Constructing a Model for ESL Teacher Training

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ABSTRACT --- *Countries in which English is not the primary language necessarily rely on educators for whom English is a second language to provide training in English as a second language (ESL). Such educators are commonly referred to as Non Native-English-Speaking Teachers (NNEST). There are specific concerns which must be addressed in the training of these teachers. This paper provides a framework to guide the construction of a model for this type of language teacher training. Effective ESL teacher training and issues specific to the NNEST cohort are examined. There is an examination of current research that highlights the importance of ongoing tutorials and mentoring programs in such training. This is followed by a detailed analysis of the unique challenges facing NNEST. Finally, this analysis guides the construction of a contemplated training model, which comprises the following domains: Intense Training and Learning; Encourage Personal Connection; Infused Training; Cultural Awareness; Focus Beyond Vocabulary and Grammar; Use of Technology; Confidence in Strengths; Support throughout the Practicum. The conclusion of the paper includes directions for further research, while this model can be put into practice as a guide for teacher training.*

Keywords: ESL, NNEST, Teacher training, Training model
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1. INTRODUCTION

Understanding English is commonly crucial for students worldwide for their professional future, especially during the ongoing trend of globalization, as English has become the *lingua franca*, or common language, in many industries, including finance, manufacturing, and technology. The same standard pertains to academic disciplines, as most scholarly literature is published in English and for an English-speaking audience, regardless of the authors' and readers' countries of origin. It thus remains being increasingly more important to instruct students for them to acquire at least basic linguistic proficiency in English as a part of their education while training to enter various professions anywhere, with the underlying necessity being English should be being taught as a second language in schools worldwide. Elementary school pupils and high school students should learn English along with their other instruction during the early stages of their fundamental education, which could take many forms. Some subjects might be taught entirely in English in a language immersion system, or in the context of a more conventional foreign language curriculum. Regardless of the model, teaching and learning of English is a worldwide concern for educating students to help them prepare for their future, and this must not be limited to English-speaking countries in the interest of facing the underlying element of globalized economic realities during the present, and especially the future in view of continual new advancements in communications technology, which are going to continue influencing business undertakings and language instruction when these functions can be undertaken online. Further developments in terms of 5G communications, using blockchain and virtual reality technology, as well as teaching online, remains to be seen.

A crucial question to enable this type of training is who could be entrusted with the responsibilities regarding teaching non-native speakers in what could be considered a global education context in which English instruction is a commonly recognized priority. The ideal would be individually trained teachers to provide their expertise at teaching English, with the appropriate background knowledge, experience and teaching skills, before they could be ready to enter on site or virtual

classrooms, and connect with students who are going to need how to learn a foreign language, in addition to various types of contents. In actual practice, possessing theoretical background knowledge concerning language and pedagogy along with practical experience are vital for successful teaching and learning. In fact, those who are teaching English are not what a casual observer might accept as skilled instruction delivery in many cases. The realities of many local school systems dictate that these classes will be taught by local teachers who are functioning in a second language and may potentially have shortcomings in terms of their linguistic knowledge, in addition to having been effectively trained in providing instruction. Many or perhaps even the majority of these teachers will be non-native English speakers, who are also known as NNEST (Non-Native English-Speaking Teachers.) This is an important underlying element to contributing to establishing a theoretical model for global English education, by which instructors can function anywhere and anytime, and language learners are going to likewise be prepared to function in a second language. The purpose of this work is to provide guidelines for a model for training ESL teachers, especially those who will teach English as a second language for whom it is a second language — non-native speaking English teachers.

2. LITERATURE REVIEW

Teachers, especially those engaged in second and foreign language teaching, are expected to be researchers, decision-makers, and evaluators besides their other roles in education. However, the resources to guide language teachers on achieving those roles are not necessarily sufficient. Richards and Nunan (1990) stated that "the field of teacher education is a relatively underexplored one in both second and foreign language teaching" (p. xi).

