

# Innovation of "TESOL" Teaching Method in the Background of International Education

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**Keywords:** TESOL; Teaching mode; Method innovation

**Abstract:** With the development of society, TESOL's practical application ability in English and the need to understand the cultural background of English-speaking countries are increasing, which makes the acquisition of second language face unprecedented opportunities and challenges. With the improvement of the level of internationalization, the teaching of English as a foreign language also needs to be innovated. In particular, it draws on the advantages and characteristics of different languages in different countries to carry out absorption synthesis. This paper analyzes the American TESOL teaching mode from the content of teaching materials, teaching mode, classroom organization, homework assignments and student internships, and summarizes the rules of some teaching methods, thus further practicing how to better acquire a second language and providing some inspiration for the progress of teaching methods.

## 1. Introduction

As the process of education and economic globalization continues to accelerate, China's high-level English teachers are seriously deficient. International English teachers with standardized and standardized professional teaching skills are rare, and the demand for international teacher resources is even more urgent. Carrying out "TESOL" foreign language teaching methods and theoretical innovation research can help cultivate the high-level English teacher faculty that is urgently needed in China, so that these English teachers can form a scientific teaching system for students whose mother tongue is not English. The actual classroom teaching. It also enables students to learn and learn in the classroom teaching activities, to master the listening, speaking, reading and writing functions of English, and to adapt to the increasingly fierce workplace environment.

## 2. TESOL as a teaching method

Language teaching refers to the teaching behavior and learning behavior of any language. As a non-native language education, it includes both foreign language education and second language education. English as a second language education is about the mother tongue is not English, but has settled in the United States, and some have become American citizens. For them, the United States is the language of its own country, so it cannot be called a foreign language, but because they are not native speakers, they are not the first language but the second language. Second language education refers to language education in the country, which refers to language education for those ethnic minorities or immigrants. The foreign language education referred to in this study refers to the promotion of American English education to those who are outside the country. It is actually a foreign language education, not a second language education.

TESOL originated in the United States, meaning "Teaching English to Speakers of Other Languages". The Chinese translation is "Foreign English Teaching". Its theme is to explore the methods and theories of English teaching and to improve the level of teachers in English teaching. TESOL is taught to people in non-native English speaking countries. This course emphasizes "English teaching" rather than "English." TESOL's mission is to provide excellent English instruction to all English learners. Because people who have not achieved an English-related degree are able to teach English. As a major, "English Teaching" has special requirements for learners.

In American university departments and research institutes, such as physics and economics, TESOL is a major, the theme of which is to explore methods and theories of English teaching and to improve the level of teachers in English teaching. The original intention of TESOL is to help immigrants and international students better adapt to the environment and improve their English communication skills. It also helps the American education system better serve international students and immigrant students. Just as Chinese as a foreign language teaches foreigners to learn Chinese. TESOL teaches foreigners to learn English.

TESOL has been studied and researched as a professional course in American College English Education. The subjects of English teaching can be divided into two groups according to their native language: English is a native speaker and English is not a native speaker. TESOL's teaching target is the second group. Because it is "external", the TESOL teaching method takes into account the learner's native language and cultural background. Using Chinese teaching as a metaphor, teaching a Chinese child who grew up in China and teaching Chinese to a child who grew up in the United States will certainly be different.

## **2.1 American TESOL teaching theory**

The TESOL degree program varies from university to university. We can compare the TESOL degree courses of several famous universities and find out what they have in common. Although the courses in these schools are different, they all emphasize The content of theoretical teaching, the adaptation of language and cultural environment, and the theory of respect originate from the classroom, and hope that students can apply what they have learned.

TESOL is targeted at people from non-native English speaking countries. TESOL is a major related to English teaching and has high requirements for learners. Therefore, some ideas and methods in TESOL teaching will inevitably benefit college English teaching in China. The basic concept of TESOL is "taking students as the main body and teachers as auxiliary functions". The behavioral arrangement of teachers in the classroom is all around the theme of students. The purpose is to give full play to the subjective initiative of students and achieve good teaching results.

