



AN ETHNOGRAPHIC INSIGHT INTO GLOBAL AND INDIAN ELT PROGRAMS

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ABSTRACT



The ELT (English Language Teaching) industry is unprecedentedly mushrooming with an array of ELT programs labeled with different acronyms like ELT, TESOL, ESOL, TESL, TEFL, DELTA, CELTA, CELTYL, TENOR, ICELT, IDLTM, etc. at certificate, diploma, Master, and PhD levels. Amid these outnumbering ELT programs, Indian ELT practitioners are apprehensive about the recognition of their indigenous ELT qualifications in global ELT industry for the reason that global ELT industry finds Indian ELT curricula way away in terms of competing with the curricula of international stature. Hence, the study limits its scope by setting two objectives: (i) exploring the most acclaimed ELT program in global scenario, and (ii) understanding the curricular gap between Indian ELT curricula and the most acclaimed international curricula. The data were collected through document analysis and the collected data were analyzed using descriptive statistics. As part of the key findings, MA (TESOL/TEFL in conjunction with Applied Linguistics) was found by far the most acclaimed ELT program in global scenario. Secondly, none of the Indian universities impart the most acclaimed ELT program. Thirdly, curricular shortcomings were found in abundance in Indian ELT curricula in comparison with curricular components of the most acclaimed ELT curricula. Neutralizing the stated problems, the paper recommends apposite measures and a conceptual framework of an ideal ELT curriculum to ensure Indian ELT programs are at par internationally.

Keywords: *ELT, ELT Practitioner, ELT Program*

Citation:

- APA** Jha, S.K (2016) An Ethnographic Insight into Global And Indian ELT Programs. *Veda's Journal of English Language and Literature-JOELL*, 3(2), 5-13.
- MLA** Jha, Sanjay Kumar "An Ethnographic Insight into Global And Indian ELT Programs" *Veda's Journal of English Language and Literature-JOELL* 3.2(2016):5-13.

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1. INTRODUCTION

Prior to setting the background of this study, it is imperative to state that this study is an ethnographic survey to know the contemporary status of ELT in global and Indian universities in three successive phases. This paper is being presented as a report of the third (last) phase.

Today, 85% of international organizations in the world make official use of English, at least 85% of the world's film market is in English, and some 90% of published articles in some academic fields, such as linguistics, are written in English (Crystal, 1997). Almost every nuance of human life is undergoing the process of globalization be it industrial, economic, social, cultural, or linguistic and, English, being the sole world lingua franca, has undeniably and undoubtedly proved to be the best linguistic medium of globalization. Given the fast-paced changes caused by globalization, the world is in dire need of producing more and more ELT practitioners who could make world community English wise proficient and stay competitive in every walk of life for the exchange of any development communication.

The good news is the number of non-native speakers of English has outnumbered the native speakers of the language (Chen, 2009). More importantly, it has been estimated that currently 80% of English teachers worldwide are non-native speakers of the language (Braine, 2010). However, the demand of ELT practitioners in non-native countries is very high but the supply is very low. To meet the growing demands of ELT practitioners worldwide, English Language Teaching (ELT) has emerged as one of the most lucrative professions all over the globe. And, India is no exception. India, which is a museum of languages with 1652 languages and where English is still used as a foreign language by 70% rural population and as a second language by 30% urban population, draws the attention of global ELT employers due to its multi-faceted, culturally rich, innovative, workaholic, and ready-to-excel ELT practitioners. Nonetheless, this paper hypothesizes that linguistic and pedagogic inadequacies of both the Indian ELT practitioners as well as tertiary ELT curricula deprive Indian ELT practitioners of competing in global ELT industry.

