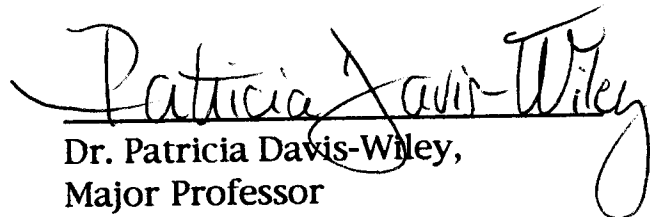
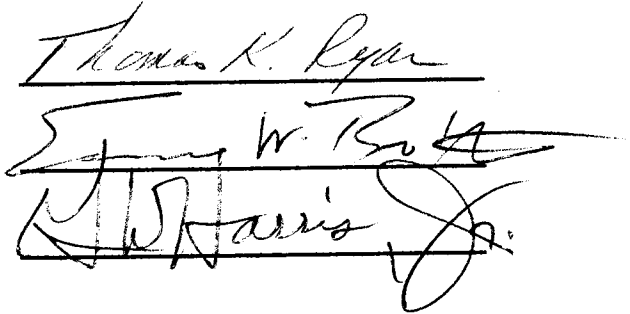


To the Graduate Council:

I am submitting herewith a dissertation written by Angela Crespo Cozart entitled "Selected TESOL Teacher Preparation Programs in the Southeastern United States and the Implementation of TESOL Guidelines." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.


Dr. Patricia Davis-Wiley,
Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:


Associate Vice Chancellor and
Dean of The Graduate School

SELECTED TESOL TEACHER PREPARATION PROGRAMS IN THE
SOUTHEASTERN UNITED STATES AND THE IMPLEMENTATION OF
TESOL GUIDELINES

A Dissertation
Presented for the
Doctor of Philosophy
Degree

The University of Tennessee, Knoxville

Angela Crespo Cozart

August 1998

Copyright © Angela Crespo Cozart, 1998
All Rights Reserved

DEDICATION

This dissertation is dedicated to my parents,

Señor Juan de Dios Crespo
and
Señora Francisca de Crespo Rodriguez.

Because of circumstances, you were never able to fulfill your dreams
of an education, but you
instilled in me the importance of learning and always striving
to do my very best in every endeavor.

It is also dedicated to my husband,

Theodore M. Cozart,

who has always believed in me and given me immense emotional
support.

ACKNOWLEDGMENTS

I would like to thank Dr. Patricia Davis-Wiley, my major professor, committee chair, and mentor. Because of her high standard of excellence in her teaching and research, she has been an outstanding role-model for me. Thank you also to Dr. Ryan, one of the kindest and most understanding professors I have ever had the pleasure with whom to work; your faith in me shall never be forgotten. Thank you also to Dr. Harris, my "straight talking" *padrino* who was always ready to help and give me counsel. I am also grateful to Dr. Bratton for coming to my aid while I was working towards my masters degree and my doctorate.

I am grateful also to Dr. Leki, for her faith in me. I thank her for helping me to formulate some of my ideas about ESL, language rights, identity, and culture.

I also thank Julie Seaton for her kindness, patience, and willingness to share her time and computer expertise.

Thanks also to Lisa Pollard, whose radical ideas about democracy, feminism, and research made me question and challenge my long-held positions and ideas.

Finally, I wish to thank my immediate family, Ted, Kimberly, and Chris, for their patience during all those evenings I spent at the

library doing research and during all those hours spent “attached” to the computer.

ABSTRACT

The purpose of this study was to identify and examine the issues, emphases, and trends in TESOL (Teaching English to Speakers of Other Languages) teacher preparation programs in the Southeastern United States. The researcher also sought to compare and examine the congruency between what is taught in these methods classes and the TESOL Guidelines (Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States).

A survey questionnaire was sent to 24 TESOL teacher preparation program supervisors/directors in the Southeastern United States in order to gather information to answer the following questions:

1. What do post-secondary instructors of ESL methods courses consider to be important for prospective ESL teachers to learn?
2. What are instructors in these 24 institutions currently offering in their ESL methods classes?
3. How congruent are TESOL Guidelines with ESL methods courses being offered in these 24 teacher preparation programs?

The findings of the research indicated that there were both differences and commonalities among the supervisors/directors of TESOL teacher preparation programs in what they consider to be

important in their methods classes. The following are some specific conclusions reached after analyzing the data.

1. Pedagogy is emphasized in all the programs surveyed. Teaching techniques received the most attention in the methods courses, while human growth and the study of social foundations were perceived to be of the least import. Of the three major categories of Professional Education, Second-language Pedagogy, and Second-language Assessment, the latter was perceived to be the least important.

