural customs, traditions and values.

1.INTRODUCTION

To teach is to change how someone understands, experiences, and conceives the world (Ramsden 2003) and a function of teaching is to promote learning. Therefore, in our culturally diverse classrooms, we generally employ inclusive-teaching methods to encourage our students to question, inquire, and search our bodies of knowledge (Biggs 2003). According to Griffin and Barnes (1986), a good place to start in addressing learning needs is by examining what constitutes effective teaching and learning classroom climates for students in general.

Classrooms are a melting pot of various cultures which include differing worldviews, religious beliefs, values, abilities, languages, and family backgrounds of students. No matter how school administrators and teachers strive for homogeneity in the classroom, differences are inevitable and thus, must be dealt with appropriately as this diversity may increase or impede students' learning success.

Classrooms today have a diverse blend of many different cultures. Educators need to keep informed on the current trends and methodology regarding multicultural education. In addition, the classroom

needs to reflect the diverse needs of these students. McIntyre (2012) affirms this:

Creating a multicultural environment in the classroom is an important step in the teaching profession. Now, more than ever, teachers need to be attentive to the benefits of creating an environment that is advantageous for diverse students—students who benefit of a good, multicultural classroom environment are more likely to excel in school. Furthermore, teachers who incorporate a multicultural environment in the classroom are more tolerant to the needs of their students. This creates a reciprocal understanding between teachers and students which in turn creates a positive learning environment.

Further, McIntyre posits that a multicultural classroom is open and non-judgmental, embraces language differences, and celebrates differences. Given the fact that differences abound in classrooms, it is deemed important that a teacher possesses an impartial stance in the way s/he deals with individual students. Genuinely understanding students means empathizing with their language and cultural adjustment difficulties. And above all, diversity should not be viewed as a limitation, but rather as strength to be celebrated and capitalized on. An effective teacher will endeavor to identify and address the students' needs—individual, cultural, linguistic, moral and spiritual—towards holistic development (White, 1903). In terms of language ability mismatch between teachers and students and the seemingly scarce language background of teachers, August and Hakuta as cited in Rieger (2006) mentioned that:

Many English language learners spend most of their academic life with teachers who speak only English and who are not prepared to fully understand their varying needs as English language learners. In order for today's teachers to meet the challenge of educating a richly diverse generation of children, they need to learn a great deal about second language acquisition and effective pedagogy for English language learners through pre-service teacher education programs and in-service professional development opportunities.

Understanding how cultural differences can influence the teaching/learning process is paramount if educators are to provide culturally responsive

instruction. As language is central to culture, it is a tool we use to communicate, so obviously students who do

not understand the language of the classroom will have great difficulty learning (Chamberlain, 2005). Because Multicultural Education (ME) seeks to promote equity and excellence across such variables as race, ethnicity, nationality, social class, regional groups, and language background, educators must understand the function language can play in either helping or inhibiting the educational fulfilment of individuals. As Ovando (1989) stated, a fair curricular process is one that builds on whatever socio-cultural and linguistic backgrounds the students bring with them.

Learning needs abound in a classroom where individual differences are limitless. Ovando (1989) stressed that in thinking in terms of pluralism or assimilation, it would be useful to view a particular society as a dynamic and complex cultural and linguistic organism that is constantly undergoing evolution, change and modification according to the nature of circumstances—a constructive pluralism in which maintenance, diversification and assimilation are taking place simultaneously under varying circumstances. Within such environment of constructive pluralism, blaming the student's genetic, environmental, cultural or linguistic background for lack of academic success in the English-dominated classroom cannot be accepted. Programmes and practices can be implemented to redress past inequities experienced by both English-background students who come to our schools speaking stigmatized nonstandard versions of English as well as students whose primary language is not English.

When culturally and linguistically diverse students enter school, a major challenge for service providers is meeting the unique needs of each child. Many children bring with them experiences and socialized patterns of behavior that have not traditionally been valued in public school contexts (Banks & Banks, 1997). Multicultural school reform challenges educators to design and implement culturally enriched and educationally sound instruction from a strength perspective as opposed to one that is based on the traditional deficit model of instruction (Delpit, 1995).

