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## **Education linguistic model in teaching English as a second language: a discourse analysis**

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**Abstract.** This paper aimed to describe the use of Education Linguistic Model in teaching English as a Second Language using discourse analysis. The study focused to the four (4) ESL teachers' process in teaching English as a second language to the different groups of ESL learners in Koronadal National Comprehensive High School for the school year 2017-2018. The participants were selected based from the inclusion criteria formulated by the researcher: a) A participant must be a graduate of Bachelor in Secondary Education major in English; b) A participant must have an at least fifteen (15) years of experience in teaching English as a second language; and c) A participant must be one of the top ten (10) performing teachers as based from the Individual Performance Commitment and Review Form (IPCRF). Furthermore, classroom observation method was used to record classroom proceedings through field notes and voice recorder. Also, qualitative discourse analysis was employed to interpret and understand on how the four (4) ESL teachers utilize the seven (7) ELM categories which are building rapport, acknowledging success, modelling, addressing challenging behaviors, scaffolding the learning, responding to the individual learner and self-monitoring the teaching. The findings entail that the manifestations of ELM categories are evident in the process of teaching as a second language as reflected by the four (4) ESL teachers, but the process of exhibiting the ELM categories is unique and different compared among the ESL teachers. However, some of the categories are not consistently used in every class proceeding. Thus, modelling is not manifested by Teacher C and scaffolding the learning is not manifested by Teacher D. Moreover, both Teacher C and Teacher D do not manifest self-monitoring the teaching. Therefore, the study suggests that self-monitoring the teaching should be observed by the ESL teachers to enhance the process of teaching English as a second language in an ESL classroom.

**Keywords.** Education, linguistic, model, teaching, English, discourse, analysis

### **Introduction**

The Department of Education (DepEd) has increasingly been giving attention in improving the teaching and learning process in the Philippine Educational System. It has become adaptable to changes that lead in reaching out the demands of globalization. Because of this, a major paradigm shift in enhancing the teaching and learning has been done through a globally competitive based pedagogical curriculum that is at par with the international standards called Enhanced Basic Education Act of 2013 (Republic Act No. 10533), also known as the K to 12 Curriculum.

Furthermore, the K to 12 Curriculum requires additional two years in the secondary high school that will hone the students to become competent enough before entering higher educational degrees. Thus, this paradigm shift has led curriculum developers to revise and improve the syllabi in the different disciplines.

In teaching English language as one of the disciplines, DepEd has put ample revisions and improvements on WHAT is to be taught and HOW it must be taught in a language classroom inasmuch as teaching English as a second language (TESL) is concerned. This means that teaching and learning English have been given so much importance. Moreover, Dos Reis (2014) claimed that using Language Learning Strategies would make English as a Second Language (ESL) learners to become more willing to participate in the class, to be more motivated and to believe that they could overcome their difficulties in learning the language.

Moreover, one of the approaches in Teaching English as a Second Language (TESL) is Neuro Linguistic Programming (NLP). It has been regarded as a resource to enhance the effectiveness of language instruction. In addition, Neuro-Linguistic Programming (NLP) techniques are classified into 9 categories that include establishing teacher-learners' rapport, collapsing an anchor, modelling the learner, creating a learner filter, elicitation with learner, leading the learner, calibration of the learner, pacing with the learner and re-framing the approach. NLP has been considered as one of the effective ways to enhance the effectiveness of language instruction.

However, some NLP categories are psychological rather than educational discourse. For example, the categories "collapsing an anchor", "elicitation with learner", and "creating a learner filter" do not adhere with the educational contexts, and it does not give a clear sense to educational researchers. Because of this, Han and Yao (2013) developed Education Linguistic Model (ELM) to reframe NLP as the theoretical framework for analyzing the process of teaching English as a second language applied by ESL teachers. The 9 categories applied by the NLP framework were reframed to 7 categories namely building rapport, acknowledging success, modelling, addressing challenging behaviors, scaffolding the learning, responding to the individual learner and self-monitoring the teaching. This reframing of the NLP led the forming of the Education Linguistic Model (ELM) as a framework in teaching English as a second language.

Because of this, the researcher aimed to explore the process of ESL teachers in teaching English as a Second Language to ESL learners using Education Linguistic Model as a framework of discussion.