2. Most of the supervisors/directors believe that their students already come to their programs with a high degree of knowledge and/or exposure to other cultures, but they provide various ways for their students to learn even more about different cultures. Although there was a section in the questionnaire specifically dedicated to culture, several of the respondents mentioned culture issues in other parts of the questionnaire, indicating they view this area to be important.

3. Faculty members as a group perceive their major responsibility is to “be a role model for ‘good’ teaching.”

4. The learning of theory is still very important, and the participants ranked it as such, but they also put much emphasis upon the application of theory, dispelling the often-heard complaint of

pre-service teachers that there is too much emphasis upon theory and not enough upon application.

5. Overall, not much emphasis is put upon the need and use of computers. This is indicated not only by the fact that so few students are required to take computer courses but also because not many of them prepare any substantial number of lesson plans requiring computer use on the part of the LEP student.

6. The practicum is an integral part of TESOL teacher preparation programs, but it varies greatly from institution to institution, with different emphases upon the number of hours required, where the practicum is located, and the amount and type of supervision given.

7. Overall, what supervisors/directors provided in their methods courses is congruent with what the TESOL Guidelines recommend, but some areas are lacking the emphasis the Guidelines suggest, such as knowledge about human growth, social foundations, and the role of teachers in traditional schools.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	5
Purpose of the Study	9
Significance of the Study	9
Limitations	10
Definition of Terms	11
Assumptions	13
Organization of the Study	13
Chapter Summary	14
II. REVIEW OF THE LITERATURE	15
Early Immigrant Education and the History of ESL	22
History of ESL	22
20th Century ESL Programs and Their Growth	24
ESL vs Bilingual Programs	26
Need for ESL Instruction	29
TESOL Guidelines	35
ESL Methods and ESL Methods Classes	48
TESOL: Required Courses	51
Efficacy of Methods Classes	54
Theory and Practice	56
Methods Classes and Empowerment	58
Status of TESOL Guidelines	63
Chapter Summary	64
III. METHODS AND PROCEDURES	66
Subjects	67
Procedures	68
Instrument	69
Data Analysis	72
Chapter Summary	75
IV. DATA ANALYSIS	78
Pedagogy	80
Professional Education	81
Second-language Pedagogy	83
Second-language Assessment	88
Culture	93

Faculty Role	96
Overall Objectives	98
Student Experiences	101
Lesson Plan Preparation	101
Mini Lesson Presentations	103
Textbook Evaluations	104
Assessment Instruments	105
Assessment Instruments Administered and Evaluated	106
Lesson Plans Requiring Computer Use on the Part of the LEP Student	107
Professional Opinions	108
Challenge(s) for ESL Teacher Educators	108
Challenge(s) for Future Teachers	112
Additional Information	115
Required Methods Courses	115
Required Computer Classes	117
Time Spent on Theory	118
Exposure to Professional Information Sources	121
Practicum	121
Discussion of the Findings	124
Chapter Summary	127
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	
Summary	129
Conclusions	144
Implications	146
Recommendations	148
REFERENCES AND BIBLIOGRAPHY	
APPENDICES	162
Appendix A. Letter to Supervisors/Directors	163
Appendix B. Second Letter to Supervisors/Directors	165
Appendix C. Teacher Preparation Questionnaire	167
VITA	

LIST OF TABLES

Table	Table Title	Page
1.	Public Schools and Bilingual and ESL Teacher Vacancies (1993-1994)	8
2.	Total Number of Immigrants Entering the United States 1980 - 1994	31
3.	Non-English Language Speaking Americans, 1990 Top 10 Languages Spoken at Home, Ranked for Persons Five Years Old and Over	32
4.	Supervisors' Ranking of Pedagogy Elements	92
5.	Ranking of Overall Objectives by Supervisors/Directors	100
6.	Percentage of Lesson Plans Prepared by TESOL Students	102
7.	Percentage of Mini Lessons Presented by TESOL Students	103
8.	Percentage of Textbooks Evaluated by TESOL Students	104
9.	Percentage of Assessment Instruments Learned by TESOL Students	105
10.	Percentage of Assessment Instruments Administered and Evaluated by TESOL Students	106
11.	Percentage of Lesson Plans Requiring Computer Use on the Part of the LEP Student Completed by TESOL Students	107

12.	Percentage of Required Methods Courses in TESOL Programs	116
13.	Percentage of Time Spent on Theory, Discussions, and Application	118

