

A CHAPTER REVIEW: WRITING MATERIAL FOR ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) (The Routledge Handbook of Materials Development for Language Teaching-Routledge)

*ULASAN BAB: MENULIS MATERI BAGI ESOL (BAHASA INGGRIS UNTUK PEMBICARA BAHASA LAIN)
(Buku Pegangan Routledge Pengembangan Materi untuk Pengajaran Bahasa-Routledge)*

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ABSTRAK

Artikel ini bertujuan untuk mengulas Bab 23 naskah Naeema B.Hann dalam buku "Routledge of materials Development for Language Teaching-Routledge," yang diedit dan disusun pada tahun 2022 oleh Julie Norton dan Heather Buchanandi. dimulai dengan pengembangan ESOL, yang hampir identik dengan pengajaran ESL dan hanya berbeda dalam hal negara dan bahasa asal siswa. Penulis mengangkat isu tentang bagaimana orang dewasa mempelajari bahasa yang mereka butuhkan, konteks penggunaan bahasa dan pembelajaran ESOL serta pendekatan yang digunakan dalam pengajaran bahasa di kelas ESOL. Pengulas menemukan beberapa keuntungan dalam tulisan ini, bahwa penulis chapter ini sangat mendetail dalam menerangkan awal mula kemunculan ESOL dalam bidang pengajaran bahasa Inggris. Perkembangan tersebut akhirnya mencetuskan bagaimana para pengajar dapat membuat materi ajar yang sesuai dengan kebutuhan para pembelajar sehingga materi tersebut dapat berguna di kehidupan para siswa, baik dalam bidang kerja maupun dalam kehidupan sosial kemasyarakatan.

Kata Kunci: ESOL, Ulasan Bab, Penulisan Materi

ABSTRACT

This article's objective is to review Chapter 23 of Naeema B.Hann's script in book "the Routledge of materials Development for Language Teaching-Routledge," which was edited and compiled in 2022 by Julie Norton and Heather Buchanandi. Starting with the development of ESOL, this is nearly identical to teaching ESL and only differs in terms of the students' home countries and languages. The author raises the issue of how adults learn the language they need,

the context of language use and ESOL learning and the approaches used in teaching language in ESOL classes. Reviewer notes various benefits in this work, including the fact that the author of this chapter goes into great detail to describe the origins of ESOL in the context of teaching English. This development ultimately generated a discussion about how teachers might create pedagogical materials that cater to students' needs so that these resources can be effective in students' lives both in the workplace and in social settings.

Keywords: ESOL, Chapter Review, Writing Material

A. INTRODUCTION

The current topic is covered in Chapter 23 of the book titled “The Routledge Handbook of Materials Development for Language Teaching-Routledge” that was edited by Neema B. Hann. This chapter addresses writing resources for a sizable and significant group of students. Understanding the history of the writing materials for ESOL, which first emerged in 2003, is absolutely essential. Starting with the development of ESOL, this is nearly identical to teaching ESL and only differs in terms of the students’ home countries and languages. The author raises the issue of how adults learn the language they need, the context of language use and ESOL learning and the approaches used in teaching language in ESOL classes.

The growth of ESOL in the field of language instruction has had a considerable impact on the field's development overall, particularly in relation to the requirements of learners, who are of very significant. Similar to how ESL instruction is broken down into ESP (English for Specific Purpose), which is

actually required in the workplace. Because it is necessary for their jobs and for the other reasons listed in this chapter, many people are interested in learning English (Dollah & Mustaqimah, 2016). Particularly in comparison to resources used in language schools, ESOL materials typically consist of both in-house materials that teachers have produced or altered as well as materials that have been published outside of the teaching institutions, such as the skills for life learner modules.

ESOL's beginnings in the context of teaching English are extensively discussed in this chapter. This development from year 1870 to 2006 (Rosenberg, 2007) and finally generated a reasonable discussion about how teachers may construct instructional tools that are suited to the requirements of their students in order for them to be useful in students' lives both in the classroom and in social contexts.

B. BRIEF SUMMARY

ESOL (English for Speakers of Other Languages) essentially refers to the teaching



of English to those who move to and live in English-speaking nations as well as those who speak other languages. Following the end of World War II, a large number of people relocated to English-speaking nations in order to fill the labor shortages, which led to an increase in the demand for English. To help immigrants in the UK prepare for the workforce, the local government also supports their linguistic needs. Initially, only materials for teaching foreign languages were used for language instruction. A group of English teachers known as NATECLA (National Association for Teachers of English as a Second Language) has developed ESOL, which some teachers use to create their own resources.