The American linguist Krashen proposed a monitoring model for whispering acquisition in the late 1970s. This model is very clear and basically uses Chomsky's metaphor for children's innate language knowledge - the concept of language acquisition mechanism. The monitoring model consists of five hypotheses, namely Acquisition-Learning Hypothesis, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis and Emotional Filtering Hypothesis. (Affective Filter Hypothesis). Among the five hypotheses, the acquisition/learning hypothesis and the input hypothesis are the core, and they can provide the theoretical basis and method for the second language acquisition teaching. This paper will also design a set of effective English teaching methods based on Krashen's five hypotheses on second language acquisition, especially the input hypothesis, combined with the learning objectives and motivations of the International Education Institute students.

## **2.2 TESOL teaching mode**

### **2.2.1 Course design**

The TESOL curriculum teachers take students as the main body and adopt a teaching method that guides students to learn. Teachers will design a variety of activities, so that each student participates in the activity, using the classroom practice to practice language, in order to achieve the purpose of flexible use of language. There is no fixed textbook in the TESOL course. The teacher will use some textbooks as a blueprint to distribute the learning materials to the students. At the beginning of each semester, the teacher will announce the teaching plan on the online platform. After reading the teaching plan, the students can freely choose the chapters they want to explain or put on the demonstration. Then, after the student's presentation is completed with reference to the teaching schedule and the order in which the chapters are to be presented, the teacher will make an appropriate comment on the student's presentation.

### **2.2.2 The role of classroom organization and teachers.**

Class activities in the United States are more diverse. Each class lasts about two and a half hours. The TESOL course is relatively short, about one and a half hours. At the beginning of each class, the teacher will explain the teaching skills that will be learned on the same day. The lecture time is about half an hour. The remaining one hour is basically divided into group discussions, using multimedia means to perform audio-visual demonstrations, and finally let the students come to the stage to demonstrate or each The group sent representatives to express their views. Regardless of the type of activity, the teacher will pay attention to the performance of each student in the group discussion, and does not allow any student to use the native language or be lazy to discuss. In this process, teachers need to mobilize the classroom atmosphere, maintain classroom order, and even correct and dial out the students' mistakes.

### **2.2.3 Internship at a local high school.**

The target of the teaching is black high school students, who have a relatively heavy local accent and require the lecturer to have a higher level of listening. Unlike Chinese students, American students are very active in the classroom. They like to participate in class discussions and ask teachers questions. This requires teachers to have strong classroom control and psychological qualities of "not being shocked".

## **2.3 Teaching Features of American TESOL**

### **2.3.1 Teaching content**

It can be seen from the analysis of the curriculum that they all emphasize the combination of theory and practice, and language and culture. Such classes and settings are in sharp contrast to the purely linguistic, psychology, literature, and pedagogical models.

### **2.3.2 Teaching mode**

American TESOL teachers take students as the main body, and teachers mainly guide students to learn. Designed a teacher to use appropriate strategies to engage each student and use classroom practice to practice language. Finally, use the language flexibly. Because they are small class teaching, if there are five chapters, the teacher will let each student write the chapter content to explain on a piece of paper and the specific day to explain. Then follow the schedule written on paper and take turns to go to the stage to make a speech on a point that you are most interested in. Of course, teachers will also make appropriate comments on your presentation. This improves the development of application skills and the ability to control language organizations.

### **2.3.3 Classroom organization**

Classroom activities in the US TESOL are more colorful. Each class is two and a half hours. Sometimes teachers usually talk for nearly an hour, sometimes teachers only speak for 5 to 10 minutes. The time of the remaining Bu can be a group discussion, audio-visual teaching or let everyone do some practical activities. Either way, the teacher will send some materials to each student to ensure their enthusiasm and participation. Due to the diversity of teaching methods and the fact that students are mainly students, the status of teachers and students is equal. The teacher will put the content to be told, the relevant requirements and the assignments in advance on the website of the school. Students can go to the online teaching forum of the school to discuss and submit homework with the classmates. The teacher will rate and submit comments online.