There are several areas of the scholarly body of literature that must be considered and synthesized to provide an overall evaluation on how to best train non-native speaking English teachers. There has been an increasing focus in recent years on this population of teachers and an attempt to understand their experiences, unique challenges, and their strengths. Firstly, it is important to understand useful practices for training teachers in general, and how these might intersect with teaching English as a second language, as well as consider some of the challenges that are currently understood to be inherent with regard to teacher education. Secondly, the specific challenges and potentially most useful practices for teaching English as a second language must likewise be forwarded as a basis for further discussion. These underlying elements must be addressed for any effective model of ESL teacher training to be constructed, whether it is oriented toward native speaking teachers, or those who are not native speakers of English, but were once ESL students themselves. Finally, it is important to take the challenges of training nonnative speaking teachers who will teach in a second language into account. These teachers have significant strengths that they can leverage to conduct useful and possibly influential work with students, helping them acquire English linguistic skills, as well as greater cultural awareness. This particular teaching population segment has its own set of most commonly tested practices as well as concerns, which must be reflected upon and addressed as well for this purpose.

Another useful practice for teacher training in general is to help those who are becoming teachers to find their natural fit in terms of an ideal age group, subject matter, and school culture. For example, the same individual who could be a talented and skilled high school biology teacher might not be as successful in an elementary school classroom, given the underlying psychological factors among the students, as well as the instructor's preferences. However, it may be necessary to discard this useful teacher training practice due to necessity. According to Llurda (2004), this is especially an issue in English language classrooms worldwide. As being able to function in English has become increasingly advantageous for students everywhere, increasingly more teachers must be trained to address this necessity in terms of following a linear progression. However, not all of them may possess the necessary background knowledge, or even the appropriate temperament to make ESL teaching their optimal field of expertise. At the same time, Tedick (2009) forwarded there has been increasingly greater interest in providing second language English instruction for increasingly younger students, with many schools adopting a true dual-language model meant to foster bilingualism in English in order to make students more competitive as independent adults. Synthesizing these facts highlights the importance of mentoring, and developing strategies to be applied to help them become effective ESL teachers may help them determine how to instruct students in the most effective possible means.

2.1 Effective ESL Teacher Training and Teaching: Strategies and Concerns

Although not all ESL teaching is specifically in dual-language programs that are meant to promote truly bilingual students, there is the certainty that the goal for all students is to become either fully or at least functionally bilingual, or at least achieve elementary functional fluency in English. Therefore, there is the underlying importance of examining the useful practices that have been identified for dual language programs, specifically as well as those for all ESL classrooms. Lindholm-Leary (2005) examined the efficacy of dual language programs in an attempt to understand useful practices for these purposes. One of the things she noted as being especially important was the ability of the instructor to respond to different levels of English proficiency in separate classrooms. Students may learn at different paces, or come to the instruction with different levels of

previous knowledge, just as they "arrive on site" in the classroom with different backgrounds in terms of other aspects, and teachers must be trained to be prepared for the various types of individuals to be faced during contact hours. All of the students' needs must be taken into account, regardless of subjective differences among them. Interestingly, this also applies to those who will teach English themselves and are also English language learners — the specific types of instructors for whom this model is designed.

According to Nutta (2018), it is important to follow an infused training model, using what teachers already know in order to help them reach their students in terms of communicating effectively with them. Second language teacher education could be described as the combination of the theoretical base of knowledge and the ongoing experience of teaching in a school context, which builds a bridge between theory and practice (Widdowson, 2012). Taking teachers' past teaching experience and knowledge into account, even though it was often in their L1, or first language, can help teachers be better prepared to adapt the skills and practices they already use successfully in their classrooms to teaching of English as a second language. According to Johnson (1994), pre-service teachers in particular who will be teaching ESL have a tendency of superficially and mechanically "going through the paces," as one teacher quoted in the article comments, by simply following the sequence of textbook contents without applying any interpretation of how those contents can be presented and delivered to students. However, the importance of informal language learning through engaging in realistic two-way conversation, rather than merely being presented with textbook contents, is understood by nearly all conscientious ESL teachers. It is to be emphasized this is a matter that non-native speakers must be conscious about taking appropriate action with regard to achieving students' learning objectives, if they are to become competent and effective ESL teachers. Another underlying matter to be recognized is that the use of informal, conversational English is commonly used in conducting business transaction or in various types of workplaces, as well as in social contexts. It is therefore advisable to construct realistic settings in language classrooms, in addition to referring to textbook contents that could be useful in elucidating specific vocabulary and the use of targeted grammatical constructions.