Today, more than ever, all teachers must be prepared to meet the varying educational, social, and emotional needs of all children. The need for teachers to understand and react positively to the racial, cultural, and socio-economic background of the students in their classroom cannot be overstated. How teachers view students in relationship to their abilities and their potential has a tremendous, long-lasting effect on the educational attainment of these students. Gay (2000) has suggested that culturally responsive teaching with new paradigms of competent instructional action, such as responsive teaching, though not sufficient, is the

great start to multicultural awareness. Gay went on to say: "Teachers must have the moral courage and the will to stay the course in efforts to make the educational enterprise more multiculturally responsive, even in the face of opposition that is to surely come from somewhere". Multicultural awareness for teachers means establishing parent communication of all cultures they need to realize that all parents send their children to school expecting them to be educated and improved because they care about them. Unfortunately, most teachers lack the knowledge, skills, dispositions, and experiences needed to teach ethnically and linguistically diverse students. Davis (2001) found only 12 empirical articles pertaining to multicultural teacher preparation in special education between 1982 and 2000, and the studies reported limited ideas about diversity. Analysis of these studies revealed that researchers often limited ideas about culture to race and ethnicity. Research suggests that when teachers have had the benefit of multicultural teacher education preparation, they are less likely to embrace cultural deficit views (Irvine, 2003). Moreover, teachers who have learned culturally responsive pedagogy are more confident and believe they are effective in their instruction of diverse children (Pang & Sablan, 1998).

The issue on teaching culturally diverse learners also applies to out-of-field teachers. "Out-of-field teaching" typically refers to teachers who are teaching subjects out of their field of training. Out-of-field teaching is long-rooted in American schools (Hechinger, 1985). This phenomenon has been extensively studied since the 1990s, with the publication of a series of reports from the National Center for Educational Statistics (Bobbitt & McMillen, 1994; Lewis *et al.*, 1999; Mello & Broughman, 1996; Morton *et al.*, 2008; and Seastrom, Gruber, Henke, McGrath, & Cohen, 2002).

Finally, the phenomenon of out-of-field teaching, where teachers are placed in teaching positions in which they have to teach subjects or year-levels outside their field of qualification or expertise, appears in public schools as well as independent schools. Out-of-field teaching is not an aberration, and it is not restricted to only a few subjects but has implications for all subject areas and year levels. The study of out of-field teaching involves how teachers are trained in subject matter, how they are deployed to schools, and how they are assigned to teaching posts. As such, this study was formulated to determine the kind of teaching that ESL teachers teach. Specifically, it sought the answer to the following question:

1. What kind of teaching do ESL teachers teach?

2. LITERATURE REVIEW

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Academic discourse has always been part of the classroom. Teachers have long understood the importance of using language to transmit ideas. In the early history of education, teachers talked for most of the instructional day while students were quiet and completed their assigned tasks. Students were expected to memorize facts and be able to recite them. Remember that in most classrooms of the late 1800s, the age range was very diverse. In the same classroom, teachers might have students who were 5 or 6 years old and others who were 15 to 18. Talking by students was not the norm. In fact, students were punished for talking in class, even if the talk was academic! Over time, educators realized that students had to use the language if they were to become better educated. As a result, well-intentioned educators called on individual students to respond to questions. Teachers expected them to use academic language in their individual responses, and as students spoke,

teachers would assess their knowledge. Many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Talley and Hui-ling (2014) as cited by Gudu (2015) observed that curriculum for teaching speaking skill should endeavor to expose learners to authentic,

practical settings for speaking English and encourage active learner involvement in the lesson. Talley and

Hui-Ling (2014) argue that English speaking curriculum should take cognizance of international and local cultures which should coexist mutually. In addition, Ngagi *et al.* (2014) as cited by Gudu (2015) recommend that a curriculum should be designed in a manner that it recognizes the classroom activities of learners in order to enhance learning outcomes. Tuan and Mai (2015) pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities. For students to have a successful conversation, they must have good listening skills in order to understand what is said to them. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker (Tuan & Mai, 2015). According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills (Johnson, 2006, Villegas and Lukas, 2002, Gathumbi and Masembe, 2005; Okech, 2005 as cited by Gudo, 2015). These classroom activities improve student's active participation, motivate and expose students to authentic use of English language in context. Many researchers have also proven that students are much more ready to interact with each other with more

complex responses than with their teacher (Achmad and Yusuf, 2014) 'students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers.

