

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?



PROGRAM ANALYSIS: THE CONTINUUM

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION

Content-Driven			Language-Driven		
Total Immersion	Partial Immersion	Sheltered Courses	Adjunct Model	Theme-Based Courses	Language classes with frequent use of content for language practice

(Met, 1999)



Content-Driven

- Content mastery
- Taught in L2
- Focus on coherency



Language-Driven

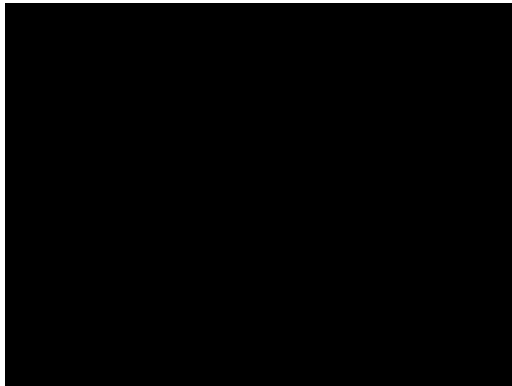
- Language mastery
- Content used to learn
L2
- Exam-driven



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.





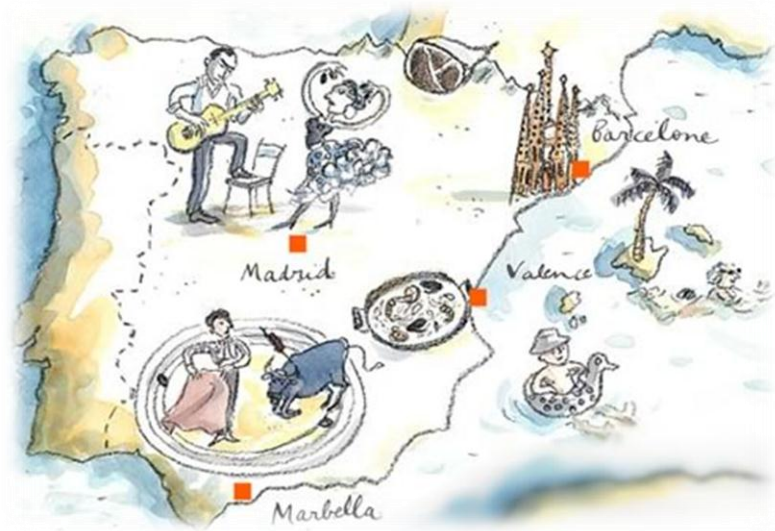
PROPOSED METHODOLOGY

- 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



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QUESTIONS?