Although a great deal of research has been undertaken on useful teacher training practices in general, it is important to review some approaches that are specifically important to training teachers who may teach English because there are underlying factors with useful practices that are discussed below within the model being proposed for training new teachers. One of these useful practices is mentoring. According to Wang (2018), teacher mentoring is often treated as part of an induction process, introducing teachers to the profession and helping them become acclimated to overall classroom management. However, Wang indicates that it can also be used as a more active intervention to help teachers learn to improve their competence. This kind of targeted or focused mentoring has been shown to be especially effective. Delaney (2012) specifically discussed the importance of mentoring for language teachers, forwarding the view that mentors can provide both guidelines and examples to follow, with a second party observing the classroom in which new teachers are functioning. However, Delaney cautions against the assumptions that some mentors may make, which include that those who come in to teach a second language have complete second language proficiency, and also understand theories of language acquisition in their second language. This mismatch in expectations and reality can potentially make mentoring relationships more difficult, and therefore a specific concern for ESL teachers is that they should be paired with mentors who understand their skills and needs. One of the forms of assistance that these mentors can provide is assisting ESL teachers to teach not only language skills, but also about cultural aspects and differences. According to Duff & Uchida (1997), it is important for teachers to recognize the differences between their explicit cultural expectations of their students, and their own implicit cultural behaviors. In an ESL classroom, teachers must pay attention to additional subjective elements, rather than simply textbook contents regarding grammar, vocabulary, and related matters. Mentoring can help ESL teachers be more effective, but the mentoring itself must be set up and done carefully in conformity with specific guidelines, while facing the risk of there being the possible potential of exacerbating classroom management issues, which will consequently unnecessarily further add burdens on a new ESL teacher.

Many teachers in an ESL classroom space could benefit from action research — small scale research projects that teachers undertake in their own classrooms in order to investigate issues therein, and directly impact their own teaching practices. Halbach (2016) presents her own experiences as an ESL teacher who undertakes action research and has revealed a positive impact on her own teaching achievements. According to Cruikshank, Newell, & Cole (2003), ESL teachers should be working to connect with students in a variety of ways, including through tutoring and mentoring programs, and setting up programs through which students can engage in self-study. These are all potential areas for examining action research, since different approaches will prove to be effective for different teachers and for different students. Evaluating the type of training, mentoring, and continuous improvement of teaching practices, such as those examined through undertaking action research, is especially important for teachers of ELLs.

2.2 Issues an Strengths Specific to Non-Native Speaking Teachers

There is some debate concerning how and whether non-native speaking teachers of English (NNEST, or Non-Native English-Speaking Teachers, as they are often referred to in scholarly literature) should even be labeled in these terms. Liu (1999) notes the negative connotations of the label and examines the professional consequences of this for teachers, as well as the impact on their classroom practices. Students might make prejudiced subjective assumptions about whether there are suitable to teach the class, as well as the impact on teachers' self-esteem. According to Liu, identifying oneself as a non-native speaker could realistically have a range of consequences, including making it difficult to be hired for teaching positions, even once a teacher is duly trained. Taking as a given that training is unequivocally necessary, drawing a distinction between native and non-native speakers simply as a matter of categorization, rather than of value judgment. It is clearly crucial to focus on the ways in with NNEST are just as helpful to their students, as well as the issues or problems that could arise, and be addressed accordingly. Yu (2014) rejects the earlier concept that English "belongs" mostly to native speakers, and makes a compelling argument that non-native speakers, to the extent the label is even useful, take a form of ownership of the language that their native-speaking peers often do not. This is just one of the considerations when looking at non-native teachers of English. In fact, there is a growing body of literature that examines the specifics of these teachers and the way they operate.

One important component of the literature points out the strengths of non-native speakers of English as teachers of English as a second language. According to McKay (2018), the perspective of non-native speakers has becomes increasingly more helpful in the classroom as English language instruction has proliferated worldwide. These teachers are helpful in a very practical way that aligns with useful practices for all teachers. They can speak to students in their new language about common topics and using linguistic constructions that students want and need to know. Additionally, they know firsthand some of the pitfalls of learning English as an L2, and can help their students avoid or work through these difficulties in a relatively objective manner by being familiar with how and why they could arise from a translation point of view. Moreover, these shared experiences can help foster rapport between the teacher and the students, leading to improved relationships and better learning outcomes.

