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## Research Article

### Unveiling the Experiences of Young ESL Educators in an Open Admission Academe

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#### ABSTRACT

Many people consider teaching a noble profession. Teachers enter the education profession and are attracted to teaching as a career because of what they view as the role of the teacher. Also, teachers find their professions very rewarding. However, educators, specifically those who are new in the profession, encounter challenges too. This study seeks to understand the lived experiences of young college teachers handling English as a Second Language (ESL) courses in an open admission academe. In this study, a qualitative-phenomenological inquiry is employed. Seven young faculty members aged 20-25 years old with less than five years of teaching experience share their rewarding experiences, challenges, and hopes with ESL education in open admission academe. Triangulation is used in this study through three data-gathering and verification modes: in-depth interview, focus group discussion, and checklist. The experiences of the participants show that they have love for the profession, that they see teaching as a rewarding profession, and that disconnect still exists between teaching and their prior training. The participants also shared their stories on student learning and their experiences with the preparation programs and some practical elements in teaching. Participants also expressed that they too experience burdensome workload, stress, and burnout. It has been concluded that these faculty participants view their teaching career as fulfilling, challenging, and life-changing.

**Keywords:** *Phenomenological Inquiry, English as a Second Language, Teaching, Open Admission Academe, Faculty Development.*

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#### Background

Many people consider teaching as a noble profession. Anhorn (2008) cited that teachers

enter the education profession and are attracted to teaching as a career because of what they view as the role of the teacher. Also,

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teachers find their professions very rewarding. According to Loui (2006), "Educators experience contentment in their role as a teacher because of the compassion they have for teaching students and the subject matter." However, many educators would still decide to search for a greener pasture and leave the teaching profession. This is supported by Loui who claimed that despite of the fulfillment achieved by educators in the teaching profession, they would still decide to quit and shift to another career.

According to Stansbury and Zimmerman (2000), "In education, as in any employment area, each year produces a certain number of newly minted professionals. But due to the particular circumstances of our time, the annual influx of newcomers to the teaching profession needs to rise dramatically in the coming decade. On one side of the profession's complex supply-demand equation is a fast dwindling reservoir of our most highly experienced teachers. Hired in large numbers in the 1960s and '70s to teach a booming student population, these veterans have started reaching the natural end of their careers." Also, Roulston, Legette, and Womack (2005) posited that despite the fulfillment and satisfaction many teachers experience in educating children in the classroom, 33% of teachers resign from the education profession within the first three years of teaching. They also added that 25 to 50% of novice teachers leave the education profession within the first five years, showing an ongoing trend of the problem.

Similar with the issues abroad, fluctuating number of skilled and qualified teachers has been observed in the Philippines. Salamat (2006) posed that because of low wages and inability to keep up with the rising cost of living, more and more teachers leave the country to get a higher pay in teaching American students. Moreover, teaching becomes difficult because there have been more mechanical and grueling workloads in the system. Classroom management also becomes tougher because of the number of students in a class. Also, the heavy workloads assigned among teachers do not come with a commensurate wage hike.

Furthermore, Salamat added that many Filipino teachers flocked to the U.S from 1992 to 1999 with an average of 73 teachers a year.

From 2000 to 2004, the figures reached up to 221 teachers a year. This number continues to rise as U.S. government persists in recruiting more educators in their country.

Teachers decide to quit teaching, often-times during their first or second year, because of some reasons. These reasons explain why they would quit and shift to another career. Ewing and Manuel (2005) mentioned that a struggle transpires because young teachers must cater to classroom students with diverse needs, report and assess students to the best of their ability, deliver quality lessons with various teaching strategies, and employ a range of management strategies to solve aberrant behaviors.

Considering the previously mentioned problems, the conduct of this study is deemed necessary. This study aims to identify the lived experiences of young English as a Second Language (ESL) teachers in an open admission institution. Through this study, academic teaching experiences of young ESL college teachers are unveiled. This study is conducted to give voice to the teachers and to solicit ideas from school administrators as to how teaching-related problems of young ESL educators may be addressed to avoid career shift. Also, this study would like to determine the ESL teachers' suggested human resource development programs that would be very beneficial in improving themselves as teachers and in motivating them to continue their passion for holistic ESL education. Furthermore, views of the ESL teachers on their present career as educators are exposed to inspire other aspiring educators to explore the beauty and experience a sense of fulfillment in the ESL teaching profession.