### **General Statement of the Problem**

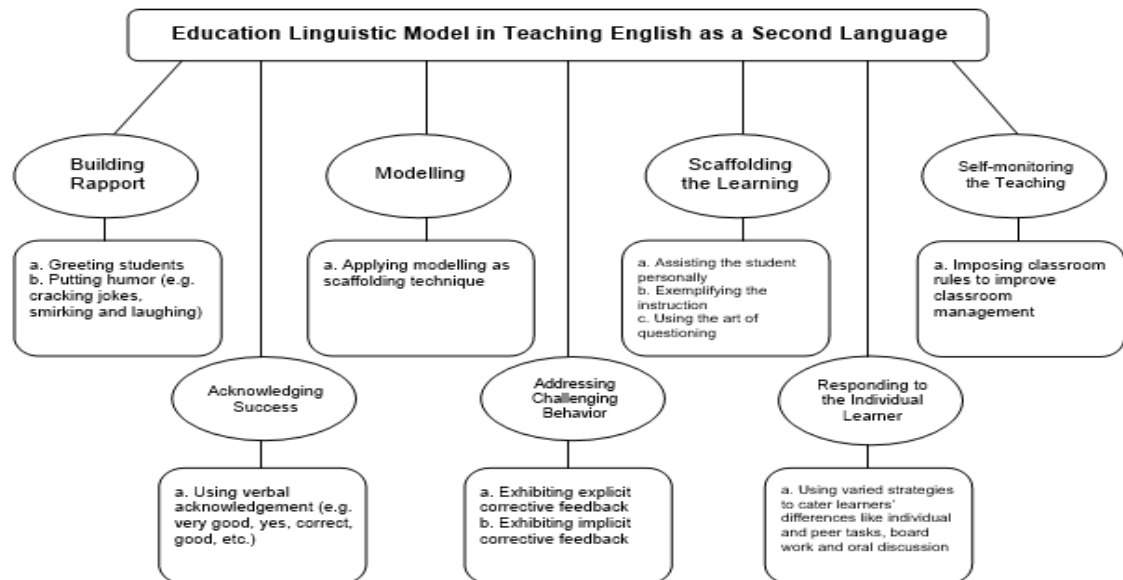
The study aimed to describe the use of Education Linguistic Model in teaching English as a Second Language using discourse analysis.

### **Methodology**

The study used qualitative discourse analysis that aimed to describe the use of Education Linguistic Model in teaching English as a Second Language using Jefferson's Transcription Conventions (1972) in transcribing oral discourse to written discourse. Furthermore, classroom observation method was used to record classroom proceedings through field notes and voice recorder. Also, qualitative discourse analysis was employed to interpret and understand on how the four (4) ESL teachers of Koronadal National Comprehensive High School utilize the seven (7) ELM categories which are building rapport, acknowledging success,

modelling, addressing challenging behaviors, scaffolding the learning, responding to the individual learner and self-monitoring the teaching.