1.1 STATEMENT OF THE PROBLEM

Due to pre-set priorities of international ELT employers, Indian ELT practitioners are often kept at

bay as they often fail to meet desirable prerequisites for ELT profession in global scenario. Today, a vast majority of Indian ELT practitioners though aspire to make their ELT career in South Asian countries like China, Japan, Korea, Hong Kong, etc. but the hard truth is ELT domain of Indian ELT practitioners is disappointingly confined to Middle East and some African countries like Libya, Ethiopia, Eritrea, Djibouti, etc. Thus, the statement of the problem is why cannot Indian ELT practitioners become ideal candidates for local, national, and international ELT workforce. Though there are several factors that can be attributed to the Indian ELT practitioners' inability to compete in standardized ELT profession abroad, this study hypothesizes that faulty ELT curricula and pedagogical approaches prove to be the major concern for Indian ELT practitioners in depriving them of desirable success in global ELT profession. The afore-stated problems lead to pose three pertinent research questions as follows.

1.2 RESEARCH QUESTIONS

1. What is the most acclaimed ELT program in global scenario?
2. Do Indian ELT programs have vital curricular components that make an ELT program globally ideal?

1.3. SIGNIFICANCE OF THE STUDY

As for the significance of this study, one may find it pioneering for three reasons. Firstly, it not only makes Indian ELT practitioners aware of internationally acclaimed tertiary ELT programmes in terms of desirable curricular components but also divulges worldwide requirements of ELT job employers. Secondly, it shows curricular lacunae between internationally acclaimed ELT programs and the ELT programs offered by Indian Universities. Thirdly, the study forwards apposite measures to make ELT programs at par with internationally acclaimed ELT programs.

2. REVIEW OF RELEVANT LITERATURE

English Language Teaching (ELT) is practiced for several decades using traditional methods but its basic teaching methods are seldom debated (Gethin, 2002). Nor is there discussion of whether people are really learning English or any other foreign language better than they did forty or fifty years ago. Instead, the industry just gets bigger and bigger. To meet the



growing demands of ELT practitioners for tertiary level English language teaching in native as well as non-native countries, the number of ELT courses is outnumbering day by day. Unlike yesteryears, we are flooded today with a number of ELT courses (brands) like TESOL, ESOL, TESL, TEFL, TEAL, DELTA, CELTA, and many others at certificate, diploma, master, and PhD level. But these outnumbering courses have not only flummoxed both ELT employers and employees in terms of recognizing an ideal ELT brand but also created a discriminatory gap between new and old ELT practitioners due to ongoing changes in the desirable qualification(s) set by the recruiters nowadays (Jha, 2014.A). Frequent branding of ELT program not only perplexes the employers in terms of changing their eligibility criteria but also the existing and aspiring ELT practitioners in terms of widening gap between ELT qualification(s) of yesteryears and today.

The saying "*We teach what we were taught*" is very much true in the profession of ELT. An ELT qualification along with one's linguistic and procedural knowledge not only accounts for the high or low performance of learners but also matters in one's professional ELT career. According to a recent finding by Jha (2014.B), the master programme titled *MA in TESOL & Applied Linguistics* is becoming the first choice for the ELT job employers in native as well as non-native countries.

In Indian context, ELT practitioners lack desirable professionalism in ELT more because of unavailability of adequate and appropriate training in ELT. The practice of producing ESL instructors by the unskilled predecessors is forming a vicious cycle or chain of incompetent ELT practitioners in India. But, almost all the Indian universities are content with a single option of traditional *MA in English*. The credibility of this program in stricter sense is under question for the reason that it gives least concern to ELT and the most to English literature. Due to their irrelevant ELT qualifications and their English heavily laced with their mother tongue, Indian ELT practitioners especially in Middle East and African countries are just saddled with ELT tasks. Competence in English is essential not only for native speakers, but also for non-native speakers, who comprise the vast majority of professionals, but

unfortunately they are in very short supply (Orr, 2010).

As a result, an unprecedented maddening rush of ELT practitioners can be seen today in ELT prone countries such as Korea, Japan, China, Thailand, Czech Republic, Yemen, Saudi Arabia, Libya, Oman, Qatar, Brazil, Thailand, Chile, Ethiopia, India, etc. To meet the growing demands of ELT practitioners for HELT, a number of universities and private language schools have started offering ELT programmes at certificate, diploma, master, and PhD level. For instance, many European and American universities are offering courses like MA/MSc/Med in ELT, TESOL, TESL, TEFL, ESOL, etc. for HELT. For LEFL, courses like Trinity Cert-TESOL, Dip-TESOL, Cambridge CELTA, DELTA are quite popular in the ELT world. Amid these outnumbering ELT courses with slightly varied curricula, ELT world lacks a common consent on endorsing an ideal ELT qualification.