As cited by Gudu (2015), researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency (Alonzo 2014; Alharbi 2015; Al-Hosni, 2014; Zhang 2009). Al-Hosni (2014) identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves... only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all... learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue (Hosni, 2014).

Many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. The use of tasks as vehicles for facilitating L2/FL development is supported by Swain's output hypothesis (1985). Swain argued that it is through the process of producing language (output) that learners may be able to test their theories about the target language, gain control over form, and perhaps internalize linguistic knowledge. Thus, output produced in tasks is not the result of the language learning process, but rather a step in the process (Adams, 2003). Another prominent reason for using tasks in the FL classroom evolved from Long's "interaction hypothesis" (1996). According to this hypothesis, learners, throughout interaction, often negotiate meaning to achieve mutual comprehension. The effort to achieve mutual comprehension involves the use of a variety of strategies, such as asking an interlocutor to confirm message content, or requesting that an interlocutor explain something further. This sort of interaction was assumed to foster L2/FL development. Similarly, from a communicative competence perspective, tasks were assumed to help learners engage properly with discourse by doing it (McCarthy & Carter, 2001; Dinapoli, 2000: 1 and Ellis, 2003).

Meanwhile, classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, an often undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education students to "practice" their

nascent skills outside of actually going into a classroom setting. The learning curve is steep, indeed (Kizlik, 2016). Teachers' approaches to classroom management are clearly affected by their own life experiences. Johns and Espinoza (1996) noted that "what teachers consider to be 'discipline problems' are determined by their own culture, filtered through personal values and teaching style" (p. 9). Similarly, how we organize our classroom and how we respond to disruptions of the learning environment are also influenced by our personal histories. In a study of 156 preservice teachers, Kaplan (1992) found teachers' disciplinary experiences in their families of origin are predictive of the strategies they select for classroom management.

According to American Psychological Association, classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, *et al.*, 2006).

On the other hand, one of the attributes that will undoubtedly make most lists is a teacher's ability to connect with students. It may be referred to as an ability to cultivate relationships or be more formally labeled as "nurturing pedagogy". It may be defined as a mix of high expectations and caring support; or as Pianta (1999) defines the student-teacher relationship, "Emotions-based experiences that emerge out of teachers' on-going interactions with their students." Strahan and Layell (2006) noted the 10 importance of "establishing a learner-centered environment that featured warm, supportive relationships with students," (p.153) a concept confirmed by Silins and Murray-Harvey (1995). McEwan (2002) makes the case quite eloquently stating, "Effective teachers appear to be those who are... 'human' in the fullest sense of the word. Their classrooms seem to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change". Hargreaves (1994) apparently agrees, stating: Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. Liu (1997), when talking specifically about the impact of a multi-year experience in China's secondary schools, also attests to the importance of the student-

teacher relationship stating, "The close emotional bond between teachers and students led students to recognize the school as a home away from home. The teachers' dedication to students' growth helped inspire students to meet the school's requirements, both academic and behavioral." According to Roeser, Midgley and Urdan (1996), students who reported more positive teacher-student relationships also reported greater feelings of belonging, thus felt more academically efficaciousness and less self-conscious. In the same vein, Koplow (2002) proposed that effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence.

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Finally, literature revealed that dearth of qualitative study on ESL teachers in the Philippine setting. The speaking process and other pertinent aspects embedded in ESL teaching need to be investigated further as these would provide directions for the growing ESL teaching industry in the Philippines. As such, this study was conceptualized.

3. METHODOLOGY

3.1 Design

This qualitative study employed case study as its research design. Case study as cited by Creswell (1994) is which the researchers explores a single entity or phenomenon ("the case") bounded by time and activity (a program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time. (Merriam 1988, Yin, 1989) Stake (1995) as cited by Dodge, P. (2011) described a case study methodology as a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, the phenomenon under investigation is the *lebenswelt* (lived experience) of out-of-field ESL teachers in teaching CDL in Baguio City.