The history of the creation of ESOL from 1970 to 2006 was attempted to be traced by Rosenberg in 2007. In order to meet the language demands of Russian immigrants in England, the Russo-Jewish committee began offering free English classes in 1892. As a result, Blackman released a bilingual book titled Yiddish-English in 1915. The London city council supplied homes to Belgian refugees when they came in England in 1915. In order to preserve both their language and their religious heritage, their children are also sent to school and are taught by bilingual

instructors. The British Council played a crucial role in aiding the Allies in their efforts to learn languages during World War 2. A royal inspectorate was then dispatched by the British government to monitor the linguistic requirements of foreign workers (Rosenberg, 2007). In order for migrant employees to keep succeeding at their employment, it emphasizes on their language abilities. To get around this, the compromise is to use bilingual content. Up until 2003, when ESO materials were finally available, the British government continued to use EFL materials. The target audience for EFL materials is actually non-English speaking international students. Adults in the UK with English as their primary language who lack sufficient English language proficiency are the target audience for literacy products.

Seven million adults in the UK required to improve their literacy and numeracy skills, according to a 1999 DfEE report. ESOL professionals responded to this by stating that the report does not take into account the demands of adults in the UK (Rosenberg, 2007). Finally, a new community in England standardized and offered ESOL material for adults and published a curriculum in 2002. Then, in 2003, material titled Living Materials for Students was produced, and two



years later, mapping of ESOL materials for adults.

The term "material" is used in this chapter in accordance with Tomlison's (2003) definition, which covers a variety of educational materials such as print, digital, and audio/visual sources. The phrase "materials writer" refers to both ESO teachers and people whose primary line of employment outside of teaching is writing ELT materials.

ESOL, like teaching resources used in classrooms, combines content that has been published outside the institution, such as content about life and content about the home, with its contents that have been modified by teachers. Any situation in life can benefit from ESOL. The placement of pupils at a particular level is one of the uses for ESOL materials. The three main sources of ESOL content are as follows:

- a. Sourced from the government, such as the Education and Skills department's life skills publications or nonprofit organizations like the British Council's ESOL Nexus Website
- b. Locally sourced materials are frequently taken by teachers from newspapers, letters from students, or messages.
- c. Learning materials created by students, such as texts they write specifically for

language learning or text layouts they create.

Students who are illiterate in their native tongues as well as those who are new to ESOL can get support on websites like ESOL Nexus and English My Way. The English My Way website

(<https://www.englishmyway.co.uk/>) has a curriculum for 24 weeks of English materials and notes for teachers that is divided into 10 sections. In addition to one-on-one learning sessions with volunteer teachers, this material is meant to be used in classrooms taught by certified ESOL teachers. The purpose of this content is to establish a community of learners where the knowledge of instructors, unpaid tutors, and learners is valued equally.

1. Issue and Topic in ESOL

a. Adult Language Learning Methods

The value of cognitive factors and other crucial elements in learning a second language (SLA). There are numerous perspectives on the contributions that socialization, acculturation, and identity make to second language learning. Informing SLA and giving a transdisciplinary framework that adopts an ideology macro structure are two examples



of elements that the Douglass Fir group suggests that are not cognitive factors. At the meso level, it is made up of value systems, sociocultural organizations, and communities. At the micro level, it is made up of individual actions (Group, 2016). Teaching a second language is particularly beneficial for both teaching and learning, according to Han and Nassaji's (2018) argument. Teachers can learn valuable lessons from experimental investigations. The following areas, according to Hann (N. B. Hann, 2012), are crucial for ESOL students and second-language learners:

- 1) Input and exposure
- 2) Exposure and input, Practice through verbal exchange, and
- 3) Inspiration is a result of productive relationships.

For the teacher who is also the author of the content, a challenge develops because of their limited access to SLA research (Marsden & Kasprowicz, 2017). As a result, the impact on the

selection of information frequently stems from the teacher's beliefs without going through a theoretical process.

Because they living in an English-speaking context, the rising potential presents a chance for exposure to the language. However, exposure and input do not always give learners opportunities that are in line with the behaviors and interactions that these learners need (Bourdieu, 1977). Motivation is another element that needs to be taken into account in terms of input accessibility and interaction possibilities. The success of exposure to and participation in language interactions is largely dependent on motivation, according to applied language specialists Gardner and Lambert (1959) and Dornyei (2013). Conclusion: In order to be effective, ESOL materials must offer exposure and input, opportunity for practice, and positive interactions in the target language.

