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## ESL METHODOLOGY AS AN ASPECT OF BILINGUAL EDUCATION

### *Abstract*

*This article is about the basic concepts of bilingualism and features of a communicative technique ESL (English as a Second Language) are considered. ESL is the technique developed by the American linguists and recognized as the most effective for comprehensive study of English. In literal translation of ESL is – «English as the second native language». The principle of studying is based on gradual complication of material «from simple - to difficult».*

***Keywords:** bilingual education, English as a Second Language, language skills, communication, language development.*

### **1. Introduction.**

We live in a universe of linguistic diversity and proficiency in only one language is not enough for economic, societal, and educational success. Global interdependence and mass communication often require the ability to function in more than one language.

*Bilingual education* is a form of education in which information is presented to the students in two (or more) languages. Technically, any educational system that utilizes more than one language is bilingual. This means that many, if not most, school programs are bilingual, in at least a literal sense of the word. What differentiates various programs that are toted as “bilingual” is the degree to which multiple languages are usedG. Richard Tucker (2008).

*Bilingual education* is a broad term that refers to the presence of two languages in instructional settings. The term is, however, “a simple label for a complex phenomenon” that depends upon many variables, including the native language of the students, the language of instruction, and the linguistic goal of the program, to determine which type of bilingual education is used. Students may be native speakers of the majority language or a minority language. The students’ native language may or may not be used to teach content material. Bilingual education programs can be considered either *additive* or *subtractive* in terms of their linguistic goals, depending on whether students are encouraged to add to their linguistic repertoire or to replace their native language with the majority language.

### **2. Materials and Methods.**

The first goal of bilingual education is English: understanding, speaking, reading, and writing. A program consists of good oral language development, often referred to as ESL (English as a Second Language); good sheltered content instruction; access to the core curriculum in the students’ dominant language; and good mainstream activities and integration with all students. The way each school or district divides up the day or week to provide the various components depends on the

needs of the students, the human resources within the district, and the political will to provide the best services possible to the students who need it the most.

*Early language learners* of any age need more oral language (English, in this case) development and more time learning content in their primary language. *Intermediate language learners* need a little less time with oral English and a little more time with sheltered content instruction. Intermediate language learners still need good primary language instruction. *Later language learners* need even less oral English development and more sheltered content instruction. Later language learners still need good primary language learning experiences Santrock, John W (2008).

The second goal of bilingual education is English. If teacher has students who are dominant in languages other than English, he, too, is a part of bilingual education.

Bilingual education is far more than bilingual teachers. It is pedagogically grounded principals, secretaries, bus drivers, board members, and interested community members. If teacher's community has students who speak other languages, he is a part of a bilingual/multilingual context. Each of teachers has talents and gifts to contribute. Each has something to offer to a total program for students. A total program includes ESL, sheltered content instruction, primary language support, and mainstream experiences.

### **3. Results.**

ESL is nothing more than oral English. It is speaking and listening; it is good chatting skills in English. ESL is important for early language learners of any age. If the student knows very little English, they desperately need a great oral English teacher. Early language learner needs are unique. Often the learners are frightened because they don't have friends. They can't express themselves. The total school experience is overwhelming. Good oral English with a great teacher who loves kids is what is needed. Often primary teachers understand this need better than others on the staff. They have studied the importance of language development. They understand the integration of ideas and words. They know that students need to feel safe as their language develops. They often know it takes time to acquire a language.

At other times, we have found the best ESL teachers to be those who have taught about 10 years and are looking for new challenges. They now understand the system, kids, and their own pedagogy. They often are eager to apply their knowledge of teaching and learning in new contexts J. Cummins (2008).

ESL teachers or oral language teachers do not necessarily have to speak other languages in addition to English. It is great if they do, but it is not necessary. It is important that the teacher be caring and pedagogically grounded.