Based on Tdol's (2012) survey of 200 adverts (for lower level ELT) extracted from *tefl.com*, the report shows that 100% employers want CELTA; 89% employers want Trinity Cert-TESOL; 78.5% employers want equivalent certificates with 100+ hours of classroom teaching; 37% employers want other ELT qualifications; and 10 % employers do not require teaching qualification. As for the preference of tertiary level ELT programs, Jha (2014.B) conducted a survey of 55 ELT job adverts retrieved from the eight legal employment websites. Jha's result showed that having merely an academic qualification like (MA/PhD in TESOL / TEFL / TESL / ELT / TEAL / ESOL / English Language / English Linguistics / Applied Linguistics / Linguistics) is not sufficient to be an ELT practitioner. Today's ELT industry requires practicum-based professional qualification too like Cambridge CELTA / DELTA, Trinity Dip-TESOL, UCLES, etc, from accredited institutions as part of eligibility criteria.

As for the availability of the aforementioned ELT programmes in India, it is imperative to reveal that the majority of ELT practitioners in India do not hold any internationally recognized ELT qualifications as none of the Indian universities except EFLU impart any ELT program of international recognition. Indian ELT practitioners lack both linguistic and pedagogic competence. According to (Dhanavel, 2009), students of BA and MA English literature are expected to



become teachers of English language but they are deprived of a sound training in English Language Teaching. The average Indian teacher is the holder of irrelevant qualification or the product of the heyday of GTM method.

3. METHODOLOGY

Since the gathered data were both ordinal and nominal, this study has used mixed research design (quantitative and qualitative) as it not only quantifies the data through measurements but also lays emphasis on qualitative interpretation.

SUBJECTS AND SAMPLING OF THE STUDY

The subjects for this study were 21 tertiary level ELT job adverts, 21 overseas universities offering recognized ELT courses, and 21 Indian universities offering master level ELT programs.

DATA COLLECTION

Document analysis (in the form of online archival artifacts) was used as a sole data gathering tool. To gather required data in response to the first and second research questions, 21 ELT job adverts from nine ELT employment websites were selected through random sampling; whereas, 21 curricula of

top international universities specialized in ELT education were collected through purposive sampling.

DATA ANALYSIS

The collected were analysed using descriptive statistics in the form of frequency, arithmetic mean and narrative analysis.

4. FINDINGS AND DISCUSSION

This section has been thematically categorized into two subsections in order to answer both the research questions in turn.

4.1 IDEAL ELT PROGRAMS IN THE EYES OF EMPLOYERS AND INSTITUTIONS

The first approach aimed to explore employers' preference(s) for ideal ELT qualifications through frequently advertised job adverts. The second approach aimed to explore the preference of top overseas universities specialized in ELT education as per QS World University Rankings-2015.

Table 1. Ideal ELT Programs in the Eyes of Employers and Top Overseas Institutions