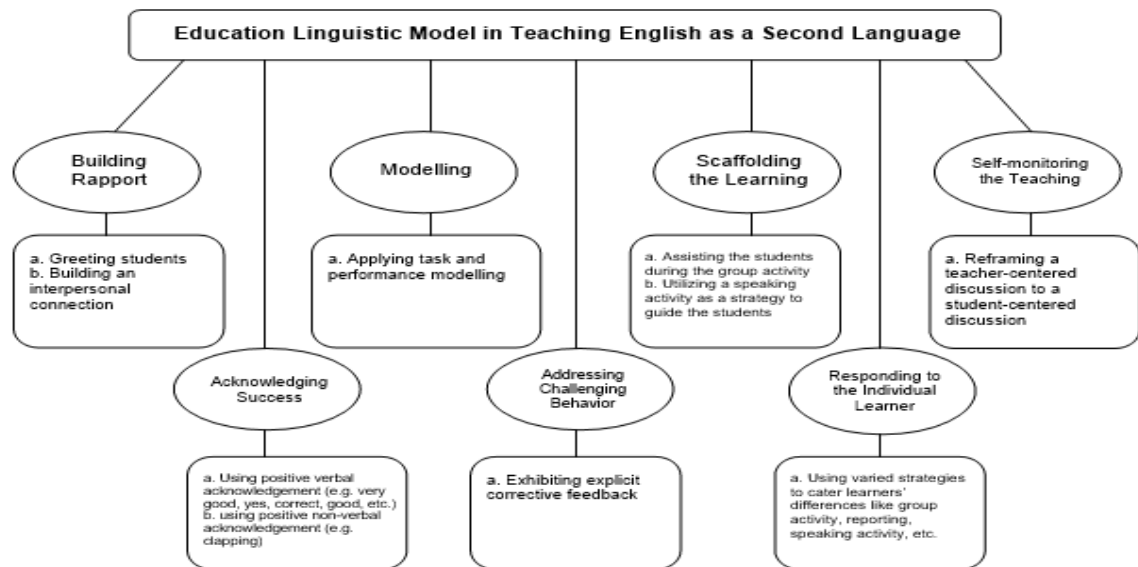
### Results and discussion



**Figure 1. Teacher A’s Manifestations of ELM Categories in an ESL Classroom**

Figure 1 presents Teacher A’s manifestations of the categories of Education Linguistic Model Framework in teaching English as a second language in an ESL classroom. As shown, Teacher A manifests the seven (7) categories of ELM framework.

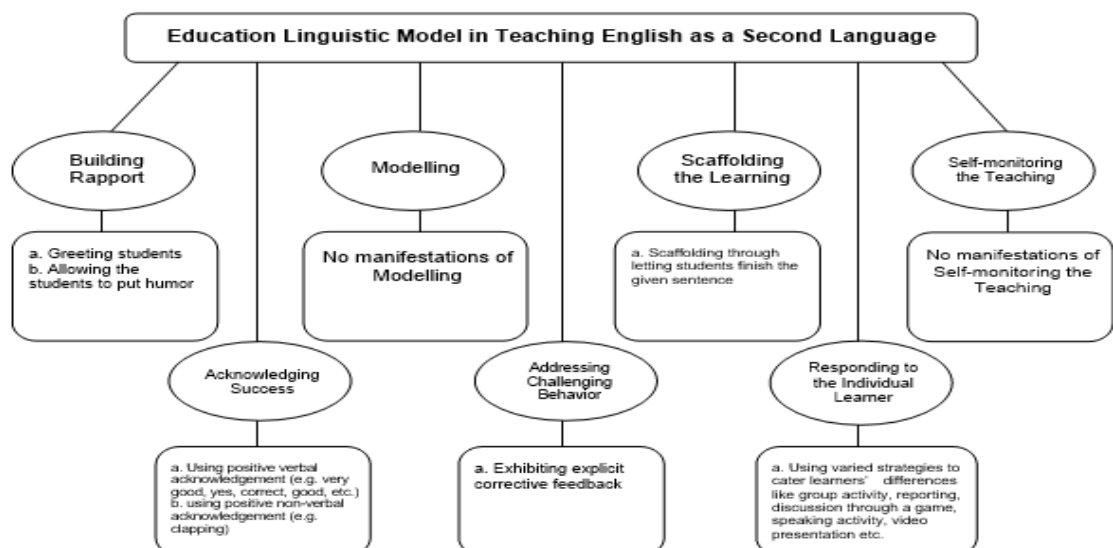
Based on the figure, Teacher A’s manifestations of: a) building rapport include greeting students and putting humor; b) acknowledging success—using verbal acknowledgement; c) modelling—applying modelling as a scaffolding technique; d) addressing challenging behavior—exhibiting explicit and implicit feedback; e) scaffolding the learning—assisting the students personally, exemplifying the instruction and using the art of questioning; f) responding to the individual learner—using varied strategies to cater learners’ differences like individual and peer tasks, board word and oral discussion; and self-monitoring the teaching—imposing classroom rules to improve classroom management.



**Figure 2. Teacher B's Manifestations of ELM Categories in an ESL Classroom**

Figure 2 presents Teacher B's manifestations of the categories of Education Linguistic Model Framework in teaching English as a second language in an ESL classroom. As shown, Teacher A manifests the seven (7) categories of ELM framework.