List of Figures

Figure	Figure Title	Page
1.	Required Courses for Master's [TESOL Programs (National Survey)]	52
2.	Professional Education: Percentage of Participants Ranking Items as Important	84
3.	Second-Language Pedagogy: Percentage of Participants Ranking Items as Important	87
4.	Second Language Assessment: Percentage of Participants Ranking Items as Important	90
5.	Percentage of Students Who Come to the TESOL Program with a Knowledge of Other Cultures	94
6.	Average Percentage of Time Spent on Theory, Discussion, and Application	120

CHAPTER I

INTRODUCTION

Proponents of Zamenhof's now seldom-mentioned Esperanto movement and other groups encouraging an international *lingua-franca* probably never envisioned that an already existing language, one which is historically a newcomer compared to other languages, would become as popular - and some would say pervasive - as modern-day English. Although the number of native speakers of English is surpassed by the number of speakers of Mandarin, Hindi, and Spanish, (The World Almanac and Book of Facts, 1998) currently, English is the official language of about 45 nations, including such diverse countries as the Philippines, India, South Africa, and Tanzania (Blake, 1996, p. xiv-xv). Although not always used as a first language, according to Baugh and Cable (1993), "English is widely used as a second language throughout the world; estimates of the number of speakers with varying degrees of proficiency range between 50 million and 300 million" (p. 6). Serving such a large number of people as either a first or auxiliary language, English has become one of the most popular and used languages in the world and is considered a needed tool for social and economic advancement not only in the traditionally English-speaking countries of the United

Kingdom, the United States, Canada, New Zealand and Australia, but in any country that is seeking to become technologically advanced or is ambitious for political recognition in a world that is becoming increasingly dominated by English. Because of its importance as a *lingua franca* in social, political, commercial, technological, and scientific circles, millions of more people want to learn English.

Each year, schools of higher education graduate teachers to teach English as a second language (ESL) to the millions of non-native speakers who live in the United States and to many more who live in different parts of the Eastern and Western Hemispheres. The United States accepted 4,510,000 immigrants during 1991-1994 alone, most of them from countries with non-English official languages -- Latin America and Asia (US Bureau of the Census, 1996). ESL teachers who attempt to teach English to new immigrants, millions of whom are considered LEP (Limited English Proficient), must learn to not only teach their subject matter - English - but to also be prepared to help their students overcome the many obstacles inherent with being an immigrant.

A good ESL teacher, like any good teacher, must be prepared to play many roles, but a great number of ESL teachers encounter obstacles not ordinarily faced by regular teachers: classes not only with multiple proficiency levels, but with a multitude of different

languages as well; no planning periods because of having to travel to different schools to “pull-out” students for lessons; few resources for specific language groups (virtually no ready-made resources for some, especially those children who come from cultures which have no written language); children who have been traumatized due to famines, political upheavals and civil strife in their home countries; abject poverty for many of the students; and the need to introduce new immigrants to American culture and traditions without denigrating the ones from home. ESL teachers play an important role in the lives of their students, since they are, “to a significant degree, responsible for the emotional security of their students” (Anderson, 1992, p. 1). Often, they are also the only buffer for culture-shocked newcomers.

Teachers must not only address the needs of a sometimes shocked and many times stressed group of students, but they must also work within a relatively new professional field. In fact, until 1972, when its Proposed Statement of Qualifications and Guidelines for the Preparation and Certification of Teachers of English to Speakers of Other Languages in the United States (Guidelines) was distributed to the profession (and later ratified by the Executive Committee in 1975), there was “no published statement of teacher qualifications for ESL, nor any guidelines for ESL teacher education

bearing the endorsement of the profession as it is represented in the membership of TESOL" (Norris, 1972, p. 1).

According to Willet (1993), even with the added status that came with the formation of a professional association such as TESOL, ESL teachers still "work in the margins" (p. 477). They teach students whom the rest of society prefers to ignore. Not only are their students relegated to the margins, but many times so are the teachers and teacher educators themselves.

Young (1990) documents how both K-12 and college ESL teachers feel they occupy a peripheral status. Public school teachers face major problems with scheduling because they have to "pull-out" their students from mainstream classes; they have to negotiate taking their students out of classes which enjoy much greater status and legitimacy than their own. College level teachers do not have to contend with scheduling and a sometimes constantly changing student body to the extent that K-12 teachers do, but many of them do not have tenure, they are not housed in an academic department, and their courses frequently do not receive credit. One university teacher states it quite succinctly:

We're out of the mainstream of the university
which means that we don't sit in the faculty senate,
we don't sit on administrative committees and so
we're out of the loop on almost everything. . .
We don't have any power base in the university.
(Young, p. 153)

Thus, teachers must address the needs of a unique population in addition to working within a relatively young and growing profession which is still struggling to find its place within Academia. Although to a certain degree Johnson's following comment is true of all teachers, he specifically addresses the condition under which EFL/ESL teachers work: "The occupation. . . as a whole lacks the status of the established professions such as medicine and law. Many teachers work without job security or benefits" (1990, p. 682). The challenges and responsibilities of working within such a setting can be overwhelming for teachers, especially new ones. If the responsibility is so great for dedicated ESL teachers, certainly their training should reflect their needs.