Tertiary Level ELT Job Adverts	Premier Universities Offering ELT programs
Arlington, VA, Jeddah (KSA) (EFL) Instructors MA in TESOL and Native English speaker	Anaheim University, USA MA (TESOL)
Bishkek, Kyrgyzstan (ESL Faculty Member) MA TESOL, TEFL + 300 hours practicum	Columbia University, USA MA (Applied Linguistics and TESOL)
CELCA, Aston University Teaching Associate DELTA and MA in TESOL, Applied Linguistics	Durham University, UK MA (Applied Language Studies for TESOL)
College of Lake County, (Adjunct ESL Faculty) MA in TESOL or Linguistics with TESOL specialization	Lancaster University, UK MA (Applied Linguistics and Language Teaching)
Community College of Philadelphia, (ESL Faculty) MA/MSc. In TESOL or closely related field	Macquarie University, Australia MA (Applied Linguistics and TESOL)
HULT International Business School, London EAP Tutor MA (TESOL/Applied Linguistics)	Newcastle University MA (Applied Linguistics and TESOL)
Lingnan University, Hong Kong, Language Instructor MA (Applied Linguistics/related discipline)	Northumbria University, UK MA (Applied Linguistics for TESOL)
New York University, (Asst. Prof.-TESOL) PhD in TESOL, Applied Linguistics, or a related field	Penn State University (USA) MA (TESL)
Northumbria University, English Language Lecturer RSA DELTA, MA in TESOL or similar qualification	University of Bath MA (TESOL) plus Delta
Oxford Brookes University, EAP Lecturer TEFL Q status (DELTA or equivalent)	University of Brighton, UK MA (TESOL)
QA Business School London, EFL Lecturer MSc/ MA (TEFL/ TESOL) or DELTA	University of Edinburgh, UK MSc (TESOL)
San José State University, California (Asst. Prof.-TESOL) PhD (Applied Linguistics, TESOL, Language Education)	University of Leicester, UK MA (Applied Linguistics and TESOL)
School of Education, Queens, New York, (Prof.- TESOL)	SIT, USA



PhD in TESOL plus record of TESOL research	MA (TESOL) <i>with internship</i>
SELS Language Center, Point Park University, (ESL Instructor) MA in TESOL or Applied Linguistics	University of London, UK MA (TESOL)
Sohar University, Oman, English Teachers BA/MA (TESL/TEFL/TESOL)	University of Manchester, UK MA (Educational Technology and TESOL)
Syracuse University, NY (Senior Lecturer- ESOL) PhD in TESOL or Applied Linguistics	University of Oxford, UK MSc (Applied Linguistics and SLA)
The British Council, Qatar, ELT Trainer MA (TEFL/Applied Linguistics)	University of Pennsylvania, USA MA Educational Linguistics and TESOL
University of Arizona, Tucson, (Asso. Prof., English) PhD in TESOL/Applied or similar field	University of Sheffield, UK MA (Applied Linguistics with TESOL)
University of Liverpool, University Teacher MA TESOL and Applied Linguistics	University of Sussex, UK MA (English Language Teaching)
University of Tampa, (Assistant Professor of English) Ph.D in English with TESOL experience	University of Ulster, UK MA (TESOL) <i>with internship</i>
Victor Valley College, ASSOCIATE FACULTY, (ESL) MA in TESL, TESOL, or applied linguistics	University of Warwick MA (English Language Teaching)

It is noteworthy in the left column of table.1 that 21 randomly selected ELT job adverts were retrieved from eight legal employment websites namely: www.indeed.com, www.tefljoboverseas.com, www.eslemployment.com, www.tefl.net/esl-jobs/esl-jobs.pl, www.findworkabroad.com, www.esljobfeed.com, www.jobs.ac.uk, www.esljobfind.com, and www.eslcafe.com. Subsequent to identifying the preferred ELT qualification(s) in the eyes of employers, the paper made an online survey of top 21 universities to see the availability of preferred ELT programs/qualifications in premier institutions that impart concentrated ELT education. The search result showed 42 universities that impart highly concentrated ELT programs. However, only half of them, i.e. 21 universities specializing in ELT education were selected for this study as they figure in the top

rankings of ELT education by QS World University-2015.

Assessing the employers' preference of ELT qualifications, the frequency of desirable qualifications was converted into percentile and the result shows that 51% of employers have asked for MA in TESOL; whereas 49% employers have asked for MA TESOL and MA Applied Linguistics interchangeably. As for the percentile of institutional preference on imparting ideal ELT programs, we find that 38% universities are offering MA (TESOL); whereas, 42% universities impart MA (TESOL & Applied Linguistics). It is desirable to emphasize that though the ELT programs shown in figure.1 look different at face value, they are very much similar to one another in terms of their curricular components according to Carreiro (2010), Bagwell, (2012), Jha (2014.B), and, many others.