According to Norton & Tang (2012), the non-native ESL teacher's identity is distinct from that of the native-speaking English one, and this is likely to be accurate, regardless of the subject being taught. For a non-native teacher, this can be a positive trait, since they can connect with students on a different level than a native speaker might be able to, in terms of being familiar with the students' viewpoint regarding facing potential learning difficulties, which McKay (2018) later reinforced. Although non-native speakers are sometimes afforded a lesser level of influence within the educational system, which partly depends on the amount of supply of available local teaching personnel in a given environment, their very identity is somewhat powerful to some degree, because it gives them a means of connection that may not be available to other teachers who are from a different environment. In a more practical sense, ESL teachers who are non-native speakers also have skills that set them apart. They can explain some of the lexigraphical and phonological idiosyncrasies of English in a way that students can understand, particularly if they come from the same L1 as the teacher. Shin (2008) notes these as significant strengths and is joined in this assessment by Braine (2013), who discusses these and other strengths in a collection of essays found in book form.

However, there are certain weaknesses among distinctive non-native speakers' identities. Amin (1997) cites the belief that many ESL students have that a non-native teacher is inferior to natives, and that they do not learn as much from these types of teachers. Amin ascribes these beliefs ignorant prejudices, and notes that they impact not just how much student perceive that they learn, but also the extent of their investment into the learning process. Kelch & Santana-Williamson (2002) analyze this concept further. They differentiate between students' perceptions of teachers as having native or non-native accents, and merely being a native nor non-native speaker. According to their research, accent does not matter nearly as much as the perception of whether a teacher is a native speaker, but a pronounced accent can still have a negative effect on student learning. However, if a teacher seems to be a native speaker, the study demonstrates that many will overlook an accent and focus on the teacher's fluency when evaluating them. Guenette & Lyster (2013) noted that written feedback can also be a problem for teachers who need to give feedback in English or are unable to do so due to limitations on their fluency or halting grammatical knowledge expertise, and that this can negatively impact student-teacher relationships and learning outcomes. Teaching English teachers to express themselves in writing in a way that can be understood by beginning English speakers and readers is a considerable undertaking, but it is one that must be undertaken in order for teachers to avoid potential pitfalls in terms of student perceptions, motivation, and establishing rapport. Along with a strongly distinctive accent, a lack of writing facility in English can then lead to negative student perceptions of their teachers.

These possible negative student perceptions are therefore matters of concern that ESL teachers who are non-native speakers in particular are potentially considerable obstacles that compose a barrier that any model for training these teachers must overcome. Shin (2008) also notes that they must overcome the perception that they do not only know the language they are teaching, but also possess cultural awareness as background information about the language in which they have expertise. Along with becoming increasingly more proficient in English, both oral and written, she posits that non-native speaker English teachers must strive to become fluent and competent in the English-speaking culture not just of their particular institution, but also of the larger community in which they work. She refers to the concept of teachers becoming ethnographers, actively looking to learn more about cultural dimensions of the language they are teaching. Rowsell, Sztainbok, & Blaney (2007) also reveal the concept of culture, forwarding that it must not be considered "bounded" or "discrete" from language and from what they are teaching — that is, that these teachers need to learn it through their coursework in teacher preparation programs. Lazaraton (2003) notes that in a case study, a wide range of cultural topics arose during class discussion, and that, while it is acceptable for teachers not to be able to answer every question, it is very useful for ESL teachers to also have cultural fluency. This is an issue in particular for teachers of English who did not grow up in English-speaking culture. Culture can range from questions about naming conventions, such as the uses of different forms of address in many English-speaking countries, or understanding slang terms, or of the dual meanings terms often acquire when there are popularized in their use online. All of these are issues students are curious about and may face as they acquire fluency in English, whether during their courses of study or being engaged in a career. The more cultural fluency that is made possible, the better, and that must be a part of any appropriate training model.

Other myths abound about non-native speaking teachers of English, but as Selvi (2014) describes, there are many positives to non-native speakers as teachers of English, and any model should play on these strengths, which, including being able to connect with students well, having multicultural and multi-subject knowledge, and being able to closely connect with the material by being able to clarify them to the students through interpreting these contents. Kamhi-Stein (2000) notes that non-native speaking English language teachers are often afflicted with low self-confidence, which comes from their own uncertainty about the nuances of English, which can be both actual and self-perceived. These issues are rarely addressed in the teaching community in general, Kamhi-Stein posits, because non-native speaking teachers of English have so little visibility. Their presence as a large proportion of English teachers worldwide is relatively new, and little has been designed for them. This is one of the reasons why the creation of models for this population of teachers and for their training is crucially important at this juncture.