## Methods

### *Research Design*

This study employed a phenomenological-qualitative approach to research. Since this study aims to determine the lived experiences of young ESL teachers, a phenomenological study is identified to be the appropriate research method. According to Van Manen (1990), "The aim of phenomenological research is to aspire to pure self-expression, with non-interference from the researcher." Also, a qualitative approach to research is employed.

Tewksbury (2009) cited that qualitative research focuses on the meanings, traits, and defining characteristics of events, people, interactions, settings/cultures and experience.

The present study is anchored on three major frameworks. First is Nahal's (2010) core themes of the lived experiences of the teachers. Second is the NTS Model of Preparation for First Year Teacher Development in Nahal (2010). Third is Staehr Fenner and Segota's (2012) Triangle of Interaction: Critical Components for Effective English Language Education which is also the TESOL International's framework for effective ESL teaching across the globe. These three frameworks provided light in the scientific conduct of this study.

### **Research Participants**

Participants of this study were seven (7) English college teachers from an open-admission policy university in Davao City. Since this study focused on determining the lived experiences of young ESL educators, only those who are 20-25 years old were purposively considered for the data-gathering. Experiences of these teachers were considered for the substantial discussion of findings in this research.

### **Instrument**

The researchers used two instruments in gathering the needed data. First is a questionnaire which is comprised of three sections. Section I asks for the personal profile of the participants in terms of their age, sex, undergraduate degree, and number of years in teaching. Section II is a checklist of the ESL educators' preferred human resource development programs. Section III is an essay entry in which participants were asked to write a five-sentence essay about their views on their present career as ESL teachers.

The second instrument used in this study is an interview guide questionnaire which contains open-ended questions that allow participants to share their lived experiences to the researchers. Questions were classified based on Nahal's (2010) core themes of the lived experiences of teachers. This is to make sure that all interviewees respond to the questions systematically and to achieve a meaningful

conversation between the researcher and the interviewees.

### **Research Procedure**

The researchers wrote a letter to the participants inviting them to be part of the study. Participants' consent was considered prior to the data gathering procedure. After the participants consented, questionnaires were then administered to them. Due to busy work schedule, participants were given two (2) days to accomplish the questionnaire. After two days, questionnaires were retrieved. To gather a more meaningful bulk of data, an individual interview session with the participants was done. Each participant was asked to answer series of questions. Responses were recorded, and some notes were jotted down to supplement conversational findings. Recorded data were transcribed. It must be noted that extra sounds and some fillers were removed to create a comprehensive transcript of responses. However, expression words were retained because they might contribute an accurate interpretation of the semantic aspect of the responses. Data from the questionnaire were presented using non-prose materials. All data were carefully analyzed and interpreted to draw out accurate and scholarly findings in the study.

## **Results and Discussions**

### **Lived Experiences of the ESL Teachers**

*Love for the Profession.* It is found out in the study that all seven (7) participants agreed that they love the profession so much. However, because of the workload that they have, they sometimes feel physical exhaustion which causes their level of enthusiasm decline.

Some of the participants shared about whether or not teaching had been their dream before they entered the open admission academe. One of the participants mentioned that:

*Well, I can't say that it was actually my dream, but I kinda have taken interest when it comes to becoming an ESL teacher at this age. I am actually amazed with my other teachers before who were also young, but they were able to teach us some good stuff. Maybe,*

*perhaps, it's because of their creativity or something, but I was inspired by them to...to be one [of them].*

Similarly, two other participants stated,

*Perhaps, because when I was still young, I love playing teaching with my younger brother, and I find it interesting. So, I guess all my decisions in life made me realize that I want to become a teacher.*

*When I was a kid, I used to dream about being a teacher teaching students. However, it changed through time; and then after I graduated my college, somehow I think ESL gravity has pulled me into a school and teach. So, I guess somehow my first dream... it wasn't necessarily my dream, but somehow it became now my passion.*

However, a participant stated that it was never her dream to become a teacher because a travelling-related job has been her aspiration.