This descriptive study will investigate how ESL teachers are trained and educated in 24 TESOL teacher preparation programs in the Southeastern United States. The study will identify and examine the different methods courses, along with their emphases, issues, and trends.

Statement of the Problem

Some segments of the LEP (Limited English Proficient) student population have unacceptable drop-out rates. In 1995, Latinos, the

largest portion of non-native speakers in the U.S., had a high school dropout rate of 11.6%, as compared to a rate of 5.1% for White students. Almost 35% of the Latino population between the ages of 18 to 24 have not completed high school, while 13.6% of the White population have not done so (U.S. Bureau of the Census, 1997, p. 175). Lack of English skills is not the only reason for such a high dropout rate, but the U.S. Department of Education includes LEP children in its at-risk category, and estimates that only 60% of eighth grade students who are identified with multiple risk factors graduate from high school on time (Green, 1995). Because of their economic and family background, many LEP students automatically fall under the "multiple risk factors grouping." Certainly a lack of English proficiency and cultural dissonance play an important role in fostering an atmosphere which encourages dropping out of school. Unless smaller numbers of immigrants begin entering the country, the number of school-aged, non-native speakers, those recognized as at-risk, is bound to continue growing, putting greater demands on school systems to supply their needs.

With the numbers of LEP students growing, their obvious greater needs as compared to regular native speaking, mainstream children, and their at-risk status, it is obvious that such students need highly skilled, dedicated teachers. Although schools now have

more qualified teachers than ever before, it is incumbent upon institutions of higher learning to produce even more qualified ESL teachers in order to fill the gap between the growing LEP student population and the limited number of ESL teachers. As it stands, many public schools already find it difficult or impossible to hire enough teachers with qualifications for teaching LEP students (Table 1). For instance, 90.3% of California schools have LEP students, and 41.6% of those schools found it difficult or impossible to fill bilingual/ESL vacancies during 1993-1994. It is, of course, important to educate and graduate more teachers with the needed qualifications, but it is also imperative that universities provide those teachers with even more of those necessary entry-level skills needed for working with a unique student population so that they, as teachers, can lay a solid foundation on which to build a long, successful career. Since ESL teachers work with a non-native speaking (at-risk) population, they need great personal and professional resources from which to draw. In order to accomplish this, the professional discipline as a whole, and universities in particular, must examine their teacher preparation programs in light of current learning and language acquisition research and compare them to research-based guidelines. One of the steps in such a

Table 1

Public Schools and Bilingual and ESL Teacher Vacancies (1993-1994)

	Percentage of schools with LEP students	Percentage of schools providing ESL programs	Percentage of schools providing either bilingual or ESL programs	Percentage of schools with difficult or impossible to fill Bilingual/ESL vacancies
Total	46.3	42.7	44.3	27.2

Source: The Condition of Education 1997 U.S. Department of Education. National Center for Education Statistics. Office of educational Research and Improvement. p. 207

process is to identify what teacher educators consider to be of importance and what they are actually teaching in the class.

Purpose of the Study

This descriptive study examined how ESL teachers are trained and educated in TESOL teacher preparation programs in 24 post-secondary schools in the Southeastern United States. It identified and explored the different methods courses offered at these institutions, along with their emphases, issues, and trends.

Significance of the Study

Because TESOL Guidelines are just that, voluntary *guidelines*, there is no regulatory body to ensure that they are being implemented. TESOL does not have the power or authority to mandate what material is presented in ESL methods classes or how it is taught. Also, drop-out rates among ESL students are significantly high and ESL teachers play an important role in the lives of those students. The better prepared ESL teachers are to help meet the needs of LEP students, the greater will be their chances of succeeding in school; with a greater understanding of English, students will be

able to increase their participation in programs and classes offered mainstream students. Thus, the importance of *how* and *what* pre-service teachers learn in preparation for working with LEP students is of paramount importance, especially since research demonstrates that many pre-service teachers enter the profession with strong preconceived notions and ideas about not only at-risk students, but teaching as a whole (Carter & Doyle, 1995).

This researcher hopes to shed light upon what ESL teacher educators consider to be important and what is actually taught in ESL methods classes. The findings will hopefully help institutions to evaluate their methods courses in view of TESOL Guidelines.