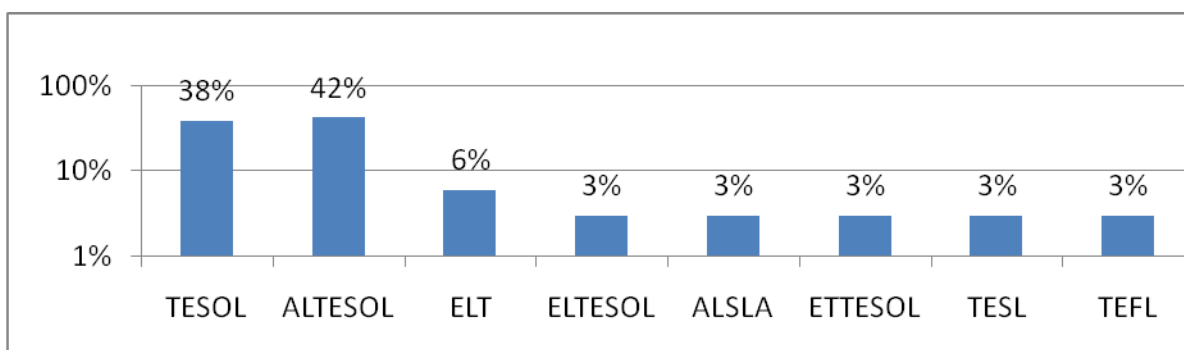


Figure 1: The Graded Prominence of the ELT Programs

Form etic perspective and considering the strong correlation between preferences of employers and the institutions, the researcher concludes MA (TESOL and Applied Linguistics) to be the most ideal ELT program. It is important to decipher the distinction

between TESOL and Applied Linguistics in short. TESOL, on the one hand, focuses on pedagogy; whereas, Applied Linguistics usually focuses more on theory and language research (Bagwell, 2012).



4.2 THE IDEAL ELT PROGRAMS IN INDIAN UNIVERSITIES

This section responds to the second research question by exploring whether at least 20% of Indian universities offer ideal ELT programs or not. The reason of pinpointing on 20% finds its base in Pareto Analysis which believes that 80% of success can be fetched even by 20% of quality efforts in any field of life. In other words, it is 20% quality that matters in producing 80% of desirable results. In the present context, the rationale is to see the availability of at least 20% of quality ELT course providers (universities) to cater to the needs of prospective Indian ELT practitioners.

As of now, UGC lists 736 Indian universities comprising 339 state universities, 126 deemed universities, 46 central universities, and 225 private universities. Of 736 universities, only 25 universities namely *University of Mumbai, University of Pune, Deccan College, Pune, University of Delhi, Jawaharlal Nehru University, English and Foreign Language University, Kurukshetra University, University of*

Hyderabad, Banaras Hindu University, University of Calcutta, Aligarh Muslim University, Annamalai University, University of Madras, University of Allahabad, Pondicherry University, University of Rajasthan, Thiruvallivar University, Tezpur University, H. N. B. Garhwal University, S. G. B. Amrawati University, Shivaji University, Punjab University, University of Kerala, University of Jammu, and Gauhati University were selected for this study in which 10 universities were purposively selected due to their reputation in language education and 11 universities were randomly selected to see whether they offer any of the ideal ELT programs or not. To see the face value of taxonomic nomenclature, one can readily say that none of the Indian universities impart internationally acclaimed ideal ELT program (MA TESOL/ALTESOL). However, 4% universities (see figure 2) were found to be offering two similar ideal ELT programs namely MA (TESL) and MA/M.Phil ELT by EFLU, Hyderabad, Aligarh Muslim University, Gauhati University, Vanasthali Vidyapeeth, and University of Kerala respectively.