*Honestly, never had I imagined that I would become an ESL teacher one day because I wanted something... I wanted a job that would require more of traveling and exploring other places, but maybe, God has another plan for me. So, I ended up here as an ESL teacher.*

Also, participants were asked of the reason why they applied in an open admission university. It must be noted that in the area where the locale of the study is situated, there are still many other Higher Educational Institutions (HEI's) which actually screen aspiring students by administering either an entrance exam or an aptitude test. Below are some of the responses of the participants.

*Well, honestly, I'm not really sure what an open admission was until I entered here in the university. But, I*

*just ended up here. I actually applied or submitted my resumes on other institutions as well, but ahh... the university called me first, so I...I ended up here.*

*Well, I applied in many schools, really honestly. But, this university was the first one to ever answer my call, so I guess...again...this is meant for me really, I guess.*

Apparently, the participants had no idea what an open admission system is. It must be noted also that some of the participants came from various teaching experiences such as private primary/secondary teaching or ESL online tutorial sessions with foreigners. Hence, they were clueless of the educational admission system implemented in the locale of the study.

Since this section talks about the theme *love for profession*, the researcher also determined the number of hours devoted by the participants in ESL-teaching related tasks. One of the participants shared that he has to balance his time well because he is also working part-time in another company, an online ESL teaching company.

*On weekdays, I spend 78% of my precious time doing ESL tasks; 20%, I work in other companies; 10% sleep. On weekends though, I usually go out and I try to forget everything about the tasks that I should do.*

Some of the participants also shared that they have to allot some time for additional outside-classroom tasks such as preparation for the presentations to be used in the next classes.

*Well, my class begins at 7 and ends at 5:30, so basically that's how many hours already. I handle six subjects and in between those times, I have vacant subjects [time], but I also allot my time in preparing for the lesson for my upcoming classes. I'm really not sure. Actually, it depends upon what the topic is. Like for example, if the topics are quite*

*serious or quite heavy or complex, I would devote my whole day for it. But, for the easy ones, I would just...like okay, I will just stay relaxed. That's it.*

Lastly, the participants were asked whether or not they genuinely love their ESL teaching profession. One of the participants candidly said, *"I love the profession, but I hate the tasks. That's all."*

Some of the participants happily mentioned that they love the profession because of the prize they get, fulfillment.

*That's a very heavy question. Whenever I question my profession in teaching, I always look at the eyes of my students and reflect do they really need to learn something. If I can impart something, then I would love to share it to them. If loving here is the question for my profession, I think, yes I do.*

*Love? I guess love is not the proper word. I enjoy...I enjoy my profession a lot because I...especially if I see the smile of my students and whenever they say "thank you" or the "ah!" moments, those are the things that make me love my profession more.*

These findings are supported by Nahal's (2010) study. According to Nahal, "Study participants expressed a love for working and inspiring students, and making a difference in students' lives as reasons for entering the teaching profession. Participants indicated the vision that drove them to choose teaching as a career was due to a teacher during their schooling who acted as a role model, connected with students, and presented the learning material that engaged students. Such teachers helped shape participants' approach to addressing students and the mandated curriculum. Acting as a role model for students, illustrating a passion for teaching through the coursework, making curricular lessons relevant and meaningful, building a classroom atmosphere of communication and trust, and fostering a student-

teacher relationship are important skills for success within the teaching profession."

It is found out in the study that participants show great love and joy for their teaching profession. They show their love by devoting a lot of time for ESL teaching-related tasks. Participants shared that they prepare a lot to make sure that ESL students would understand the lessons effectively. Some of them might have expressed exhaustion due to extra work, but their love for the profession remains the same.

*Rewarding Career.* Most of the participants consider teaching a rewarding career. They find great joy in teaching learners ESL. Also, they expressed that the best reward they get in teaching is that when students learn ESL and apply their insights to real life.

One of the participants opened up that teaching is both psychologically and emotionally rewarding but not financially advantageous.

*Financially, I consider it ahh...ahh.. not so rewarding, but honest answer. But, when in terms of... like emotional or...yeah, let's just say emotional...emotional... rewards, I think my students have provided that for me. So, I will consider it rewarding in terms of my psychological and emotional needs.*

In addition, a participant shared that he finds teaching beneficial to him as an educators.