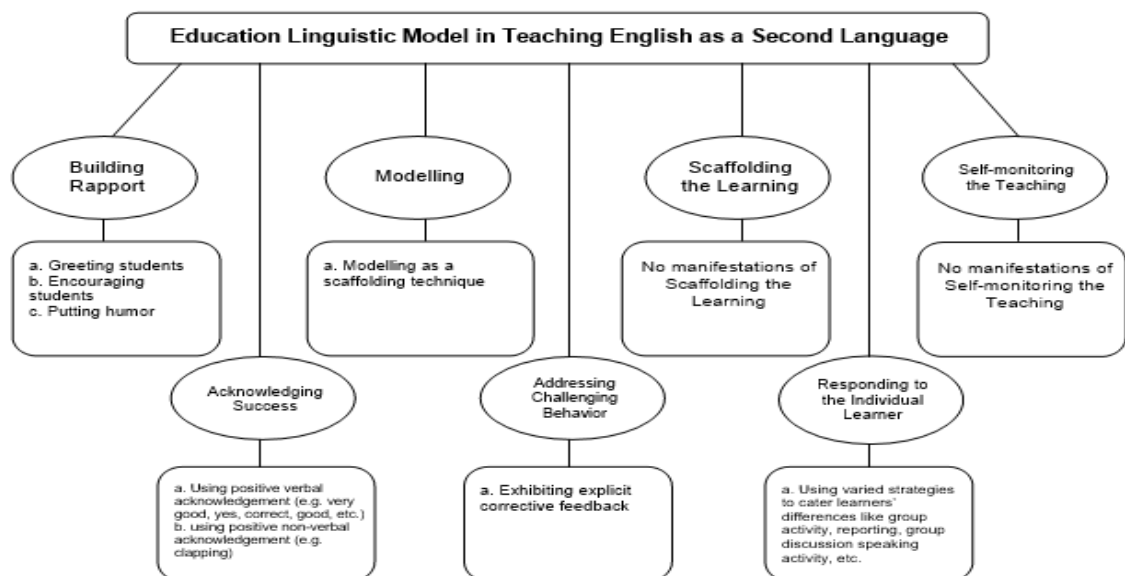
Based on the figure, Teacher B's manifestations of: a) building rapport include greeting students and building interpersonal connection; b) acknowledging success—using positive verbal and non-verbal acknowledgement; c) modelling—applying task and performance modelling; d) addressing challenging behavior—exhibiting explicit corrective feedback; e) scaffolding the learning—assisting the students during the group activity, utilizing a speaking activity as a strategy to guide the students; f) responding to the individual learner—using varied strategies to cater learners' differences like group activity, reporting, speaking activity and discussion; and g) self-monitoring the teaching—reframing a teacher-centered discussion to a student-centered discussion.



**Figure 3. Teacher C's Manifestations of ELM categories in an ESL Classroom**

Figure 3 presents Teacher C’s manifestations of the categories of Education Linguistic Model Framework in teaching English as a second language in an ESL classroom. As shown, Teacher A manifests the five (5) categories of ELM framework. Modelling and Self-monitoring the Teaching are not evident in the process of teaching English as a second language in an ESL classroom.

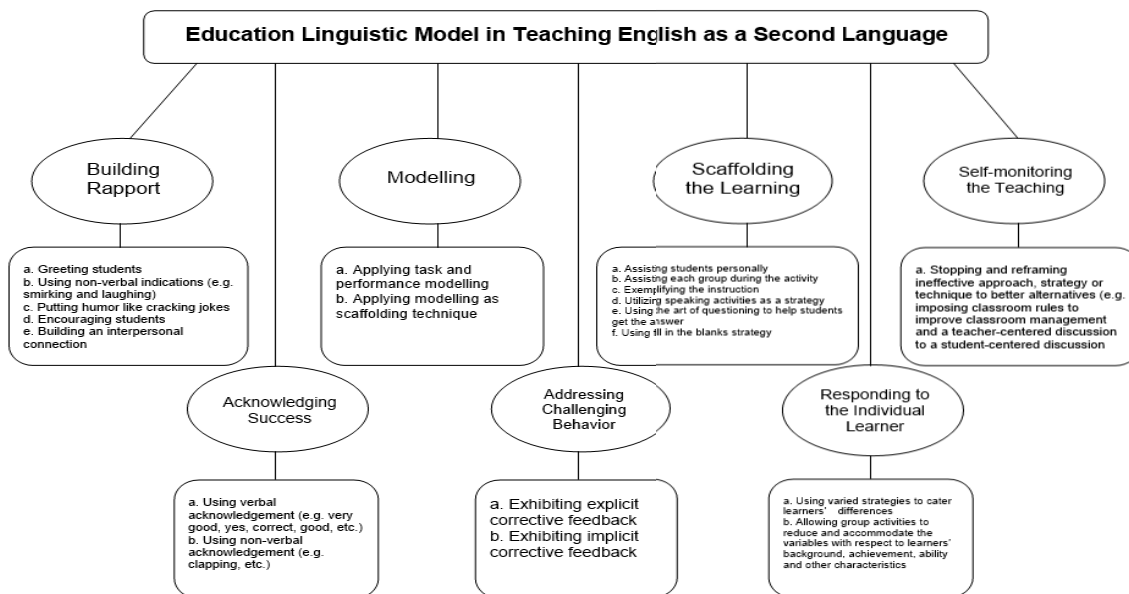
Based on the figure, Teacher C’s manifestations of: a) building rapport include greeting students and allowing the students to put humor; b) acknowledging success—using positive verbal and non-verbal acknowledgement; c) addressing challenging behavior—exhibiting explicit corrective feedback; d) scaffolding the learning—letting students finish the given sentence; and e) responding to the individual learner—using varied strategies to cater learners’ differences like group activity, reporting and discussion through a game, speaking activity and video presentation. However, modelling and self-monitoring the teaching are not evident in the process of teaching English as a second language.