### **2.3.4 Homework assignments**

Due to the nature of the TESOL profession itself – it is very demanding in English. Although the TESOL teachers in the United States must have less time in class, if they are calculated in a 45-minute class, a class will last about 4 lessons a week. However, in addition to class, there are countless papers to write. I have to read a lot of books, but on the first day of class, the teacher will give the students a plan to write which day to tell what to say, which books to read, which questions

to discuss, and which assignments to pay. In this way, students are better able to improve their ability to read, write, speak and understand in situations of stress. Since most of the homework assignments are submitted online, and each learner only knows the account number and password, which means that in addition to the teachers and learners, the general situation is that there will be no third. I know. This will largely guarantee the learner's personal self-esteem, especially those who do not usually do well. In the US TESOL teaching philosophy, each student should enjoy the right to be respected regardless of race, color, or nationality.

### **2.3.5 Teaching Internship**

In the United States, TESOL learners must pass a teaching internship if they want to obtain a teacher ID. Teaching internships are generally divided into two phases in half a year. Most TESOL professional learners are internships in ESL (English As a Second Language) classes in high school and elementary school. And the internship time at each stage is no less than 110 hours. At this stage, the identity of a TESOL professional learner is transformed into a teacher's identity. In other words, learners must apply all the knowledge they have learned in the previous year and a half to the teaching practice of the past six months. This emphasizes the ability of learners to apply and practice English, so that learners feel more English and use English.

## **3. The application of TESOL concept in college English teaching**

### **3.1 About the choice of teaching materials.**

American TESOL courses do not have ready-made textbooks, but teachers write their own lectures according to the language level and cultural background of the target audience. Handouts will be handed out to the students at the beginning of each class, which will ensure the timeliness of the materials and enable them to learn the latest language materials. We can also avoid the use of the same textbook throughout the semester. Teachers provide their own materials and give students different materials in the weekly class. The content selected is close to life, keeping up with current affairs as much as possible. It involves history, technology, entertainment and sports. It is very likely that the teacher will select the news event of the previous day as a class discussion activity. The rich and colorful elements of the lectures enable students to be exposed to contextual and authentic language, learn new knowledge, accept new experiences, and develop new abilities. Take the TESOL class that the author studied in the United States as an example. The materials prepared by the teacher changed the news content from the United States. The content of the material was that people from three countries (India, the United States, China) were in distress in the earthquake in Japan, and students were asked to conduct group discussions and design plans to rescue them. This kind of classroom learning materials and tasks enable students to develop their language organization ability and logical thinking ability in the process of thinking about solutions and communicating with others. At the same time, they can cultivate their self-rescue ability in emergencies, which can be described as "double-edged" and very Popular with students.

### **3.2 About classroom interaction.**

For classroom interaction, TESOL's approach is to divide the class into groups, group-based, and collectively discuss the materials or tasks assigned by the teacher. The time to discuss according to the different difficulty of the task is roughly 10-15 minutes, after which each group publicly expresses the results of the discussion. In order to prevent the group members from "ride the ride", the teacher will keep moving through the classroom, urge each group to complete the discussion, and give appropriate assistance to get every student involved. In college English teaching in China, teachers can also issue corresponding materials and arrange different classroom tasks according to the requirements of different courses. Teachers should pay attention to the timeliness and diversity of materials, and choose materials that are relevant to student life or helpful to students, and maximize the enthusiasm of students to participate in group discussions. After the discussion is over, the teacher should let each group of students have a chance to speak. If time is limited, each group

can send representatives to express the results of the discussion. Let each one not simply deal with the domestic exam. Therefore, in the design of international class English listening and speaking classes, according to the characteristics of international class students, it is necessary to pay attention to the practical application ability of learning, but also to improve students' ability to test.