*Rewarding, okay. Where do I start. Well, rewarding...it is really rewarding granted that this is an open institution, meaning some of the students cannot even understand what nouns are. They cannot even define the simple and basic terms, but at the end of the semester, you can see their improvement and that for me, is the greatest reward in teaching.*

Participants were also asked to identify the benefits they gained out of teaching. Observably, participants do a lot of stressful tasks. Thus, they deserve things in return.

Some of the participants' responses are reflected below.

*Well, yeah, the best benefit that I have here is that I now have an experience when it comes to classroom teaching. Before, I used to teach...well...like a tutor, so I only have one student on any given time. The second benefit I had is that I now have colleagues. Again, on the other job that I have, I'm actually kinda isolated, so I don't know how to interact with people personally even though I do interact with them online. But... So that's it. That's the two benefits I have experienced when it comes to classroom -based teaching. And also, I now have my colleagues.*

*Well, I've learned to extend my patience and learned to master the art of maximum tolerance in this kind of institution. And, I learned that it's not right to reprimand the student because he is not able to identify the different types of nouns or anything. You need to extend your patience to them because they need help; they do not need to be reprimanded, and they do not need to be threatened. But again, they need help. So again, the greatest benefit is that I've extended my patience because of this job.*

Participants were also asked of the reasons why they would still stay in the teaching profession despite their stressful ESL teaching related- tasks. Their responses may be categorized to three categories: *colleagues*, *mission to educate*, and *joy*. Below are some of the responses shared by the participants.

*Okay, so...I guess the...the thing that would like me to...oh the thing that made me stay here or makes me*

*want to stay here is that, well, I have colleagues. I really need to have colleagues because if I get isolated with people, then I forget lots of things. Also, other than that, I enjoy the company of my students and because of teaching, it made me refresh some of the knowledge that I somehow have forgotten. So, I think that would be the reason that I... that... I'll be staying here... not that I'll stay here forever though.*

*Why did I stay here? Number one, I'm an extrovert so I really need people to talk to. I...and I think, again, going back to the question before, these students need help, and they need their ignorance to be cured, and they need to know more. I think that's why I'm here.*

Participants also consider ESL teaching instrumental in changing the perspectives of the ESL students towards the target language and/or their lives.

*I believe...I believe so. I think this is actually instrumental although I also understand that after a semester, students tend to forget everything that they have learned, but they will never forget the way how you treated them. So, in that case, they might have a change of perspective when it comes to their lives... realizing that the knowledge they have learned might somehow come up later in their lives and might prove useful.*

*Not just ESL teaching, but education itself is instrumental in changing the [their] lives because we're preparing them for a bigger future... so inside the classroom, we are giving them so many things like learning the technical lessons alone and also learning how to survive in the future, learning how to get by when they graduate from the institution, and of course, giving them*

*strategies that would make them survive in their future life.*

Participants consider ESL teaching as a venue where they can inspire students to learn the language with so much interest. They believe that it is through ESL teaching that they are able to hone the language knowledge of the students and to mold the students' attitudes through strong implementation of ESL classroom policies.

Findings above generally says that the participants find the teaching profession very rewarding. Nahal (2010) cited that teachers experience fulfillment and joy because of the knowledge, experience, and resources gained from the undergraduate degree obtained in their teachable subject area. This can lessen the strenuous workloads in the first year, and novice teachers can achieve success in the classroom.

Truly, the participants believe that their role in teaching is not to simply impart concepts, but also to help the learners transform these learned concepts to something useful in the real life. ESL teachers find great joy and experience a high sense of fulfilment whenever they see their ESL students learn and achieve something. Also, they emphasized that an ESL classroom is very instrumental in changing the life perspectives of the students.

*Disconnect Exists.* Many questions had been asked before entering to the teaching profession. The participants themselves agreed that they had no idea before what at an actual ESL classroom looks like. They only believed that teaching in an ESL classroom would be very enjoyable and stress-free. However, the participants shared that there is a big disparity between what they were expecting before and what they are experiencing now.

The young educators were asked about their expectations and present experiences. Most of them responded that their undergraduate training was not enough to prepare them at present. One of the educators mentioned.

*Well, I had animosity with some of the teachers there [previous college], so I will say that, no, but somehow...just somehow, they were able*

*to prepare me on how to interact with people. Other than that, I have to refresh all the things that I have learned from my school. Basically, because of that teacher, I was not able to learn anything I can apply here.*

Meanwhile, two of the participants said that there were some things they learned in college that were not anymore applied in their present work.