Limitations

This study is limited as follows:

1. Only 24 TESOL teacher education programs in the Southeastern United States were surveyed.
2. The opinions sought were only those of program supervisors/directors in the above mentioned selected institutions.

Definition of Terms

The nomenclature in English-as-a-second-language scholarship is quite extensive and many times confusing because of an abundance of acronyms. Following is a list of terms from this field used in this study.

ESL: English as a Second Language. In this investigation, this term refers to supplementary, monolingual instruction which limited English proficient students receive separately from other content area instruction. "Training consists of formally learning the oral language skills of listening comprehension and speaking, which are the basis for acquiring the rules and patterns for combining sounds, forming words, and putting words together to convey meaning" (U.S. Commission on Civil Rights, 1975, p. 23). The purpose of ESL in this country is to ensure that the student learn the phonological, morphological, syntactical and suprasegmental aspects of English through structured, systematic instruction (U.S. Commission on Civil Rights, 1975). Its main goal within the K-12 school system is to help the non-native speaking student learn enough English to fully participate in programs available to the general student population.

LEP: Limited English Proficient.

Methods Courses: Classes which teach procedures for teaching English as a second language.

Proficiency: Level of language skill or competence. "The set of combined skills in four linguistic domains including reading, writing, listening and speaking. The combination of scores from these domains . . . [is] reflective of the continuous natural variation in skill levels for the four domains defining language proficiency" (De Avila, 1990, p. 4).

Southeastern United States: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and West Virginia.

Supervisors: Personnel responsible for the design and teaching of methods courses and for the selection, supervision, and evaluation of students enrolled in ESL programs.

Target Language: The additional language a speaker is attempting to acquire.

TESOL: Teachers of English to Speakers of Other Languages. The students of such teachers may be residents of the United States, where English is the dominant language, or of other countries where a language other than English is prominent or official.

TESOL Inc.: This is the Teachers of English to Speakers of Other Languages international professional organization created in 1966.

Assumptions

The author assumed that the respondents for this study, supervisors/directors of ESL teacher preparation programs in the selected colleges and universities, are all qualified professionals, with integral knowledge of their institutions' methods courses - along with their emphases, issues, and trends.

It was also assumed that methods courses can and should play an important role in developing pre-service teachers' theoretical foundations and in providing an opportunity to see the relationship between theory and practice. Furthermore, this researcher assumed that directors/supervisors surveyed honestly reflected on the questions and provided candid, forthright answers.

Organization of the Study

This study is divided into the following five chapters:

Chapter One includes an introduction, along with the statement of the problem, purpose, and importance of the study. Included are assumptions and limitations of the the study and definitions.

Chapter Two consists of the review of the literature which will include a brief history of ESL, including the need for more ESL

teachers, TESOL Guidelines, and current research about ESL teaching methods classes. Chapter Three includes an introduction, process for identification of subjects, creation of the instrument, and data collection and analysis. Chapter Four presents survey results. Chapter Five discusses the findings of the study and provides conclusions, implications, and recommendations in view of such findings. References, a bibliography, and appendices and the researcher's curriculum vita follow Chapter Five.

Chapter Summary

This chapter included the following: Research Topic, Statement of the Problem, Purpose and Significance of the Study, Limitations, Definition of Terms, Assumptions, and Organization of the research study. The following chapter will present the Review of the Literature related to ESL and ESL methods courses.

CHAPTER II

REVIEW OF THE LITERATURE

Because of global economic and technological dominance of English speaking countries, English is the *lingua-franca* of millions of people. America, with its promise of religious and personal freedoms and economic mobility, has become the nation with the highest net immigration in the world. According to World Population Profile: 1996, "The United States remains the most popular migrant destination. Approximately 6 million more persons entered the United States since 1990 than left the country" (p. 48), resulting in the presence of a large number of non-native speakers. Unlike decades ago when new immigrants could drop out of school (maybe never even "drop in") without learning English, and still find jobs within a robust economy in factories or farms which did not require much English, today's immigrants must learn English due to the decline in the number of factories and farms. Most of the non-English immigrants of the 1990s must find jobs in the service industry (Strauss, 1997) or in areas that call for basic English skills and/or technological competence.

The number of people in the United States in need of those basic English skills took a dramatic jump after 1965 because of The Immigration and Nationality Act of 1965. This law was radically different from previous immigration laws because America, trying to eradicate previously biased quotas, eliminated the national origins system. No longer would certain nationalities get preference for entering America (i.e., northern and western Europeans). The liberal shift in policy would give priority to relatives (reunification) and to immigrants with skills needed in America.