**Figure 4. Teacher D’s Manifestations of ELM Categories in an ESL Classroom**

Figure 4 presents Teacher D’s manifestations of the categories of Education Linguistic Model Framework in an ESL classroom. As shown, Teacher D manifests the five (5) categories of ELM framework. Scaffolding the learning and Self-monitoring the Teaching are not evident in the process of teaching English as a second language in an ESL classroom.

Based on the figure, Teacher D’s manifestations of: a) building rapport include greeting students, encouraging students and putting humor; b) acknowledging success—using positive verbal and non-verbal acknowledgment; c) modelling—modelling as a scaffolding technique; d) addressing challenging behavior—exhibiting explicit corrective feedback; and e) responding to the individual learner—using varied strategies to cater learners’ differences like group activity discussion and speaking activity. However, scaffolding and self-monitoring the teaching are not evident in the process of teaching English as a second language.



**Figure 5. ESL Teachers’ Manifestations of ELM Categories in an ESL Classroom**

Figure 9 presents ESL Teachers’ manifestations of the seven (7) categories of Education Linguistic Model Framework in teaching English as a second language in an ESL classroom. Moreover, the manifestations of Education Linguistic Model in an ESL classroom which is categorized to building rapport, acknowledging success, modelling, addressing challenging behaviors, scaffolding the learning, responding to the individual learner and self-monitoring the teaching are evident in the process of English language teaching.

### **Building Rapport**

The manifestations of building rapport in an ESL classroom are exhibited through greeting the students, using non-verbal indications (e.g. smirking and laughing), putting humor, encouraging the students and building an interpersonal connection.

#### **Excerpt 1**

*Teacher A: Good morning, everyone?*

*Students: GOOD MORNING, MA’AM JEAN! Goo Good Good MORning, Sir!*

++

#### **Excerpt 2**

*Teacher D: Good afternoon, class.*

*Students: Good afternoon, ma’am! Good afternoon, sir!*

#### **Excerpt 3**

*Teacher D: Kaya mo yan, Shane. Go! Go na.:*

#### **Excerpt 4**

*Teacher D: ... oh you can do it.*

#### **Excerpt 5**

*Teacher B: How are you? Are you excited for the party tomorrow?*

*Students: YE::S*

**Excerpt 6**

*((The students are doing their seatwork))*

*Teacher A: One MINUTES:: more*

*Students: ((laughing)) one minutes, ma'am.*

*((The students are doing their seatwork))*

Excerpts 1 to 6 show the manifestations of building rapport in an ESL classroom. Furthermore, ESL teachers build rapport through greeting the students, using non-verbal indications (e.g. smiling and laughing), putting humor and encouraging the students.

**Acknowledging Success**

The manifestations of acknowledging success in an ESL Classroom are exhibited through using verbal acknowledgement (e.g. very good, yes, correct, good, etc.) and using non-verbal acknowledgement (e.g. clapping, etc.).

**Excerpt 7**

*Teacher D: Yes, you are correct. These are examples of propaganda.*

**Excerpt 8**

*Teacher D: Tama si Howard. Marketing strategy. Yes, correct! Some more?*

*++ yes, Ella!*

Excerpts 7 to 8 show the manifestations of acknowledging success in an ESL Classroom. Moreover, the ESL teachers acknowledge success by using verbal acknowledgement (e.g. very good, yes, correct, good, etc.) and using non-verbal acknowledgement (e.g. clapping, smiling, etc.).