3. A MODEL FOR TRANING NON-NATIVE SPEAKING ESL TEACHERS

According to many teachers in a study undertaken by Nicolaidis & Mattheoudakis (2008), a typical 60-hour course for pre-service teachers, while helpful, is not as much help as these teachers perceive they need once they have had live classroom experience. This model thus proposes a different structure than the traditional teacher training modules, which can be more intensive. The outline below proposes the structure of the model in a practical sense, and also covers some of the major concepts that need to be taught by both direct and informal instruction over the course of the training period for new teachers.

3.1 Intense Training and Learning

The most effective teacher training models are intense boot-camp-style activities, and the model created for ESL teachers who do not speak English is not any different. A 60 to 100 hour classroom course should be followed by student teaching experiences, mentoring, and observation within roughly the first year of teaching for continued professional development. The training course also needs to incorporate learning for the teachers themselves. As discussed in the literature review above, teachers do not always come from the same backgrounds, in terms of fluency in English and knowledge of pedagogy. As a result, the student teachers must not just learn to teach, but must also need time to continually develop their own fluency in and have confidence in English abilities, in terms of reading, writing, speaking and listening. The program should position the student teachers as both teachers and learners, with a blend of pedagogical theory classes to familiarize these students with tried and tested knowledge based on practical experience, and also English language instruction to reinforce fluency and language learning skills. The language instruction will also serve as a useful model for the teachers learning to teach similar contents. Although most language learning is done in the L2 being learned, especially after a certain level, this particular training program is practical for both the pedagogical and language classes to take place in a mix of L1 and L2, which allows for the student teachers to see how this combination of L1 and L2 will take place in their own ESL classrooms once they begin their teaching functions.

The training program also needs to include mentors who are experienced teachers. These can be a combination of teachers who are native speakers and those who are not. Having a mix of teachers ensures exposure of practical past experiences that

they can share with student teachers. At the same time, making contacts in the community of native speaking teachers is one way to combat some of the negativity and lack of voice for non-native teachers that was indicated in the literature review. New teachers will thus enter into their classroom assignments with a community of professionals who are ready to receive them, and the mentors will simultaneously have experience with non-native speaking colleagues, which will serve the positive purpose of overcoming stereotypes.

These mentor relationships should be maintained throughout the student teaching portion of the training, which would take place in the weeks following the intensive training, which might be two to three weeks' worth of class days. During the weeks of student teaching, weekly meetings with mentors and as a class cohort would encourage student teachers to share experiences with one-another and allow them to discuss practical teaching techniques that have worked for the and those that have not. They can also be encouraged to take on mini action research projects in order to learn how to use action research as a tool, which will helpfully be useful to them throughout their careers.

Ultimately, a model combining mentoring, practical student teaching, and classroom instruction in both English and the teaching of English will best help prepare student teachers to teach English as a second language in classrooms of their own. Once this is understood, focus can turn to what aspects of this model — particularly the classroom content — must consist of in order to be optimally effective, and a few suggestions in this area are outlined below.

3.2 Encourage Personal Connection

One of the useful practices for teaching in general is certainly to encourage connection between teacher and students, and literature sources clearly indicate that doing so is a particular strength of ESL teachers, especially those who are non-native speakers. ESL teachers need to be trained to take class time to make superficial personal connections with their students, such as through making open ended questions or sharing anecdotes about their opinions or experiences, rather than just hoping it will happen naturally. Although teachers may be reticent to share details about their personal lives and experiences with students, this should be encouraged as much as is appropriate in order to help these connections flourish. For some non-native English speakers who will be teaching English as a second language, this may entail a radical shift in terms of how teachers are treated. Rather than the deferential attitude common in many countries toward teachers, to which they may be accustomed, these teachers must be taught to be informal with students, because this approach aids create an informal language learning classroom environment. In a model for training non-native speakers to teach ESL, this may need to be taught directly. In a practical application, this can be accomplished through practicing role-playing scenarios and opportunities during student teaching to engage with students on a personal level. Personal connection is a crucial part of any good and complete model of ESL teacher training, particularly for the non-native speakers for which this type of connection can be a distinct advantage. According to Faez (2011), the level of understanding that teachers have of their students in terms of cultural background and shared experiences can be a factor in how effective teaching and learning can be as an additional underlying element, in addition to the application of theoretical considerations in the course of implementing lesson plan contents. Hence, encouraging personal connections clearly opens the way for improved teaching, and this is element must be part of a responsible model for training teachers.