Case study researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, data is collected through in-depth interviews, and additionally reviewed documents. Specifically, interviews were conducted and audio-taped, tapes are transcribed into word documents, district and data are coded for emergent themes.

3.2 Site and Informants

The location of the study was chosen by the researchers to be conducted in Etalk, an online ESL company located in Baguio City, Philippines

wherein nearly a hundred ESL teachers are employed. Studies show that private online English teaching is considered more common in urban rather than in rural areas (Bray, 2003, Dang, 2006; Foondun, 2002 as cited by Castro and Guzman, 2012).

For the key informants, the researchers employed non-random purposive sampling as the four (4) ESL teachers were chosen based on the three inclusion criteria set for the study: the teachers have two or more years of ESL teaching experience prior to their employment in Etalk, they are either working as fulltime or part time teachers to different nationalities, and they were willing to be interviewed. The respondents were selected based on their long involvement and exposure of teaching English to culturally diverse learners which can expectedly provide invaluable description of teaching CDL. A hundred percent of the respondents had two (2) years or more experiences in teaching CDL and were identified through the employment directory as provided.

3.3 Procedure

A two-part instrument was developed by the researchers to gather data and pertinent information for this qualitative study. The initial part was the *robotfoto*, a Dutch term pertaining to the preliminary sketch of the respondents (Kelchtermans & Ballet, 2002) which included the educational attainment and current employment status, number of years teaching ESL and the identified cultural backgrounds of their learners.

The second part was a semi-structured in-depth interviews (Patton, 1990) as data gathering tool. An *aide memoire* which probed the dynamics of teaching CDL was developed by the researchers. It focused on the subjects' lived experiences of teaching CDL from the time they started in their ESL teaching prior to

and during their employment in Etalk. Their sharing revolved around the queries on “*What were your experiences with teaching Koreans, Chinese, Japanese and other English Language Learners from various nationalities*” and “*With your ESL experience for more than two years, how do you perceive teaching CDL?*”

Interviews were open-ended, and the flow of information was determined by the respondents, but whenever necessary, the interviewer sought clarifications or any additional information. The interviewing technique ensured that the subjects shared on pertinent issues regarding teaching CDL. A letter of request was given to the respondents prior to the data gathering informing them of the nature of the study and the extent of their participation. With their approval, the interview was scheduled based on their availability and convenience. Before the actual interview, demographic data were gathered using the *robotfoto*. Interviews were tape recorded for purposes of capturing everything that transpired in the process. The interviews lasted for an average 1 hour.

3.4 Mode of Analysis

Case study researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, data is collected through in-depth interviews. Specifically, interviews were conducted and audio-taped, tapes are transcribed into word documents, data are coded for emergent themes.

Tape recorded interviews were transcribed into field texts (Clandinin & Connely, 2000 as cited by Castro & De Guzman, 2012) where both anchors and phenomenal referents were extracted. Analyses consisted of three parts, namely, reduction, description and finding the essence. Reduction or *epoche* means setting aside all biases and prejudices of the phenomenon (Creswell, 1998). Description refers to understanding the reality of the subjects. Essence (*lebenswelt*) refers to the coding of data into themes, and analyzed to uncover the central meaning of the phenomenon. All analyses were based on the field text and processed with the use of the *dendogram* or *tree design* (Faukner & Sparkes, 1999). The process involved sorting, categorization (cool analysis) and thematization (warm analysis). Inductive and deductive methods (Hardy, Gammage & Hall, 2001 as cited by Castro & De Guzman, 2012) were used to ensure appropriate placement of appropriate themes. Member checking procedures were also done to ensure truthfulness and trustworthiness of the data (De Guzman & Tan, 20017).

4. RESULTS AND DISCUSSION

This study explored the kind of teaching that ESL teachers give to their students. Result of the cool and warm analyses yielded to the three main categories of ESL teaching were created: presenting speaking tasks, managing classroom elements and creating student connection. These categories appeared as response to the diversities of the students. Reduction of these three categories revealed sheltered instruction as their encapsulation.