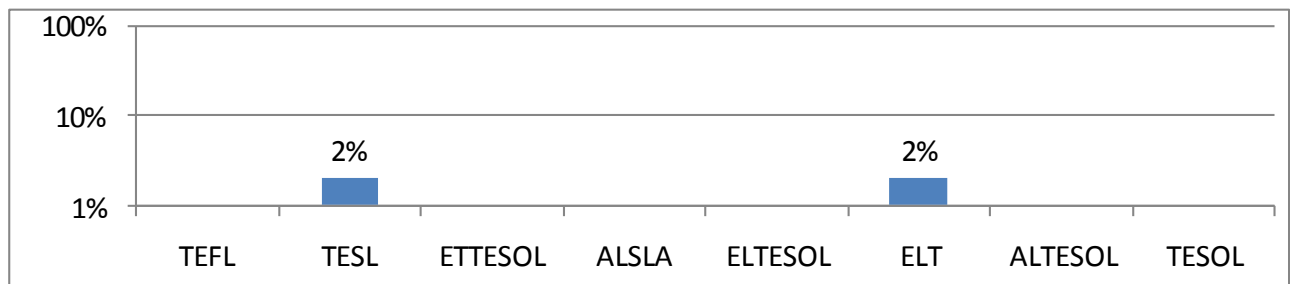


Figure 2: The Ideal ELT Programs in Indian Universities

What Indian universities normally offer is *MA (English)* which is a blend of both English language and English literature. The credibility of this program (as an ELT program) is under question for the reason that it gives least concern to ELT and the most to English literature. Another baffling fact concerns MA (Linguistics/Applied Linguistics). Although, MA (Linguistics/Applied Linguistics) are deemed equivalent to an ideal ELT program; out of 736, only 1.75% Indian universities were found to be offering MA (Linguistics/Applied Linguistics).

Since an ELT program should not be judged by its face value or taxonomic nomenclature rather by its curricular components. Hence, the study

further aims to see the curricular components of both India's sole ELT program known as MA (English) and the ideal ELT programs MA (TESOL and Applied Linguistics).

4.3 CURRICULAR COMPARISON OF INDIAN AND GLOBALLY RECOGNIZED ELT PROGRAMS

The data contained in the left column of table.2 list vital components of an ELT curriculum which were gathered commonly from the ELT curricula of 25 ELT different ELT programs. As for the right column, it has listed the vital components of MA (English) curriculum used in Indian universities.



Table.2: Curricular Components of MA (TESOL and/or Applied Linguistics) and India's MA (English)

	Curricular Components of MA (TESOL and Applied Linguistics)	Curricular Components of India's MA (English)
1.	Application of Linguistics to Language Teaching	Anatomy of Literature
2.	Classroom Management and Observation	The History of English Literature and Language
3.	Culture and Intercultural Communication	Chaucer and the Elizabethan Age
4.	Curriculum Development and Syllabus Design	The Neo Classical Age (Theories)
5.	Delta Modules	British Literature from Chaucer to Augustan
6.	Designing Online Learning Environment & Evaluation	The Romantic and the Victorian Ages
7.	Discourse Analysis	Classical and Medieval European Literature
8.	English for Specific/Academic Purposes	Twentieth Century Literature
9.	English Phonetics for Second Language Teachers	Comparative Literature
10.	Foundations and Current Issues in Bilingual Education	Theory and Practice of Translation
11.	Investigating Individual Learner Differences	Indian Literature in English
12.	Language Assessment and Testing	Postcolonial Literature
13.	Methods of ELT	Modern European Literature
14.	Master's Thesis and Field-based Internship	American Literature
15.	Second Language Research Methodology	Canadian Literature
16.	Theories of Second Language Acquisition	Modern Masterpieces of World Literature
17.	Sociolinguistics of English as a Global Language	Dalit Literature
18.	Teaching Practicum	Women's Writing in English
19.	Teaching and Learning in Diverse Classrooms	Commonwealth Literature
20.	Teaching Four Macro Skills Using Authentic Materials	Film Reviews and Presentation
21.	Technological Literacy for Language Classroom	Analysis, Approaches and Applications
22.	Workshop, Seminar, and Distinguished Lecture Series	Literary Theory and Criticism
23.	Language System: <i>phonology, lexis, syntax, and pedagogic grammar</i>	Basics of Applied Linguistics, English Language Teaching, Grammar and Usage

Comparing the desirable components of MA (TESOL and Applied Linguistics) with India's MA (English) program in table.2, the study presents the following findings.