3.3 Infused Training

One of the most notable common elements of the literature mentioned above forwards the value of infused training. This is the value of evaluating the location of pre-service ESL teachers are and meeting them there. ESL should be taught as little as possible as a separate discipline, and should be thought of as being connected to the other subjects and areas in which the teachers have knowledge. This kind of training incorporates what teachers already know, but not only academically. In fact, using teachers' social and cultural knowledge of their own cultures to make their ESL training more meaningful and helpful is an important part of the model. Understanding the culture of the ESL teachers undergoing training and using it as part of this training can help those training them to create improve pre-service experiences for them. It could be possible to help a pre-service teacher feel more comfortable in a student teaching environment if they are paired with someone who shares some aspects about their culture, even if the students do not. Having some shared elements can help the student teachers and mentors generate a personal connection, and can help the student teacher feel more comfortable as they acquire teaching practice. Similarly, placing a teacher and students together who share various cultural elements, even if they do not speak the same language, can be useful in helping create the same types of personal connections.

More often, it is likely that ESL teachers will be training to teach students who speak the same first language. In this case, using what teachers already know about pedagogical subject-matter to help them learn to use their skills to teach English is

perhaps even more effective. By meeting the teachers where they are, teacher training can have a positive impact while also respecting the potentially considerable knowledge in other subjects that the ESL teachers already have.

3.4 Cultural Awareness

One of the most important things to include in any model for training ESL teachers who are non-native speakers is the importance of cultural aspects. Not all new teachers have the wherewithal or inclination to be pseudo-ethnographers on their own. Thus, cultural awareness of English-speaking culture, such as aspects of American culture, needs to be something that is taught both directly and indirectly during the training process. This can be achieved through direct instruction, such as planning lessons on using English slang terms, and how they or may not be appropriate in different situations. It can also be part of the model indirectly, including by watching American-made movies and comparing them to those of the students' native culture, since they may as eye-witness accounts of potentially realistic cultural themes, which can be drawn from YouTube, television programs, and other common forms of media. Students need to be able to identify the ways in which the social mores of the English-speaking world differ from that of their home culture. Duff and Uchida (1997) also noted that what teachers do in terms of interaction with culture and what they say can be quite different. Teachers in training should be asked to examine their own perceptions of English-speaking culture in order to focus on precisely anything they should pass on to their students and how to act consistently, i.e., to "practice what they preach," in the classroom that ought to be a reasonably informal setting. For example, if a teacher knows that the correct thing to do in English-speaking business culture is to shake hands, and teaches this to students, but does not do so when a visitor comes to the classroom, students may absorb mixed messages. Being always aware of the culture that they are teaching along with the language will help pre-service teachers trained in this model will contribute to their own successful effectiveness in their own classrooms. However, it is also important to make the point to teachers that it is acceptable to not to know the answers to a question of culture that may arise. Lazaraton (2003) cited missed opportunities by non-native speaking teachers to admit that they did not know a specific answer to a question, and thus to become learners along with their students, and thus modeling good knowledge-seeking behavior. Cultural knowledge is a wide spectrum, and teachers and students can learn together. This understanding needs to be part of any model for training new ESL teachers who do not speak English at a native speaker level.

3.5 Focus Beyond Vocabulary and Grammar

While there is no doubt that learning vocabulary and grammar are important elements of ESL teaching, and non-native speakers who are preparing to teach ESL must be ready to teach these contents, there are further elements for a successful teacher training model to be encompassed into the course contents. Teaching pronunciation and phonics is something that may come more naturally to teachers for whom English is the L1, because they had learned these contents themselves. Effective training for non-native speakers who plan to teach ESL must include a crash course designed to help these aspiring teachers understand how students acquire elementary English language skills, such as the different ways to construct complete sentences. Furthermore, the future teachers must have direct instruction on teaching pronunciation in particular. This has more benefits than just those that accrue to future students. In fact, Burri, Chen, & Baker (2017) note that cognitive benefits accrue to the teacher as well. Their cognition and their identity as teachers and in their teacher-student relationships both had positive outcomes as they taught L2 pronunciation. Teachers were stronger in their identity and in the investment in the course content they were learning, and that which they would be teaching in the future. There are all important benefits. An understanding of how to foster this kind of identity development through the teaching of pedagogy for pronunciation, as well as how to effectively teach vocabulary and grammar, will help pre-service teachers come into the classroom and train them to be confident as well as effective.