Sheltered Verbalized Teaching. The goal of instruction is always towards looking for effective ways to help learners succeed in the classroom. This is precisely the primary objective of sheltered instruction. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level (nisenet.org, 2012).

Sheltered instruction delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to the learners. When partnered with English language development and, when possible, native language instruction, sheltered instruction allows English learners to progress academically while developing proficiency in English (Faltis, 1993; Fritzen, 2011; Genesee, 1999; Short, 1991; Wright, 2010). Sheltered instruction also incorporates opportunities for students to develop general academic competencies, such as study skills, learner strategies, and critical thinking skills (Echevarria, Vogt, & Short, 2012; Genesee, 1999; Snow, Met, & Genesee, 1989). In this research, the focus was specifically on sheltered teaching in speaking. Being an on-line ESL school, Etalk aims at the development of the learner's speaking skills.

Presenting Speaking Tasks.

Effective communication means one has developed and enhanced speaking. Language learning is an intricate process and one of the skills that employ this intricacy is that of speaking. One of the difficulties lies in that learners encounter problems in terms of expressing their thoughts effectively. Most often, learners are set into a situation where they could hardly talk and participate in any interaction.

As one of the language skills, speaking is important because it is a manifestation that language proficiency

is achieved. A lot of times, in and out of the classroom, the learner is set in situations which call for this skill.

In the next discussions, we shall discuss how Etalk teachers present their speaking tasks. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. In the desire of one of the respondents to let her students speak, gestures are effective means of making the students attentive while the class is going on. Besides, it is also a way the students are encouraged to participate in the interaction. One of the respondents had this to say:

"We do a lot of gestures just to catch their attention and somehow to make them speak."

There are a lot of ways by which the teacher teaches speaking. These help in getting the attention of the learners so that eventually the goal of speaking will be achieved.

Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

In the following excerpt, one teacher mentioned strategies such as asking a question, using simplification, parroting, using prior knowledge because students do not understand what she was trying to say. She went on saying:

Ah...usually it's the question. Q and A in my case my checking as to how they have understood. It's like for example, at first they didn't understand, I have to be free, I have to change my way of questioning. I mean. I simplify.

Yeah... of course we do parroting....

Speaking strategies are employed such as asking a question, simplification, parroting, using prior knowledge among others are used to facilitate speaking.

L1 speakers use some mechanisms to facilitate their speech. These mechanisms are not too easy for L2 speakers and consist of simplifying the language making simple structures: they usually omit parts of a sentence and use idiomatic expressions to facilitate the oral fluency and fillers and hesitation devices are also frequent. In order to compensate their difficulties, L1 speakers can correct themselves, reformulate or rephrase sentences, a frequent kind of alteration accepted by the community of speakers (Bueno, Madrid & McLaren, 2006).

Speaking activities help the rapport, group dynamics and atmosphere in class. Furthermore, they require students to draw upon what they already know in order to express their ideas. In this way they are always reviewing previous knowledge and putting it into practice with the new information still being assimilated. Finally, speaking is useful for the teacher as it's a good indication of the students' strengths and weaknesses.

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom.

The respondents addressed some concerns on teaching speaking in the following verbalizations. The use of basic vocabulary words is effective in comprehension. Besides, in interactions, the teacher is a guide and a facilitator. She lets her students speak and interact. She utilizes real-life questions so students can have lots of opportunities for speaking. As stated:

"I use the most basic kind vocabulary words until they could understand me."

"In on line, students should be speaking and talking. You will just be there to guide for corrections, for improvement of information unlike spoon-feeding. They should be the ones to give the information."

"Speaking like asking personal not really personal questions like what's your hobby? What did you have for dinner? What did you have for lunch?"

"In a 17-minute class, it is not enough because time is consumed by asking the student to speak like saying 'Come on, speak' or 'what is your name?' " "How old are you? How are you today? Time is almost consumed and still the student does not speak so I ask yes/no questions. Are you happy? In other words I ask questions that build rapport."

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and

dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varonis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997).