*Okay, the college curriculum is quite different from what I'm teaching right now. But, I think...yes, I really think that my university granted me a special knowledge and training in preparation for the world of teaching. [But], there are still things that I do not know like for example, the part where you give your heart out for your students because what we learn in college is just to give instructions and if they fail, then fail them. But I think in the Education Department, they have this heart to consider, but in our college, no...we don't. If you really are a failure, then you are a failure. That's it. And in handling different situations, I think they gave us enough preparation for the world I have*

*Yes, but not all. Like for topics like classroom management, activities, group dynamics, and so on, it's really helpful and actually, in doing some of those things, there are some things that they did not tell me which I just discovered myself...by myself in the classroom.*

Most of the participants evaluated that most of the things they learned in college were not appropriately or functionally applied in their present job. Aside from the fact that their training before was very content-based, the educators also were not given intensive training on classroom management and teaching strategies. This is the reason why some participants consider their present teaching job as an

output of a less-than-a-year ESL classroom experience. Two of the participants shared that they have not functionally applied the things they learned in college in their instruction delivery in an ESL classroom.

*I'm a person who easily forgets a lots of things, so I actually don't think so. But...ahh... perhaps not with my knowledge, maybe they have prepared me in doing that. No, I don't think that what I have learned there has been functionally applied here. Most of the things that I was able to apply here were from my other job experiences. Just being blatant, that's all.*

*Application of what I learned. Well, I was a major in Literature student in my undergraduate years; but I'm teaching grammar now so that's technically colors versus technicalities. And, I think when it comes to application, I think I applied more of what I learned in high school than what I have learned in college.*

All participants shared the same sentiments that there is a big disparity between their picture of an ESL classroom before in college and their present experience as young ESL educators. Two of the responses are presented below.

*Ahh, there are huge differences. Maybe, because I believe teachers there in my school and teachers here handle students differently. So, basically, we do have different realities; but... hmmm... yeah there's a huge difference between the two. Basically, on the other...on the other college, they just gave us tasks and then we're all on our own. But, this institution however, being an open admission classroom, we also need to...well... give our attention or undivided attention toward our students. So, we were brought up differently so there's a huge difference*

*between the description of an ESL classroom.*

*Difference? Oh yes, there is a difference though we had field studies before, but it's really different if you are just exposed one day or a month to being exposed for a semester or like that. There is this difficulty in teaching students about English especially when you deal with them in a semester, and yet they don't know some things. So, it's hard.*

Participants shared that the things they were expecting about an ESL classroom are totally different from what they actually experienced now that they are teaching the course. They believe that there is a big disparity between their expectations and their experiences. Evans and Tribble (1986) posited the notion of perceived problems by novice teachers might not encumber effectiveness because perceptions may be faulty. Teachers acknowledged faulty perceptions about the profession occurred due to the inadequacies of preparation programs in preparing new teachers for the classroom realities.

*Student Learning.* It must be noted that the locale of the study follows an open admission system. Thus, not all students is expected to perform excellently in the class. ESL educators shared that they had to vary their styles in order to meet the needs of every unique learner. Also, participants voiced out that they had to vary their ESL teaching approaches so that all students will learn the target language in the most effective means possible.

Participants were asked either they are an authoritarian or a democratic type of ESL teacher. Most of them said that they had to vary from day to day, depending on the mood and interest of ESL learners. Since in an open admission academe, students are really diverse in terms of their capacities, teachers had to be democratic sometimes and authoritarian most especially when some students would become very unruly. Below are two of the responses of the participants.

*I can say that somehow I'm more on the authoritarian side because I usually demand, not really lots of*



*things from my students, but I do instruct them several things. I do not give them some activities wherein they can roam freely or do things that they want. I want everything to be objective, so in most cases, I am authoritarian.*

*Democratic or authoritarian? Actually, my approach depends upon what kind of students I am dealing with. Like for example, if they are really unruly, I'll be the authoritarian type. But most of the time, I play safe. I am in the middle ground.*

Also, the participants differ being a teacher-centered or constructivist ESL educator. They mentioned that they had to be varied in attacking an ESL lesson. Since students are uniquely able to learn the concepts, some are visual while some are auditory, teachers had to be teacher-centered sometimes and constructivist at times to hold learners' attention.