**Modelling**

The manifestations of modelling in an ESL classroom are exhibited by applying modelling through task and performance modelling and as a scaffolding technique.

**Excerpt 9**

*Teacher A: SO there's no pronoun there, right? Okay the next sentence. + Mars, the next sentence. The number. You start with + the word the number.*

*Student: The number MARS.*

*Teacher A: The number*

*Student: The number of his impressions, together with exhaus,*

*Teacher A: EXHAUSTION*

*Student: EXHAUSTION and hunger, are too much for him; ++*

**Excerpt 10**

*Student: advertise//ment*

*Teacher D: //advertisement. Okay, say it as advertisement. You're going to advertise an advertisement. + You say the word advertise.*

Excerpts 9 to 10 show the manifestations of modelling in an ESL classroom. And based from the excerpts, the ESL teachers apply modelling through task and performance modelling and as a scaffolding technique.

### Addressing Challenging Behavior

The manifestations of addressing challenging behavior in an ESL classroom are exhibited through exhibiting explicit and implicit corrective feedbacks.

#### Excerpt 11

*Teacher A: Sst keep QUIET. +++*  
*Students: ((discussing and are noisy))*  
*Student: Ps::t, SIT DOWN daw.*  
*Student: Guys, minimize your voice daw.*

#### Excerpt 12

*Teacher A: Everybody, sit up straight. ++ Stop what you're doing right no:w.*  
*++ Remember, it's already our English subject. + What's the problem? +++*  
*Are we all set? +++*

#### Excerpt 13

*Teacher C: OKAY? READY? +++ Okay, kindly arrange your chairs now and we'll proceed to reporting. +++ Okay, assign somebody in your group to report. ++ Ah ikaw na? +++ Okay, everybody take your seat + and listen to group one. ++ Face front everybody and listen to George's report. + Oh Regie, face front. +++ Okay, go.*

Excerpts 11 to 13 show the manifestations of addressing challenging behavior in an ESL classroom. Based from the excerpts, the ESL teachers address the challenging behaviors through exhibiting explicit and implicit corrective feedback.

### Scaffolding the Learning

The manifestations of scaffolding the learning in an ESL classroom are exhibited through assisting students personally, assisting students during the group activity, exemplifying the instruction, utilizing speaking activities as a strategy, using the art of questioning to help students get the answer and using fill in the blanks strategy.

#### Excerpt 14

*Students: ((The students do their group work))*  
*Teacher B: ((Teacher B goes to each group and then guide each in doing the group activity)) Number two:. + What's your question? So, particularly you can make questions regarding with what. ++ Why? You create questions of why. Then, you're going to answer why. ((The teacher continues to talk))*

#### Excerpt 15

*Teacher D: ... ((The teacher roams around to assist the students if there are questions))*  
*Students: ((Starting their group activity)) +++*  
*Teacher D: Be specific or be particular with your answers.*

Excerpts 14 to 15 show the manifestations of scaffolding the learning in an ESL classroom. Based from the excerpts, the ESL teachers scaffold the learning through exemplifying the instruction, utilizing speaking activities as a strategy, using the art of questioning to help students get the answer and using fill in the blanks strategy.

### **Responding to the Individual Learner**

The manifestations of responding to the individual learner in an ESL classroom are exhibited through using varied strategies to cater to learners' differences, allowing group activities to reduce and accommodate the variables with respect to learners' background, achievement, ability and other characteristics.

#### **Excerpt 16**

*Teacher A: Kindly put the + the pronouns used in the excerpt in the following table. Okay so. Under the objective, so what are the pronouns from the excerpt that + are in the subjective case, objective and possessive. Okay? Write your answers in your notebook. Okay, I'll just give you five minutes.*  
*((The students are doing their seatwork))*

#### **Excerpt 17**

*Teacher B: =Can you remember + the images given by the lyrics of the song o:f of Louis Armstrong? of A Beautiful World? + Okay, so. Try to imagine it again. And let us make, class, out Bio Poem...*

#### **Excerpt 18**

*Teacher C: ...Okay, so before we start, I want you to watch a video and then you're going to take down, what are the important points...*

#### **Excerpt 19**

*Teacher D: ... Okay, this time. I would like you to look closely at the following images. ++ Okay, what's common among them? + Anybody from the group? What's common among these images?*

Excerpts 16 to 19 show the manifestations of responding to the individual learner in an ESL classroom. Based from the excerpts, the ESL teachers respond to the individual learner through using varied strategies to cater learners' differences, allowing group activities to reduce and accommodate the variables with respect to learners' background, achievement, ability and other characteristics.