Communicative activities have an important role in creating opportunities for students to use the language for communicative purpose, generally communicative activities are "fluency based activities" (Teat, 2001) which encourage students to use L2 in an interactive learning. However, for a successful implementation of communicative activities the classroom must be "students-centered" and the activities must be interactive, authentic and contextualized (Richard and Rodgers, 1982, 163).

Interaction is central to language learning; it is very important for students to interact and communicate to develop their speaking skill. According to Brown, (2000), interactive learning is the main concern of current theories of communicative competence. In fact, the participant verbalized:

"In giving the class. I speak slowly, as much as possible I give instructions in Chinese since we were trained. Very slow in speaking. Like, what is your name? It's because when you speak very fast, they will not understand you. If they can't still understand you, you should repeat for several times what you have said."

" In speaking, I have to make sure that they give long answers. For example, I ask the question, How did you do today? And instead of saying it, what happened with you with the whole day"

The goal of speaking is not only meant for classroom use but even more outside the classroom. One participant addressed the concern in the following by using another strategy like animating one's script. This proves to be effective because the learners are presented with real-life situations in which they could relate to which in turn allows them to interact afterwards:

"I animate my own script. Me and my student. I will be Jill and you will be Joe, for example, we are in supermarket and let's have a conversation, dialogue and conversation. Then we will have questions to answer like 'What did Joe buy in supermarket'. Then, the student will answer through speaking."

Teaching learners to make well-formed sentences and then putting these to use in discourse we should

encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989).

Speaking is a basic skill that language learners should master with the other language skills. As manifested:

"We do a lot of things to make the students speak. Either we do the visual kind of learning – we show pictures just to make them speak."

"Here, we usually use pictures in our lessons. This is the beauty in teaching on-line."

Speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." Students who have higher motivation and lower anxiety can speak easily and effectively.

Managing Classroom Elements.

One of the salient issues every teacher is concerned about is on the importance of good teaching and what do effective teachers to achieve it. What is necessary, what should be done, what kind of knowledge is to imparted and how will such knowledge be acquired. How the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen, all these fall under classroom management. It is a concern for students because it shows to them how the class operates including the way by which teacher and students interact with each other. In this regard, for both teachers and students, classroom management is not a condition but a process that operates in the classroom.

In our interview with our respondents, we have found out some instances on how ESL teachers manage their classes. One of our respondents had this to say:

"Of course ma'am if you are jolly if, if you show you are interested, you will have a lively class. If you are giving interesting materials, students will like you. If the student feels that you are not into him or into her, s/he will not like you. First class impression is very important."

This only manifests that teachers play a key role in shaping effective education (Hattie, 2009). Optimistic teachers believe that they can influence student learning and positively affect their lives. It is vital that teachers demonstrate positive expectations toward all students, because research shows that whatever the teacher expects is generally what the learner tends to produce (Wong & Wong, 1998). They adapt the curriculum to different students' needs— for example, making content more accessible for students who are

still learning English and for those who have special educational needs.

On the one hand, teachers need all information in order to help all students advance from where they are to where they need to be. Knowledge of the students' needs and interests are useful in planning and organizing activities, materials, and instruction. Furthermore, they adapt the curriculum to different students' needs— for example, making content more accessible for students who are still learning English. As one of the respondents said:

"You have to ask your student," what do you want to learn", " what do you want to improve. So, what the student demands that is what I give."

This is in support of the definition of Evertson and Weinstein (2006) in which they said that classroom management by to the actions teachers take to create a supportive environment for the academic and social emotional learning of students.

The need to adopt a consistent classroom routine is also part of managing the class. When students are able to complete routine tasks, they have the opportunity to practice greater responsibility and develop more self-management skills. As verbalized by the respondent:

"I have to be strict. I have to tell my student, this is my rule in the class if you enter my class you have to listen, pay attention, have your pen, have your notebook. I usually suggest my students to have a pen and a notebook."

Similarly, time management is part of classroom management. If the time allotted for class is spent well, then students will be able to acquire the desired competencies and skills. This is evident in one of the responses of one of the respondents:

"In 17 minutes, you should give variety of activities so that students will not get bored."

Brophy (2006) presents this: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)."