Vertovec (2006) asserts that learning groups are among the factors to consider can be identified based on the following differences:

- 1) First language,
- 2) Educational history,
- 3) Learning experience,
- 4) Length of residence in England,
- 5) Exposure to English outside of the classroom,
- 6) Gender,
- 7) Age, and
- 8) Family environment

The students' prior learning and literacy ability in their first language are the second crucial factor in developing ESOL materials.

b. Utilization and Learning of Language in the ESOL Context

Writing the context of ESOL teaching materials depends critically on topics and texts as far as writing is a language skill that is challenging to learn (Idman & Mustaqimah, 2021). A corpus may also be employed in this study (Timmis, 2015). Corpus research

(Wolfram, 2014) is another type of language study that aids authors of written works in deciding which linguistic nuances to include in their works for target language communities.

ESOL students can learn a language in a variety of ways based on their location, such as:

- 1) Depending on housing, refugees from British states can continue their education.
- 2) Temporary migrant laborers who move around a lot depending on where their industry is located.
- 3) Farmers who may work in isolated locations and have little contact with other people.
- 4) Despite being competent in their jobs, semi-skilled and skilled immigrants may find it extremely challenging to attend the offered language sessions due to hectic work schedules.
- 5) Some people struggle to attend classes because of obligations to their families.
- 6) Access to presenters who are appropriate for their fields of



competence in ESOL instruction is not available.

The ESOL Nexus website, which also instructs EFL with a focus on grammar and abilities, is the most recent innovation in ESOL. However, the issue is that some individuals cannot use it due to particular needs, such as dyslexia, being incarcerated, or not having sufficient internet connectivity (Krupska & Klein, 1995).

ESOL content, such as anything relating to religion or food and drink, is occasionally viewed as taboo by some cultures. In order to comply with societal standards, the supplied information must take into account diversity in the learner's country of origin as well as applicable laws.

2. ESOL classrooms' method of language instruction

The only study conducted in the UK to thoroughly investigate ESOL classes in order to determine the best successful methods for teaching ESOL (Baynham, 2007). In order to allow comparison with a different

study looking at English literacy and teaching levels carried out in the United States in 2003, the author uses the phrase "teaching method." This collection of methods is referred to as a core strategy set by Baynham et al. (2007) because it strikes a compromise between fluency and accuracy while also incorporating engaging activities and materials that help students stay focused and achieve marginally higher test results.

In order to develop a second language, ESOL materials frequently employ a broad communicative strategy, such as beginning students who are unfamiliar with letters (N. Hann, 2017). Beginners who have mastered some literacy should take a similar approach, according to Schellekens (2008), who advises teachers to focus on the learner's language and help post-beginners acquire the capacity to pay attention to their own use of language.

3. ESOL Material Development Implications and Challenges

ESOL instruction should take into account the following factors, as previously mentioned: (a). the learner's

language and literacy level; (b). their immediate and long-term language demands; (c). their availability and capacity to participate in English lessons; (d). Resources available to teachers; (e). Material used by the teacher. The next step is to create an outline of the material, select subjects, language circumstances, and relevant sources to include what language will be used in the material after the learner's needs have been condensed or collated into tables or papers.

The recommendations for creating ESOL materials that are produced for publication or local usage may change some of the suggestions that are made below:

- 1) Determine when and with whom ESOL students must converse in English in circumstance;
- 2) Create these scenarios in order to specify the appropriate language and grammar;
- 3) When it's practical, send course materials to ESOL teachers and students for feedback;
- 4) Modify and test the material after taking feedback into account;

- 5) Further develop the information in light of experiments;
- 6) Take into account a level-appropriate page design;
- 7) Published materials;

As with mixed-gender learning environments, writing ESOL materials is not without its difficulties. Because of a lack of resources, ESOL programs, particularly those held in communities, frequently contain a heterogeneous group of learners. Even if teachers make an effort to divide children according to their language proficiency, there will still be a noticeable gap between them, as though some of them are still learning to read.

4. Suggestions for Use in Reality

Given the various circumstances and requirements of many learners, creating ESOL resources for students may be a very interesting and rewarding endeavor that is also challenging. In conclusion, ESOL materials must be: a). Authentic; b). Accessible; and c). Using students as a resource; d). Extending language learning outside of the classroom e). Flexible f). Including



the assessment's goal in the situation analysis and considering the resources available in the educational environment g). Providing possibilities for success.