### **Self-monitoring the Teaching**

The manifestations of self-monitoring the teaching in an ESL classroom are exhibited through stopping and reframing ineffective approach, strategy or technique to better alternatives; for example, imposing classroom rules to improve classroom management and reframing a teacher-centered discussion to a student-centered discussion.

#### **Excerpt 20**

*(First observation, occurred in the middle of the activity)*  
*Teacher A: Sst keep QUIET. +++*  
*Students: ((discussing and are noisy))*  
*Student: Ps::t, SIT DOWN daw.*  
*Student: Guys, minimize your voice daw.*

### Excerpt 21

*(Second observation, occurred in the first part of the classroom proceedings)*  
*Teacher A: Everybody, sit up straight. ++ Stop what you're doing right now.*  
*++ Remember, it's already our English subject. + What's the problem? +++*  
*Are we all set? +++*

### Excerpt 22

*(First observation, Teacher B dominates the talk)*  
*Teacher B: =But, one day is not just a simply and ordinary day. But a day where everyone knows about a certain person. So, there is the beauty of nature given by God, and everything was made known by + Terenty. He knows everything so group, what is group four or group five who told us that nothing, or no question that baffled Terenty. But he knows everything about nature. He did not only learn that from books but from?*  
*Students: tree*  
*Teacher B: From nature itself because he lives with nature and he knows everything what had happened. He knows what happened to these animals and the plants. So, the beauty of nature is there. So, would you believe now class that the whole story gives us a wonderful world in a way? ++ Yes or no?*  
*Would you believe that the story is also giving us a picture of a wonderful world?*  
*Students: Yes*

### Excerpt 23

*(Second observation, Teacher B uses a strategy to let students talk)*  
*Teacher B: I am?*  
*Student: the sea=*  
*Teacher B: = I am the sea. +++ I am the sea. + Next line? Okay okay some seconds to think. + I am the sea. + I am?*  
*Student 1: I am the home of all the fishes and other sea creatures.*  
*Teacher B: I am the home of all the fishes and other sea creatures. I give?*  
*Student 2: I give + fishes to humans for food.*  
*Teacher B: I give fishes to humans for food. But? + but? I give fishes to humans for food, but? ++*  
*Student 3: But people around the world are polluting me.*  
*Teacher B: But people around the world are polluting me. And? +++*  
*Student 4: And it makes me dirty.*  
*Teacher B: And it makes me dirty. Very good! Could?*  
*Student 5: Could you clean me, please?*  
*Teacher B: Could you clean me, please? //Very good! And that's the sea\**

Excerpts 20 to 23 show the manifestations of monitoring the teaching in an ESL classroom. Based from the excerpts, the ESL teachers self-monitor their teaching through stopping and reframing ineffective approach, strategy or technique to better alternatives.

Based from the results and discussion, the use of the Education Linguistic Model (ELM) categories is evident in the process of four (4) ESL teachers in teaching English as a second language. However, the ELM categories are not utilized consistently every class session.

Both Teacher C and Teacher D do not manifest self-monitoring the teaching. Also, modelling is not manifested by Teacher C and scaffolding the learning is not manifested by Teacher D.

### **Insights and pedagogical implications of the study**

The manifestations of ELM categories are evident in the process of teaching English as a second language as reflected by the four (4) ESL teachers, but the process of exhibiting the ELM categories is unique and different when compared among the ESL teachers. However, some of the categories are not consistently used in every class proceeding. Meaning, some may be used in a particular class session but not in the next class session. Furthermore, two (2) ESL teachers do not manifest self-monitoring the teaching. Thus, this implies that some ESL teachers do not self-monitor or reflect on their teaching for improvements.

Felder and Brent (1999) defined good teaching as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to be imparted among the learners. With this, improving teaching quality is very necessary to achieve better results of learning acquisition. This also means that stopping unproductive strategies or approach given by ESL teachers to provide better alternatives is vital as it helps ESL learners to acquire the target language which is English.

Therefore, self-monitoring the teaching should be observed by the ESL teachers to enhance the process of teaching English as a second language in an ESL classroom. This may then lead to changes and improvements in the process of English language teaching.

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