It requires a great deal of commitment initially, then a willingness to adjust one's thinking and actions as one learns what works and what does not work.

To prevent problem behaviors in the classroom, it is often necessary for teachers to change their own behaviors.

“So, you try to adjust so you can get their attention so that in turn they will listen to you. They will no longer run away from you, from the camera. It’s because other parents would even run after their child with the camera because the child runs away from it. If you are already friends with your students, then they will listen to you. You can just say, “so let’s just have, okay let’s play for five minutes and for the rest of the time, we will study.”

Teachers become “adaptive experts” who are able both to use efficient routines and to seek out and apply new strategies in situations where routines are not enough. This is also similar to tailoring teaching methods which are made to suit the setting of the school and the needs of the learners.

The teacher’s attitude, educational pedagogy, planning, preparation, and conduct are going to affect how students respond in the classroom. Through adjustments in teaching practices, effective teachers can literally invite students to join the learning process involved in everyday lessons (Wong & Wong, 1998).

Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999).

In another instance, one respondent mentioned:

“We usually have our greeting. It is very important that we have to know how the student are, I mean is, before starting, with the class proper, he got to feel a little interpersonal approach like what they feel. They need to feel that they are also important to you, not just you know academically speaking.”

Greeting the student is a way of welcoming them into the class. When the student feels s/he belongs, then what comes after is s/he will be confident to be part of the class. A well-functioning, respectful classroom allows students to work productively.

A classroom with a positive learning environment will hopefully include children who feel confident about their abilities and efforts in their learning journeys. In order for people to perceive themselves as able to cope with life’s changing demands and to achieve what they need and want to in life, they need to develop the sense that they can reach their personal goals (Walz, 1991).

“Adaptive experts” who are able both to use efficient routines and to seek out and apply new strategies in

situations where routines are not enough. Teaching methods can be tailor made to suit the setting of the school.

“Of course, you need also to research other materials. Google is very important. It is also a must that once you enter your class, you are prepared. You should be prepared because the materials that we have are not also enough that is why we also need to research. For example, the material that you have is less than that will be used for that number of class meeting. You really need to research from the internet.”

Presenting and using a variety of activities is essential for students to participate in class and interact at the same time. When activities are varied and interesting to them, they will surely be motivated to talk or to do any activity required of them. Varied activities show that the teacher allows for more learning opportunities and growth.

“I also send pictures and activities. For example, I draw, you draw. For example, I ask, “do you know what is a dove?” Yes. Okay, you draw a dove”. It’s like that. I show pictures, video role plays, sing, draw, presenting activities like crosswords, matching a to b, fill in the blanks. This is what they like in class.”

When the learning environment is structured, instruction is scaffolded, and there are opportunities for students to experience success, then student frustration can be alleviated (Echevarria, Vogt, & Short, 2004).

At its best, classroom management is not only a means to effective instruction, it also becomes a vehicle for providing students with a sense of community and with increased skills in interpersonal communication, conflict management and self-control.

The abovementioned verbalizations and discussions revealed that classroom management as an ever-present, everlasting concern for any teacher. It is because classroom management is one great element that affects the student’s learning. The way on how teachers successfully establish and manage classroom environments are necessary because they support both engaged learning and positive social interactions among learners.

Creating student connection.

There is likelihood of gaining success in school if students feel connected with the teacher and there exists a positive and respectful relationship between them. This is what is meant by a supportive environment throughout the school.

When teachers reach out to their students, move from concern about themselves to concern for their students, implement problem-solving strategies that promote student success and see for other resources to address issues, concerns and problems that arise in the classroom, they are actually creating student connections.

Teachers set the tone by greeting students at the door with a smile and a welcoming comment; expressing admiration for a student's bilingual ability and commenting enthusiastically about the number of

different languages represented in class and beginning each day with a morning meeting where students greet one another by name and discuss upcoming lessons.