The writers and proponents of this bill had absolutely no idea of the great immigration shift that would occur in the United States because of the new legislation. Then-Attorney General Robert Kennedy estimated that approximately 5,000 Asian immigrants would come to America during the first year of this bill. His estimation was completely erroneous. Latin America and Asia recorded a huge increase in immigration, so great in fact, that by the early 1990s, 80% of all immigration to America came from these two continents. During the turn-of-the-century, most of America's immigrants came from Europe, but during the later half of the century, the number of European immigrants dwindled, especially when compared to the number of immigrants from Asia and Latin America. Some may ask about the cause of such a great decrease

from Europe and the tremendous increase from Latin America and Asia, and how this shift has effected education, especially ESL education in this country (Stewart, 1993).

Mid-twentieth century Europeans, unlike their ancestors of the turn of the century, had little incentive to leave Europe. The economy and social life of the average European was not desperate, as had been the case for the immigrants of the early 1900s. The Europeans who were more than likely eager to leave could not do so because of the communist policy which literally had many of its citizens behind walls. Those immigrants who had come to America before 1965 and who could then ask for reunification rights had few relatives who either wanted to or could come to America. That was not the case with Latin American or Asian immigrants.

Immigrants from Latin America and Asia usually came from large families. They had many times left behind relatives in dire poverty, within repressive regimes, or in war-torn countries. The newly arrived immigrants did not lose time in asking for immigration permission for their relatives based on reunification rights. Once these relatives entered the country and had resided here for five years, they in turn asked to have other relatives reunited with them.

Many Latin Americans and Asians also entered the country via student, tourist, and other nonimmigrant visas, but once in this country, many requested that their visas be changed to permanent resident alien, allowing them to remain legally. Illegal immigration also increased dramatically during the early 1970s. This huge leap in migration from Latin America and Asia has caused an increase in the demand for basic English skills classes (Stewart, 1993).

The new immigrants, like the turn-of-the-century ones, have formed large enclaves in different parts of the country. A major difference between the members of the new immigrant communities and those of almost 100 years ago is that many Latino immigrants, because of the proximity and the relative inexpensiveness of travel to their homelands - the Caribbean, Mexico, Central and South America - have maintained a linguistic connection to their homeland. Unlike earlier immigrants, for whom going home was not a choice, who did not have the option of speaking to their families via the telephone, and who had a difficult time maintaining linguistic and cultural ties with family members left back in the "old country," today's immigrants can easily speak to family members in their native language; many also take regular trips to their homeland. Because of the easy access to their first language in the large predominantly ethnic communities and the unsevered ties with their

countries of origin, many immigrants do not have two things Spolsky (1989) considers to be prerequisites necessary in order to become proficient in another language: exposure to the target language and an opportunity to practice it.

With so many new and different immigrants coming to America, and with such a different economic landscape from that in existence during the great immigration period of the turn of the century, a great demand has been placed upon the American educational system to educate the new immigrants and teach them English.

For the past several decades, much attention has been focused on how to teach LEP students. Parents, schools, and scholars have wrestled with whether to use bilingual education (sheltered English, transitional bilingual, immersion,) or ESL programs. Although the focus has been on instructional models and not necessarily on the teacher, as Garcia (1992) states, “ ‘ who’ does the teaching is of major significance regardless of the language minority education model which is being implemented” (p. 384). Instructional models and theoretical frameworks are important, but they are only as efficient or successful as the teacher who guides, facilitates, interacts, and teaches. As Finochiarro (1983) points out, the crucial variable in education is the teacher. Thus, central to the successful education of

non-native English speakers are teachers qualified to meet their special needs. Because of the great increase in non-native English speakers and the recognition of their distinctive needs, states have instituted guidelines and created programs to increase the number and quality of teachers for LEP students.

Creating standards and certification requirements for ESL teachers addressed the needs of both LEP students and teachers. As recently as 1977, advocates were proposing "A Sample Rationale for TESOL Certification" (Fanselow & Light, 1977, p. 255). Persons planning to teach chemistry, history, or any other academic subject have usually been certified in those fields; thus, students taking such courses could be assured of learning from certified, specially trained teachers, persons who had proven content knowledge as well as a background in pedagogy. Even students learning a foreign language could be fairly confident of learning from a certified teacher with demonstrated skills in her or his particular field. This was not the case for LEP students learning English.

Since ESL was not a certifiable subject area, teachers did not have to demonstrate any competencies beyond speaking the language, such as knowledge of "linguistics, anthropology, psychology, and sociology" (Kreidler, p. 4). Fanselow (1977) posits that making ESL a certifiable area also helped teachers because

before certification, trained ESL teachers were denied jobs by those in such certified positions as history, mathematics, or science. It was more than likely assumed that LEP students would learn English via their content area classes. Although LEP students learned some English in these academic classes, those teachers were trained to teach their particular content, not English language skills.