*I am actually teacher-centered. I am afraid that if I'll be constructivist, my students will not do the right thing. When I usually try the constructivist approach, they usually well do on their tasks and the results are not actually the things that I expect. So, in most cases, I am a teacher-centered person; so I do teacher-centered approach and I get the results that I want.*

*Not really teacher-centered because it depends on the students. If it's really needed to extend your time to them, then you might have a slow pacing; but if the students are fast learners, then it's very easy for the teacher. If they learn in a slow pace, you need to slowly assess them.*

The young ESL educators differ in terms of how they would address the needs of their ESL learners. Inevitably, there are students in an ESL classroom who do not perform well. It is also expected there are some students who would perform excellently to get high grades.

Most of them believe that it is by providing follow-up discussions, group activities, and remedial classes that the needs of their slow-learners are addressed. Below, some responses of the participants are presented.

*When I have students who are, unfortunately, slow learners, I usually do one-on-one lessons with them; and I make sure that they understand the concept. If they did not understand the concept, then I will repeat it again and again and again, either until they say yes or they'll give up. Basically, I do a tutoring service for free.*

*Oh, slow learners. Actually, there are a lot of them and there's just me which I cannot cater everybody. In class, we have this drill; so the drill would be, perhaps, starting from the front or at the back. I'm just glad that there is this STEP UP [enhancement] program in our school, which caters the slow learners and help the teachers as well.*

Participants believed that since learners are diverse in an ESL classroom, varied strategies must also be applied. This is to make sure that learners' multiple intelligences are considered. Learners, being unique, are highlighted in Maslow's Hierarchy of Needs. The definition of differentiated learning not only implies but also states emphatically individualized learning is important for student success. Maslow's hierarchy of needs theory postulates that the basic, lower needs of individuals must occur before higher needs (Maslow, 1954). If students cannot understand the lesson or complete the task, their sense of self-worth, security and safety, and self-esteem may deter them from becoming self-actualized. When students become self-actualized, the first-year teacher also feels a sense of self-fulfillment, meeting the higher needs on Maslow's (1954) hierarchy. Feeling self-fulfilled is an expectation for new teachers because student learning is the core principle of teaching in the classroom. Effective lessons can contribute to higher novice teacher retention due to the feeling of accomplishment being achieved in meeting students' needs.

*Preparation Programs.* Most of the participants opined that they were not prepared in entering an tertiary open admission institution. As a matter of fact, previous findings show that most of the participants are not Education degree holders. Most of them are Bachelor of Arts degree holders. It must be noted that Bachelor of Arts degree in English is content-based while Education degree in English is strategies and classroom-based. Apparently, the participants had no appropriate preparation programs in teaching that would really prepared them in handling ESL classrooms. One of the participants shared that she had no Practice Teaching course before in college. Her training was more on clerical tasks.

*When I was in college, in fourth year, we were given a choice. The choices were one, practice teaching, but we were having difficulties as to who would be teacher who'll be observing and other problems like that; two, we would render 120 hours of service to an office; and three, we would choose which television we would like to work for. But, we would do that on our own without the guidance of our head. We wanted to go to the media part, but we cannot because we do not have enough permission letters and everything from our head or program director. We were having difficulties with practice teaching because there were no available teachers to observe to, so we ended up in an office and spent 120 hours working for an office.*

On the other hand, a Bachelor of Arts in English graduate ESL educator shared that he had his Practice Teaching course in college, so he got some ideas as to how it would feel handling an ESL classroom. However, he did not undergo intensive training in lesson planning and classroom management. This is why he experiences a lot of classroom management difficulties in an open admission academe.

*Yes, we had a undergone a Practice Teaching during college. It*

*prepared me in terms that I was able to... well...I was able to explain things, I was able to describe to them [students] difficult concepts with my meager knowledge, and I also try to explain it to them even if I do not have enough knowledge. Practically speaking, in terms of making lesson plans and stuff, I'm afraid they were not able to prepare us for that.*

Meanwhile, an Education in English graduate educator shared that her training in college really helped her in providing a more dynamic and efficient ESL instruction at present. Her Practice Teaching course in college also helped her to have an idea in handling an ESL classroom with diverse learners.