### **3.3 Specific contextual language learning assessment**

Teachers can design classroom content based on student language level and grade level. For example, in the freshman semester, students who have just entered college life can choose topics related to their daily lives, and the input and output are mainly in the form of dialogue. Appropriately add the international English test to the content and skills in the process of learning. In a relatively relaxed environment, students are allowed to adapt to college life as soon as possible and begin to understand the content of the International English Test. In the later semester teaching, the input and output of dialogue are gradually transformed into forms for improving students' logical thinking and self-expression, and the training of international English test content is increased.

Compared with ordinary non-English majors, the motivation of international cooperative students to learn English is different. In addition to passing the English exams for the 4th and 6th grades in the country, the students of the international cooperation class also need to pass the IELTS or TOEFL test according to the requirements of foreign schools, and also prepare for the language environment of going abroad to adapt to foreign life as soon as possible. Therefore, in addition to the language input content to be different from the ordinary non-English majors in the country, there must be differences in language output. According to the purpose of the international cooperation class students learning the second language, according to the content of the study, the language learning assessment of the specific situation will stimulate the students' learning motivation and stimulate the students' interest in learning English at school. According to the current unit's language input content design scenario exercises, such as role-playing, small class debates, etc., two IELTS or TOEFL listening and speaking simulations per semester will greatly stimulate students' interest and enthusiasm for learning, student learning The effect will be more effective.

## **4. Enlightenment from the American TESOL teaching model**

This article takes the English listening and speaking course as an example. It hopes to help train the high-level English teacher faculty that is urgently needed in China, so that English teachers can form a scientific teaching system for non-native English speakers to guide the actual classroom teaching and improve the past. The English teaching environment transforms the concept of English teaching and takes students as the center to strengthen students' language input and output.

### **4.1 Diversified language input**

The language input in the unified English teaching is mainly based on textbooks. Take the English listening and speaking class as an example. This course is a process of inputting and outputting language. The mode of English listening and speaking textbooks is basically based on listening content and practice under a certain theme, and then the discussion topics are encouraged to encourage students to express their opinions based on existing knowledge and listening content. The advantage of textbooks is systematization. The disadvantage is that the corpus is not enough. In this era of pluralism, second language teachers should be based on textbooks, extending more literary input to help students complete more corpus accumulation. As we all know, learning a language includes listening, speaking, reading and writing. And the learning of a language has never been four separate, but a process of overall learning. Therefore, although English listening and speaking focuses on training students' English listening and speaking ability, their corpus learners cannot have a part of listening alone. Reading is another effective way to help students to input corpus. This requires teachers to provide sufficient guidance before the actual explanation, such as background knowledge in the topic, the use of basic vocabulary. The background knowledge in the topic can be completed through short films or reading essays, and students are encouraged to collect

relevant background knowledge to improve their active participation. Encourage students to collect relevant background knowledge and improve their active participation.

## **4.2 Student-centered classroom teaching model**

According to Krashen's acquisition/learning hypothesis, acquisition is a subconscious or a subtle and natural result of natural communication. Therefore, how to convert language input into effective language output is an important part of L2 teaching. After the multi-lingual input, the teacher needs to design some specific classroom activities so that the students understand, absorb the content of the lost people, and reorganize to complete their effective output. Through the mode of “input-understand-absorption-reorganization-output” to improve students' practical application ability in the second language. In the English class at the university level, especially the English listening and speaking class, after completing the English corpus input, the student-centered classroom teaching mode is the most effective way to help students understand, absorb and reorganize the lost knowledge. At this time, the role of the teacher is no longer the leader of the classroom, but the designer and the leader. Teachers help students prepare for language output by organizing students to play small games, group discussions, and class debates. At this time, the students became the leader of the class. Teachers as designers and guides, the choice of subject matter and language input materials need to pay attention to the content needs according to the theory, it is not too difficult for students to lose the enthusiasm of learning, and not too simple for students to lose interest in learning. Timely explanation and guidance for students to understand the problems arising from the input.

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