Certification legitimized ESL as a special, needed content area and recognized the special needs of LEP students. As of 1995, 41 states offered certification or endorsement in ESL, with a total of 31,344 teachers currently having ESL certification (Fleischman, 1995). It is important to note that, according to Fleishman's study, not all states offer an endorsement or certification in ESL; again, only 41 states offer such credentials.

Although schools now place greater importance on having qualified teachers for LEP students, the following statement by August, Hakuta, and Pompa (1994) about research relating to such teachers is noteworthy:

While substantial progress has been made in developing and understanding changes in learning environments and teaching practices that are beneficial for many students, much less effort has gone into research and practical development that specifically addresses the needs of L.E.P. students. Major investments are needed in research and development to construct and evaluate learning resources and teaching methods that can effectively

provide the benefits of educational reform for L.E.P. students. (as cited in Fleishman, 1995, p. 4)

In view of the above, this literature review, encompassing relevant research from 1970 to 1997, includes the following components: Early Immigrant Education; the History of ESL (in order to put recent research, issues, trends, and emphases in context and perspective); a detailed description of TESOL Guidelines; History of the Guidelines; and a discussion of ESL Methods and Empowerment.

Early Immigrant Education and the History of ESL

History of ESL

Early 20th century immigrants to America did not come to a country that put great emphasis on their learning the English language *per se*. Great time, effort, and money were expended to help immigrants, whether children or adults, rid themselves of their ethnicity and become "American." But, when it came to school success, however, no national educational language program was in place acknowledging their lack of English proficiency (Castellanos, 1983). They were usually put into regular classes where they had to compete with native speakers, with no one taking into consideration

the fact that content in such classes must have been totally unintelligible to them due to their lack of English. There was in existence no national program to specifically train teachers to meet the needs of the new immigrants.

Although no procedure or policy was in place to provide for the needs of LEP students at the national level, some communities, including the French and the Germans, did, in fact, provide special education for their members - bilingual education. Numerically, the most significant group of French speakers came to this country from Canada after the Civil War to find jobs in the mill towns of New England. After entering the country, they established "French language churches, schools, presses, and radio broadcasts" (McKay & Wong, 1988, p. 40). By the 1770s, German immigrants constituted one third of the Pennsylvania population. The closely-knit German populace started to become integrated only after the American Revolution, when they were forced to interact with their English-speaking neighbors (McKay & Wong, 1988). Some German communities provided bilingual education for their school children right up to World War II, when anti-German sentiment became so strong that many Germans felt they had to end bilingual classes in order to demonstrate their loyalty to their new country. Thus, there were special educational programs set up by and for members of

certain nationality groups, but the programs were not national and they were bilingual, not ESL.

20th Century ESL Programs and Their Growth

Although the masses of immigrants at the turn of the century did not receive specific instruction to teach them English, the same was not true of foreign diplomats, businessmen, and government officials during the 1940s, many of whom received ESL instruction through United States diplomatic missions sponsored through the Good Neighbor Policy (Harris, 1973). ESL was also later offered to international students who came to study in America. Thus, the concept of ESL, originally developed by Charles Fries from the University of Michigan in the 1930s, was not pioneered to help students from low socioeconomic backgrounds, many of the beneficiaries of such programs today. “ESL was designed and formulated to serve the needs of literate, educated middle- and upper-class adults who were conversant with school culture” (Stein, 1986, p. 14).

The Michigan English Language Institute, housed within the University of Michigan, was in the forefront of English to Speakers of Other Languages (ESOL). It enrolled the first group of teachers of

English as a foreign language, basing their program on descriptive linguistics (Kreidler, 1987). The 1940s saw the introduction of important publications and tests: Professor Fries' Teaching and Learning English as a Foreign Language; the journal Language Learning; and the following two tests: Examination in Structure and the Test of Aural Comprehension from the Michigan English Language Institute (based on linguistic principles).

During the 1950s, the need for ESOL instruction escalated due to the increase in the number of foreign university students and rising immigration. This meant more universities started providing ESOL classes for non-native students who wanted an American university education but could not compete with native speakers in regular English classes. This decade also saw the formation of the Center for Applied Linguistics, an organization which has contributed much in the areas of research into second language acquisition (Harris, 1973).