1. The Indian MA (English) curricula cover mainly vital components of English literature rather than English language.
2. Based on the curricular comparison, it is also evident that only MA (English) offers only one paper from ELT perspective (see index 23). In other words, only 4% of MA (English) program has curricular relevance to the ideal ELT program. Thus, it is evident that India is devoid of ideal ELT programs and the Indian ELT practitioners are way away from ideal ELT qualifications.
3. Teaching Practicum (internship), a key component for an ELT curriculum, is also missing in the ELT program MA (English) in table.2. Teaching without practicum is like learning to drive without ever encountering traffic". Not to say of India, even most of the foreign universities, do not have practicum based ELT programmes as table.1 shows only SIT USA and University of Ulster imparting internships. And, to compensate the absence of internship, University of Bath offers

DELTA along with MA TESOL which indeed is a good decision.

4. Only 4% of Indian ELT curricula are relevant to the ideal ELT program.
5. The six vital components (deemed as the backbone) of an ideal ELT curriculum namely *curriculum development and syllabus design, theories of second language acquisition, teaching four macro skills using authentic materials, second language research methodology, and teaching practicum* followed by a *dissertation* were not found in India curricula.
6. The curricula of three ELT programs namely MA (TESL/ELT) and M. Phil (ELT) were not taken into account for comparison with the ideal ELT curricula because they do not represent even 1% of 736 Indian universities.

5. CONCLUSION

The paper, in its exploratory attempt, addresses two key concerns: (i) exploring ideal ELT program(s) and (ii) curricular gap between Indian ELT program and the ideal global ELT program(s). To summarize the findings, MA TESOL and Applied Linguistics was found to be the most preferred ELT programs and only 4% internationally recommended



curricular components were found in the Indian program, i.e. MA (English). From remedial perspective, the paper forwards six remedial measures as follows.

RECOMMENDATIONS

1. All the Indian universities need to come forward to make an immediate need assessment on the significance of ELT programs and the UGC must introduce tertiary level ELT program in Indian universities so that Indian ELT practitioners could get wider recognition in global ELT industry.
2. There should be a global forum to update all the stakeholders, (i.e. ELT course providers, ELT practitioners, global ELT employers) of ongoing developments in ELT and to ensure the credibility of any ELT program.
3. Given the importance of teaching practicum (internship), Indian universities must provide at least 100+ hours teaching practicum in their concerned ELT related programs.
4. As all the UK based ideal ELT programs are of one year, our existing MA (English) can be restructured by allocating one year to cover ELT and one year to cover literature components.
5. As time, distance, and fees become hurdles in availing foreign ELT programs for the Indians, Indian universities need to launch them on their own or in collaboration with the foreign universities.
6. More importantly, there is a need to design such an ELT course that could orient the learners to be constructive social change agents with awareness of world issues and gear their communication skills to respond to the changes with analytical, complex, and critical thinking.
7. All the stakeholders (Indian universities, existing and prospective ELT practitioners, and global ELT employers) should nurture ideal ELT programs in Indian universities with globally harmonized curriculum to ensure the eligibility of Indian ELT practitioners in global ELT industry.

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APPENDIX (ABBREVIATIONS AND ACRONYMS)

- ELT: English Language Teaching
 TESOL: Teaching English to Speakers of Other Languages
 ESOL: English to Speakers of Other Languages
 TESL: Teaching English as a Second Language
 TEFL: Teaching English as a Foreign Language
 TEAL: Teaching English as an Additional Language
 DELTA: Diploma in English Language Teaching for Adults
 CELTA: Certificate in English Language Teaching for Adults
 CELTYL: Certificate in English Language Teaching for Young Learners
 TENOR: Teaching English for No Obvious Reason
 ESP: English for Specific Purpose



EOP: English for Occupational Purpose
EAP: English for Academic Purpose
EST: English for Science and Technology
ICELT: In-Service Certificate in English Language
Teaching
IDLTM: International Diploma in Language
Teaching Management
SLA: Second Language Acquisition
Cert-TESOL: Certificate in TESOL
Dip-TESOL: Diploma in TESOL
EFL: English as a Foreign Language
ESL: English as a Second Language
ALTESOL: Applied Linguistics and TESOL
ELTESOL: Educational Linguistics and TESOL
ALSLA: Applied Linguistics and SLA
ETTESOL: Educational Technology and TESOL
ELF: English as a Lingua Franca
