

Republic of Iraq Ministry of Higher Education and Scientific Research		University of Basrah College of Education in Qurna English Department
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Preliminaries

EFL/ESL: Although the terms ESL and EFL are sometimes used interchangeably, they really designate two separate types of English language education. The acronym "ESL" stands for "English as a Second Language" and describes those who are learning English as a second language. Students of English in countries where it is not spoken as a first language are known as EFL (English for Foreign Language) students. While each group of students has its own set of challenges, they all want the same thing: to be understood and heard while speaking English.

Q/ Draw a distinction between EFL and ESL? Differentiate between EFL and ESL ? What are the differences between EFL and ESL?

To explain the distinction between ESL and EFL, consider the following.

- Understanding both English as a Second Language (ESL) and English as a Foreign Language (EFL) is crucial in today's globalized society. When a person's first language is not English, they may be considered ESL students. This may have been the case from birth or as a result of lifestyle choices that led to migration away from their home country, making proficiency in English a need for full social participation. EFL, or English as a Foreign Language, refers to the practice of learning English by someone who is not a native speaker. Regardless of one's initial purpose for learning English, doing so might result in a plethora of previously unavailable possibilities and experiences.
- Learning English in both ESL (English as a Second Language) and EFL (English as a Foreign Language) environments is similar, but there are some key differences. Most people who learn English as a second language (ESL) do so because they need to communicate in a society where English is widely spoken. In contrast, English as a Foreign Language (EFL) students are often self-motivated by academic or personal goals, such as the opportunity to study abroad or the pleasure of reading classic works in their original language.
- Last but not least, it is essential to consider each student's unique goals before making instructional decisions. Using a wide range of pedagogical approaches is essential for successfully satisfying the diverse needs of ESL and EFL students. Learning the rules of the language and how to properly apply them is especially important for those learning English as a second language (ESL). In contrast, EFL students need supplementary teaching to make sense of the cultural allusions a language could make; this helps them better appreciate other people's perspectives and minimizes the likelihood of misunderstanding.

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Self-development: Teachers who are self-developing are those who have personal qualities and strengths that help them define and make sense of both their teaching practice and who they are as people. This can be accomplished by helping them acquire the required life skills to advance both inside and outside of their career.

Teaching methodology: To accomplish a teaching objective, a method should be adopted. The term "teaching method" refers to a collection of strategies used by educators to facilitate learning in their classrooms. Both the content to be taught and the characteristics of the student are taken into account when deciding on an approach. Consideration of the student, the content, and the intended outcome of the lesson is necessary for any instructional strategy to be effective.

Chapter One

This chapter raises two questions: Does self development make a difference? What factors are central to teacher self-development?

Question 1: Does self development make a difference?

Answer: Yes, it does. New teachers should be receptive to fresh perspectives and the use of teaching methods, but even more so, they should be receptive to learning how to improve their teaching through uncritical observation, cooperative discussions with veteran educators who are also willing to view their own instruction in new ways, and other means of forming their teaching practices and beliefs. However, if they had teaching experience, they ought to approach the classroom with an eye toward ongoing improvement and make time for personal growth.

Question 2: what factors are central to teachers' self development?

Answer: There are several factors that affect teacher self development among these are:

1. **Time:** It's important to take the time to observe how students interact in the classroom and to visit other instructors' classrooms and discuss what they do about teaching. Since teachers must move through developmental stages—that is, from relying on outside sources like supervisors and textbooks and being preoccupied with self-survival (what I'm going to do in class tomorrow and what technique you use) to becoming focused on students' learning and having the ability to make effective teaching decisions.
2. **Ongoing commitment:** When teachers are dedicated to continuing improvement, their development is increased. That is to say, self-development is something that instructors should consider not only at the start of their careers because even the most experienced teachers may always learn something new.
3. **Reflection:** Reflection refers to careful consideration of teaching, ideologies, attitudes, presumptions, and instructional strategies. Both in-action and on-action reflection are possible for teachers. Teachers can prexplore the factors that they believe underlie their actions by looking back on their work in order to come up with new methods of instruction (*on-action reflection*). They can also

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engage *in-action class reflection*, which entails making spontaneous decisions on how to modify their instruction.

4. **Problem-solving**: teachers can discover new ways to teach and/or more about the role of teachers when they recognise the problems and work at solving them.
5. **Exploration for exploration sake**: Teachers can learn so much when they experiment with new teaching methods, such as a novel strategy or technique.
6. **Paying attention to and reviewing the basics of EFL / ESL teaching**: New teachers should learn the fundamentals of teaching English as a second language, especially if their prior knowledge was not based on developing students' communicative competence.
7. **Searching out opportunities**: Finding fresh development possibilities benefits instructors' professional growth. Talking with other instructors about teaching, reading about teaching, going to seminars and workshops on teaching, and taking part in other activities that provide the teacher the possibility to perceive fresh teaching possibilities are all ways to accomplish this.
8. **Corporation of others**: Teachers require support from administrators, students, other teachers, and friends, especially when they are willing to observe, listen to, and discuss their teaching experiences with them.

Checklist (Reflecting on Yoshi and Kathy's teaching experience)

No.	Self- development Factors	Yoshi	Kathy
1.	-observe how students interact in the classroom -visit other instructors' classrooms -discuss what they do about teaching		
2.	-able to create and re-create relevant interesting lessons for students - Open to gain new experience		
3.	-Searching new methods and instructions -making spontaneous decisions on how to modify their instruction.		
4.	-recognise the problems and work at solving them. -discover new ways to teach		
5.	-using new methods or strategies		
6.	-learn the fundamentals of teaching English as a second language		
7.	-Talking with other instructors about teaching, - reading about teaching, going to seminars and workshops on teaching, -taking part in different activities		
8.	-ask support from administrators, students, other teachers, and friends.		