Sheltered content instruction, often referred to as sheltered English, is another important part of bilingual education. It is important, in particular, for the *intermediate language learner*. Good sheltered content is for the student who has been here awhile and is well along in oral English development. Sheltered content is for the student who can speak and understand conversational English but still needs support in the more demanding content areas. It is often very helpful if the sheltered content teacher understands and even speaks the language of the learner, but it is not absolutely necessary. A good sheltered content teacher needs to understand the process of language acquisition. This could very well be a mainstream teacher who understands that there is a difference between conversational and academic language, who understands that it takes a long time to acquire a language, who understands that all students need access to the core curriculum, and who understands that this is still a very difficult and challenging experience for the intermediate language learner M. Morahan and C. Crayton (2010).

In any school setting, there are always teachers with much to offer students. However, sometimes there is a limited number of teachers who speak the multiple languages of the students. Difficult decisions have to be made. The pedagogical principle guiding these decisions is: How best can we meet the needs of all students and effectively use the multiple human resources at the site? In a school district with a limited number of bilingual teachers, the first principle is to get the bilingual

teachers to the site closest to the bilingual students. Link the students' needs with the human resources in the district.

The students need to continue learning; education is the bedrock of bilingual education. The students need access to core curriculum. If they cannot yet learn the new content in English, they need to learn it in a language they understand. Primary or heritage language instruction is the one part of an entire bilingual program where we must have teachers who speak the language of the students. This is another unique pedagogical skill designed to serve the complex needs of language learners.

#### 4. Conclusions.

Students who are in the process of acquiring English also need to be integrated with students in the mainstream classes. All students need to be with all students. Of course, we cannot do this for six hours of each day, but certainly for part of the bilingual program, all students need to come together to learn and to also learn about each other. Again, the teacher does not have to be bilingual or multilingual. But, hopefully, this is a caring and pedagogically grounded teacher whose expertise is bringing students together and creating safe and challenging dynamics where all students inquire into knowledge and seek answers together. These teachers tend to have very noisy classrooms. They also tend to adore teaching and learning. Above all, they are grounded in justice and equity. Just as bilingual teachers bring unique talents to facilitate learning in a whole program, so, too, do English-dominant teachers bring unique talents, serving the greater community of learners. No student knows it all; no student can do it all; no teacher knows it all; no teacher can do it all. None of us can do it alone. Each of us must contribute our unique gift. Each of us has hidden human resources.

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**ИВАНОВА, Е.С., ПАУЛЬ Л. Ю., ТЮЛЮБАЕВА, Г.С.**

**ESL ӘДІСТЕМЕСІ БИЛИНГВАЛДЫ БІЛІМ БЕРУДІҢ АСПЕКТІСІ РЕТІНДЕ**

*Мақалада билингвизмнің негізгі түсініктері және ESL (English as a Second Language) коммуникативті әдістемесінің ерекшеліктері қарастырылады. ESL - ағылшын тілін жан-жақты меңгерту үшін тиімді деп танылған американдық лингвистерімен даярланған әдістеме. Тікелей аударғанда ESL - "ағылшын тілі". Тілді меңгерту принципі материалды біртіндеп қыындатуға "қарапайынан- күрделіліге" негізделген.*

*Мақаланың мәнін ашатын сөздер: билингвалды білім беру, екінші тіл, ағылшын тілі, тілдік дағдылар, коммуникация, тіл дамыту.*

**ИВАНОВА, Е.С., ПАУЛЬ Л. Ю., ТЮЛЮБАЕВА, Г.С.**

**МЕТОДИКА ESL КАК АСПЕКТ БИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ**

*В статье рассматриваются основные понятия билингвизма и особенности коммуникативной методики ESL (English as a Second Language). ESL - это методика, разработанная американскими лингвистами и признанная наиболее эффективной для всестороннего изучения английского языка. В дословном переводе ESL – «английский как второй язык». Принцип изучения основан на постепенном усложнении материала «от простого - к сложному».*

*Ключевые слова: билингвальное образование, английский как второй язык, языковые навыки, коммуникация, развитие языка.*