*Yes, actually for the last part, we were exposed with...the first part of the semester, we were exposed in a private institution...in the second part, in a public one. I do not like the public one because the students are so unruly, but yes, it did help me. Aside from lesson planning, it also helped me when it comes to time management, classroom management, and all those sort of stuff.*

Most of the participants shared that a strong preparation program must be designed to meet the needs of young ESL educators. Intensive college training in classroom teaching must be provided to make sure that English graduates are equipped with necessary knowledge and skills to teach ESL effectively. According to TESOL International Association (2013), "Content-area and ESL teachers must have the knowledge, skills, and dispositions to work with ELs so that these students are instructed effectively." An ESL teacher must not only have a strong foundation of the content. He/ She must have also a good background on classroom management to ensure effective ESL instruction to the students.

Anhorn (2008) cited that teacher preparation program theoretical courses were irrelevant for classroom teaching in the first year and did not tie theory into practice. Classroom

management courses in preparation programs are necessary. Resources and strategies on management are necessary to help first-year teachers survive in the classroom. Classroom management and teaching are interconnected and one facet cannot exist with the other. Research suggests the foundation of good teaching is applicable to effective classroom management.

*Practical Elements.* An effective ESL teaching strategy must be used in order for diverse learners in an open admission system understand a concept. This is supported by majority of the participants who mentioned that a proven ESL strategy must be employed in the classroom so that both fast and slow learners will have an equal chance of understanding the ESL lesson effectively. However, most of the participants shared that they encounter some difficulties in ESL teaching. One participant cited,

*I think for me, the most challenging is finding a strategy or trying to discover new strategies or techniques in teaching that would, somehow, accommodate all kinds of learners, all kinds of learning strategies. So, I think that's very challenging for me.*

Also, participants believed that it is impracticable to use one universal approach in ESL teaching. Considering the diversity of learners in an open admission university classroom, participants agree that no universal approach in teaching the target language may be used so ensure effective learning.

*I don't think so because as we all know, there are different kinds of learners, there are different kinds of intelligences. In order to accommodate all those learners and learning strategies and intelligences, we have to create or we have to discover different strategies and maybe improve strategies that would be beneficial not only to teachers but also to the learners.*

Furthermore, the participants stressed that during college, teaching strategies, classroom management, and skills improvement were

part of the topics in the curriculum. They also highlighted that these three practical elements are helpful in effective ESL teaching.

Aside from this, the participants also suggested to have a preparation program for novice ESL educators. These programs, they believe, would be very advantageous most especially among young and starting ESL educators in an open admission university. Two of the participants mentioned that by spearheading a preparation program, teachers are prepared well for the realities in an ESL classroom. With the teachers' preparations, students will benefit by experiencing a dynamic and effective ESL instruction. One participant shared,

*It would be very beneficial, and it is also very practicable to spearhead preparation programs because as what we all know...learners...well learners and teachers are evolving through time. As time goes by, there are more learners who... we discover many things about education, about learning, strategies, or may it be learning or teaching strategies. I guess that if there's time, we could spearhead preparation programs. This will be very beneficial, not only to the teacher but also to the learners.*

Preparation programs are of big help in making a novice ESL teacher psychologically, mentally, and emotionally prepared to enter an ESL classroom. Nahal (2010) exposed that continued professional developmental opportunities providing teaching strategies will help new teachers gain skills not taught in teacher preparation programs. For instance, providing a workshop on how to set up effectively a classroom will be beneficial. New teachers will become comfortable teaching if they have the appropriate skills and resources gained through professional development, which will contribute to novice teacher retention.

In addition, Stansbury and Zimmerman (2000) posited that beginning teacher support should be looked at as a continuum, starting with personal and emotional support, expanding to include specific task- or problem-related support and, in the ideal, expanding further to help the newcomer develop a capacity for

critical self-reflection on teaching practice. Each aspect of support serves a different purpose. It must be noted that ESL educators must be given a venue where they can hone themselves in terms of classroom management, teaching strategies, and skills improvement. This will benefit not only the teachers but also the learners.

*Burdensome Workloads, Stress, and Burnout.* The participants currently handle an average of five to six ESL courses. Participants are handling any of the following ESL courses: English 101 (Grammar), English 102 (Interactive Reading), English 201 (Expository Writing), and English 202 (Communicative English). Each of the participants handle five to six classes with an average of 48 students. There are also some participants who are currently handling other non-ESL courses such as Humanities, Philippine Literature, and World Literature.