Positive attitudes displayed by the teacher towards the students create a good learning atmosphere. Understanding students' needs, interests and feelings, improving their self-confidence, choosing the best teaching strategies, praising their performance, building a friendly relationship with them, making them feel happy and comfortable in class and displaying a feeling of great enthusiasm and eagerness to be with them are just some of the many ways by which a teacher can build rapport with the students. As one of the respondents emphatically said:

Actually when it comes to adjustments, it's actually on the teachers' part to do the adjusting. It's us who usually adjusts to them. Like say for example like, no matter how you try to catch their attention, they don't actually respond. Yes, definitely, we try to get their interests first and then, after which we try to motivate them slowly. So we try to build you know a good kind of atmosphere - we become friends.

According to (Harmer; 2001:51), motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something."

Self-esteem is the most widespread aspect of human behavior, it is claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, and knowledge of oneself. People's self-esteem is brought from the different experiences with themselves and with the external world identified three levels of self-esteem (Brown, 2007).

Dealing with students means accommodating their cultural experience. The teachers' personality has something to do with accommodating students from diverse backgrounds. One participant addressed the concern as follows:

"The difference among them could be their approach and strategies in learning and their culture. For example, the Arabians, they are not open for criticisms and corrections, Arabs and Japanese actually. However, for Koreans and Chinese, they can accept corrections but for the two, they don't. I just do positive scripting - instead of saying I say there's a better way to say this."

Being sensitive to students' diverse cultural backgrounds is a form of culturally responsive teaching. Teachers are considered "community teachers" since they acquire knowledge of the culture of the students and use this in creating core teaching practices and strategies necessary in the attainment of an effective diverse classroom. They serve so they can draw on this knowledge to create core teaching practices necessary for effectiveness in their diverse settings.

In addition to becoming aware of biases, in order to develop skills for cross cultural interaction, teachers need to become knowledgeable of students' cultural backgrounds (Sheets & Gay, 1996). Gaining general knowledge about a cultural or ethnic group can give teachers a sense of views about behavior, rules of decorum and etiquette, communication and learning styles; however, you need to be careful not to form stereotypes.

Empathy is considered to be crucial in communication. In order to communicate effectively, students need to be able to understand persons' affective and cognitive state. Teachers should pay attention to the students' feelings and emotions to achieve their goal; since teaching a language means teaching cultural customs, traditions and values.

In another instance, one of the respondents mentioned:

"I had a student such that during the first time that the camera opened, upon asking what is his name and then I translated it into Chinese, there he panicked. He panicked and appeared so frightened. Good, he did not put the camera off.

At that time, he shouted and shouted. It might be that he was shocked and felt nervous. He did not know then what to do and so I said, "It's okay, it's okay, you could just answer yes/no. Until now, e is still my student. He is my regular student. I have seen his improvement and now he is talking in class."

Personal relationship building is the foundation of classroom management. It is human nature that people will work harder and strive to please those people who they care about. Self-esteem will be more evident in

classrooms where students receive the right kind of positive meaningful feedback in the form of appreciation, not empty praise (Katz, 1993). This is evident in the following excerpts:

“Happy moments are like those when you get to have real rapport with your students and the class becomes fun. On his style, on the personality that he would want the students to see in him or in her... In my case, I could easily make the students comfortable”.

“The way I speak to them, maybe also the facial expression that they see on us, they could immediately feel if a certain teacher is friendly to them. Maybe you just have to keep that smile. Isn’t it that generally speaking, a smile makes somebody comfortable”.

5. CONCLUSION

ESL teaching is vital in language learning and so as the teacher and the students. Given the diversity of learning ESL classes, teachers need to be flexible and creative in order to meet the growing needs of every ESL students. In the case of this study, presenting speaking tasks, managing classroom elements and creating student connection were identified as means of meeting the demands of ESL students.

Presenting speaking tasks gives students ideas on what will be done in the class which allows them to prepare well. In managing classroom elements, ESL teachers employed process anchored on classroom managements for better language instruction. In creating student connection, creating a positive learning environment is imperative as this associated with the success of the students in English language learning.

In the lights of the findings, ESL teachers have the responsibility to be aware of the background of their learners. It is by knowing them that a teacher can be fully successful in language teaching. The teaching acumen becomes better through having the ability to deal with diverse ESL students. Nonetheless, this study recommends that future studies on difficulties of ESL teachers should be conducted considering a larger population.

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