There is a need for a variety of pre-departure tools, like those created by Learning Unlimited (LLU+nd), for those who intend to emigrate, even if the majority of ESOL resources are now geared toward students who are already in English-speaking nations. Finding a job is frequently crucial, even though many ESOL students move in with relatives. From cleaning to construction, life skills have been specifically designed for 12 professions. With the help of this material, students in trades like plumbing can learn language and literacy. In addition to being utilized with ESOL students, they were originally created as basic literacy resources for people who speak English as their first language.

5. ESOL Studies' Future

English is rapidly expanding in popularity through print and electronic media in the twenty-first century and is genuinely becoming a global language.

Additional capabilities are offered to pupils by digital media. It is possible to view it on a cellphone through a website that is available in English. There isn't now an application that meets these requirements, just as there hasn't been one in Bangladesh since the Jenala project (Tyers & Lightfoot, 2018) began training women to work as domestic servants in the Middle East where English will be their common language. the. However, if they are developed, these apps will take over as the primary language learning resource for those who cannot access the internet when offline or attend a class because of job or care obligations.

C. CRITIQUES

In this chapter, the reviewers highlight two really exciting central issues. The first feature is that this chapter discusses a brand-new method of instruction called Teaching English as a Second Language (TESOL), which has been employed exclusively for ESOL learning in replacement of the previous method's usage of English as Second Language (ESL) materials. This gives teaching English a fresh perspective; in other words, it can positively impact scientific

advancement, particularly in the area of teaching English. Everyone can learn a language although in some cases it can be very difficult to adapt. As in adults who learn English, they get a lot of significant obstacles and challenges in the learning process.

The difficulties adults have learning English are explained in great length in this chapter, including difficulties brought on by their hectic schedules at work and difficulties resulting from their difficulty adapting to a new language context. Additionally, it is stated that some challenges are encountered within teaching delivery through the distinct types of dictions by the tutors (Sardi, et al., 2017). In contrast to the children the author describes, it is simpler for kids to pick up English in a new place if they attend school there. If they live in a closed-off familial setting, it will be different and harder for them to practice their English (N. B. Hann, 2022).

Simple to understanding and filled with insightful quotations taken from reputable sources, the explanation of the current chapter's contents is provided. The description of the objective is shared by each subtopic. For anyone seeking to enhance writing design or perhaps comparing ESOL and EFL materials, this chapter offers good advice for ESOL instructors, lecturers, teacher

training programs, and everyone else. Finally, the reviewer recommends everyone, specifically researchers around the world, to read or have exposure to this chapter for further research.

Second point that reviewer found that, the author outlines the differences between ESL and ESOL which really helps the reader to understand the new term and the interesting one is the author describes gap analysis which can provide new opportunities and challenges for researchers in conducting further research. Similarly to the case that it is necessary to explore more on the other aspects on ESL and ESOL in terms of teachers or stakeholders' sight (Kalsum, et al., 2023).

However, in addition to the benefits that the author receives, this chapter also has certain drawbacks. Only the development and ESOL materials are discussed in this chapter; the necessary teaching materials are not covered in detail. similar to how teaching ESL or EFL separates abilities into four different categories and then outlines the best teaching strategies for each category of language skills (Tang & Nurkidam, 2021). It outlines the requirements for the competencies that learners both want and need to learn. This is a guideline for creating English language instruction materials for ESOL courses that

takes into consideration the various backgrounds of the students.

D. CONCLUSION

The development and use of materials cannot be theoretical, as demonstrated in this chapter through its use of sociocultural theory and second language acquisition. Despite the fact that they develop SLA materials as experienced teachers, authors may not specifically mention ESOL resources. The notion can become ingrained in how authors prepare, teach, and develop material through observation and reflection on their own teaching. They might take into account things like how their pupils will engage with the subject matter and instructional resources, as well as whether or not they will actually utilize the language learned in class outside of the classroom. Good materials frequently produce principled teachers rather than teachers making moral decisions about the materials they use (Mishan, 2015; Timmis, 2015; Tomlinson, 2003). Finally, because it is essential for implementation into the target community, there is a need for further discussion and study regarding how ESOL assessments are created and delivered. ESOL must, however, go beyond merely integrating

learners into the language and culture of their host nation, which is the language and culture they are learning. A place for ESOL students to investigate how they might meld their first culture with the host culture could be provided through the ESOL resources.

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