3.6 Integrated Approach

The focus of curriculum for second language teaching should be mixed. Finney (2002) explains that a mixed-focus curricular model is based on "an integrated approach, which is essentially learner-centered" and which combines "the product-oriented model and the process-oriented approach" to English language teaching, proposed by Nunan (as cited in Finney, 2002, p. 74). In order to reconcile two important components in a second language teacher training model: the product, namely, the content or skills to be learned, and the process, such as the learners' needs and strategies, a product and process orientation should be taken into account to help curriculum design.

3.7 Use of Technology

One of the important things in modern education that can be especially helpful for ESL classrooms is technology, which is integrated increasingly further into the modern classroom. CALL, or Computer-Assisted Language Learning, has been found to be effective in the context of some language classrooms, particularly in South Korea according to Jeong (2017). Learning

to use and be comfortable with this technology is something that composes part of an effective model for non-native ESL teachers, because technology can help bridge the gap between student and teacher, helping the teacher by, for example, providing specific English terms they do not know, so that student and teacher are learning together. On a practical note, teachers should also be prepared to apply technology in their classrooms because many of their students will go on to have positions that require the use of technological devices to some degree, and much of that technology will, like CALL, be English-based. Such technology can also be used by teachers themselves in the language learning part of the training model, so that they receive direct instruction on how to use it as teachers, as well as acquire firsthand experience using it from the student perspective.

3.8 Confidence in Strengths

One persistent issue in the community of teachers of English as a second language is the idea that non-native speakers are somehow inferior, or that they will not teach English as well as native speakers. However, several studies demonstrate that they can be just as effective, or even more so, depending on the extent of their practical learning as well as teaching experiences. This needs to be directly communicated to teachers in training. They need to understand that their ability to use students' L1, to share with students their own struggles as L2 learners of English, and to provide multicultural perspective is a positive aspect. A model for training these teachers to teach English needs to begin with an inventory taken by each person of their particular strengths that they bring to the classroom, not in spite of being non-native speakers of the English language, but because of it. Kamhi-Stein (2000) notes the lack of self-confidence of these teachers, and so an effective training model must have both explicit and experiential instruction components that help build the student-teachers' confidence with the underlying idea that they will be able to effectively teach their students, even as English learners themselves.

3.9 Support Throughout the Practicum

Another important component of turning pre-service teachers into competent and confident ESL teachers, despite their status as English language learners is support throughout their teaching time, especially during the earliest stage. The importance of mentoring is documented throughout the literature, but one important component of mentoring in the proposed model is support for teachers throughout this time. The demands of the school year dictate that at some time, any teacher, especially new ones, has more tasks to complete and can, according to Merc (2010), become overwhelmed. Therefore, this model proposes an initial classroom component, followed by mentoring sessions and check-ins throughout the early training, so that new teachers know that resources are available to them and that they are not isolated once the classroom portion of the training concludes. According to many teachers in a study done by Nicolaidis & Mattheoudakis (2008), as well as a study by Yook & Lee (2016), mentoring is one of the most important elements that made teachers feel comfortable in their practice in their early teaching experiences. Observation of other teachers teaching may also have a positive influence, and this can be part of the mentoring relationship from the beginning of the training program. Gan (2014) noted that for non-native speaking teachers, their interactions with mentors were exceedingly important to their field experiences in particular, and therefore expanding mentoring throughout the early part of teaching as part of the training program will help teachers to both be and feel successful.

4. CONCLUSION AND DIRECTIONS FOR FURTHER RESEARCH

English language education has changed greatly in the past few decades, with a corresponding increase in the amount of scholarly interest in teachers of English who are not native speakers of the language themselves. In terms of numbers, there are increasingly more language teachers exist, and in order to train them, it is necessary to understand not just how to best train ESL teachers, but what particular strengths and weaknesses this particular population of this occupation will bring to classrooms in the future.

In creating a model for training these teachers, it is important to note that much of this is uncharted territory: English language teaching by non-native speakers needs to be further explored. The efficacy of this training program could be tested with a longitudinal study of some kind. As the body of literature in this area remains under development, it will be important to revisit and refine the important issue of teacher training. The future English speakers of the world, wherever in the world they are, are depending on it.

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