Participants were asked whether or not they are experiencing stress in their present career, considering the number of subjects they are handling, extra workloads, and the open admission system of the institution where they are teaching. Participants expressed that they are experiencing stress and burnout because of the workload that they have to finish in a short period of time. It must be noted that since the locale of the study has been implementing an open admission and term system, class discussions are done in a fast pace to cope with the examination schedule every after two weeks. This system causes stress not only to the students but also to the educators.

One of the participants expressed the reasons of their stress.

*Yes, of course. There are lots of...for me... I experience lots of stress- in terms of the workloads. Actually, I have already adapted and adjusted in terms of the workloads, but for the open admission system, I would say that I am still adjusting with that program...and at the same time for the extra loads. Extra loads actually require me more effort in doing something and they consume*

*time. At the same time, I sometimes sacrifice some of my subjects.*

Generally speaking, participants identified some reasons of their stress. First, they experience stress because of diverse learners in the classroom. It must be understood that in an open admission university classroom, students are diverse. There are some who perform well, and there are also some who perform poorly in academics. Second, they experience stress because of different learning styles. Because of the diversity in the classroom, educators are expected to use varied teaching strategies to address the needs of the learners. Last, they experience stress because of extra workloads such as preparations for presentations and class discussions, checking of student paper works, and recording of student results in quizzes and assignments.

Some of the participants also expressed discontentment in their teaching performance. Because of the burnout the experience due to a heavy workload, some of the educators expressed discontentment. One participant expressed,

*Yeah I think that is inevitable in ESL teaching. There will always be times that we feel discontented after we come out of the classroom, and we realize that we did not say things that we should have or forgot to say some things...or maybe we feel unsatisfied about the teaching.*

Anhorn (2008) stipulated that the factors contributing to teacher stress and burnout include (a) the teaching load, (b) lacking management strategies, (c) working with low achieving students, (d) increasing employer demands, (e) handling angry parents, (f) understanding pacing of lessons, (g) utilizing varying teaching methods, (h) working with mainstreamed students, (i) supervision expectations, (j) job insecurity, (k) apathetic students, (l) lack of respect, (m) lack of time management, (n) expectations from administration, (o) lack of support and resources (p) difficulty in being able to multitask, and (q) working in isolation. All such concerns transpire in the first year of teaching.

Most of Anhorn's factors that contribute to stress and burnout are evident in the experiences of young ESL educators. Most of the participants consider the teaching load, work with low achieving students, understanding pacing of lessons, and utilization of varying teaching methods as the primary factors that have been causing stress in their teaching career.

Furthermore, it must be noted that most of the participants feel discontentment in their teaching performance. According to Hill et al. (2005), "When novice teachers are confronted with a variety of concerns relating to the situation, tasks, and students simultaneously, they will experience burnout. Stress and burnout contribute to feelings of discontentment to teach and are reasons why 33% of first-year teachers exit the education profession." Thus, teachers must be given sufficient number of professional development programs or trainings which will help young ESL educators in coping up with stress and other work-related problems.

## Conclusion

Based on the findings of the study, the following conclusions are drawn. First, participants show love for the profession even if they experience a lot of stress because of various ESL teaching-related tasks. The young ESL educators consider teaching as very rewarding career most especially when they see their students accomplish something. Also, there is a disparity between the picture of an ESL classroom the young ESL educators had before in college and their present experience in their actual ESL classrooms. Participants employ varied teaching strategies to address the needs of the students in an open admission university. Also, they believe that combining both authoritative and democratic approach in an ESL classroom would be very ideal to ensure an effective ESL classroom instruction. It has been found out too that participants did not undergo sufficient trainings before in college. They also believe that preparation programs to be spearheaded by the school administrators would be very ideal to prepare novice ESL teachers in the world of teaching.

Young ESL educators believe that practical elements such as teaching strategies, classroom management, and knowledge of the subject matter are vital in the effective teaching of ESL. Also, they believe that no universal approach in ESL teaching may be used because of the diversity of learners in an open admission university. Participants also experience stress and burnout. Factors to this include the extra workloads, additional ESL teaching -related tasks, low performance of students, and varied teaching strategies to cater the students' needs.

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