ENGLISH AS A SECOND LANGUAGE IN A GLOBAL STUDY

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RESEARCH QUESTIONS

- How is ESL taught?
- What opinion do learners have of English?
- Does their attitude change depending on their ESL teaching method?
Why English?

Needs for ESL

- Business
- Academia
- Application Abroad
- ELF
**Program Analysis: The Continuum**

<table>
<thead>
<tr>
<th>Content-Driven</th>
<th>Language-Driven</th>
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<tbody>
<tr>
<td>Total Immersion</td>
<td>Language classes with frequent use of content for language practice</td>
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<tr>
<td>Partial Immersion</td>
<td>Theme-Based Courses</td>
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<tr>
<td>Sheltered Courses</td>
<td>Adjunct Model</td>
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<td>Language classes with frequent use of content for language practice</td>
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</tbody>
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(Met, 1999)
Content-Driven

- Content mastery
- Taught in L2
- Focus on coherency

Language-Driven

- Language mastery
- Content used to learn L2
- Exam-driven
PUBLIC OPINION: WHAT IS REAL ENGLISH?

The Positive
- Competition
- Native language (L1) awareness and preservation

The Negative
- ELF deficiency vs. ELF variant
- Loss of identity
THE ADJUNCT MODEL

- It is believed that a mixed-mode of pedagogic methods of content-driven courses taken concurrently with linguistic language-driven courses will produce the best fluency result as well as the most positive attitude towards learning English.
PROPOSED METHODOLOGY

- Consent Process
  - IRB

- Data Collection
  - fieldnotes
  - participant observation
  - interviews

- Data Analysis
  - taxonomic analysis
  - cross-cultural comparison
**Future Plans**

**Research**
- AIP
- UNT’s Eagle Feather

**Post-Graduation**
- Travel
- Teach English Abroad
- Graduate School
REFERENCES


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QUESTIONS?