The 1960s experienced a major shift within the ESOL field. It was during this decade that,

a group of people emerged, with academic training in the teaching of English to speakers of other languages, who strongly felt the need for a way to obtain professional recognition and outlet for their interests; for a professional organization which could contribute a sense of discipline, uniform standards, information, *teacher qualification*, and all those matters

which make a profession a profession. In 1966, the TESOL organization was founded. (Paulston, 1980, p. 10)

ESL vs Bilingual Programs

Bilingual education became a major issue during the 1960s, and at first, ESL supporters, especially teachers, found themselves at odds with bilingual education advocates. ESL teachers saw the possibility of bilingual education replacing ESL as the major means for educating non-native speakers and teaching them English, a fact that would render many ESL teachers jobless. This soon changed when TESOL teachers recognized the need for bilingual education and ESL's potential contribution to and place in bilingual programs (Castellanos, 1983). The teaching of English as a second language intensified during this period, with greater emphasis put upon the needs of Native Americans and a growing Latino population, especially the Florida Cuban community. This decade also produced an abundance of publications, research reports, textbooks, and reference material for a growing population of ESOL-trained teachers (Harris, 1973).

The Cuban exiles of the early 1960s brought about "the first formal attempt to help non-English-speaking students in the twentieth century" (Castellanos, 1983, p. 63). Castellanos lists three

types of programs used initially with the children of the Cuban exiles: grammar-translation, structural audio-linguistics, and descriptive audio-linguistics. Educators started their formal attempt with these methods and then researchers continued questioning the existing programs and offering new methods and paradigms.

Although the ESL program used in Dade County, Florida during the 1960s was considered a step in the right direction for teaching immigrant children English, it was considered a failure because children were not learning English and their content area subjects simultaneously. Because of this, a bilingual program was established in Coral Way Elementary School. This program later became the model for bilingual programs nationwide.

Although bilingual education, because of court decisions, congressional laws, grassroots advocacy groups, and second-language acquisition research, became more and more popular, ESL programs did not by any means lose their relevancy. ESL programs were needed more than ever because good bilingual programs included (as they still do today) ESL instruction. Also, not all districts provided bilingual programs. Even today, some schools prefer to emphasize the learning of English and American culture over maintaining the home language and customs. Other schools and districts have such a wide variety of second languages represented in their student

population that it is financially impossible to provide bilingual education. In fact, according to Fleischman and Hopstock's (1993) mail-in survey, only 17% of all LEP students received all of their instruction in English; they were learning content in English (not simultaneously in their native languages), and attending ESL classes for language instruction.

Although bilingual education began to dramatically expand and gain academic and legal acceptance, ESL research also continued to grow and change, since bilingual education on its own has never provided intensive English instruction, an important element for gaining English proficiency, especially for students who have little exposure to the language at home and the community. This meant that although the need for bilingual education teachers would grow, so would the need for ESL teachers.

For the last few decades, bilingual education has been the preferred method for teaching LEP students, but the tide may be turning in favor of ESL and other instructional programs. In March, 1998, the California State Board of Education retracted the law that forced school districts to teach LEP students in their first or native language ("Bilingual Education," 1998). This meant that local school districts would have control over bilingual education; no longer would they be obligated to offer bilingual education. They could, if

they so chose, offer a structured English-immersion program; this kind of program would call for a greater emphasis on ESL instruction ("Bilingual Education," 1998).

Some Californians want to go a step further. On June 2, 1998, Californians voted in favor of Proposition 227. This ballot measure will eradicate bilingual education from the state of California completely. Instead of receiving an education in their native language, immigrant children will be immersed in English classes for a whole year. After that time period, they will join their peers in regular classes. Older children may receive more than one year of immersion in English, and parents will have the option of requesting an extension for their children. Although this proposition is only for California, bilingual advocates fear school districts in other parts of the country may follow suit (The Economist, 1998).

Need for ESL Instruction

America experienced a dramatic rise in the number of immigrants that entered the country during the turn of the century. Another great increase has been occurring since the 1960s. During 1980, over half a million immigrants entered the country. This number more than doubled during the year 1990. Although fewer

immigrants entered the country in 1992 than the year before, the number of immigrants entering the country has been far greater than any legislator ever anticipated. The Statistical Abstract of the United States (1996, p. 10) provides the figures to highlight this great increase (Table 2).

During the nation's beginning, most of the immigrants were from Western Europe and many already spoke English. That has not been the case during the past few decades. According to The Statistical Abstract of the United States (1996), the greatest number of immigrants are now coming from Asia and Western hemisphere, Spanish-speaking countries. One estimation puts the Latino population at 30 million strong and expects it to soon constitute 25% of the U.S. population ("Latino Population," 1998). Another, more conservative estimate, calculates that over 17,000,000 people in the United States over the age of five speak Spanish at home, with an additional over 1,000,000 speaking Chinese (Table 3). The vast majority of the newcomers do not speak English. Yet, in order for the new immigrants to be able to become thoroughly involved in America's social, political, and economic arenas, they must learn to speak English. To be able to do so, the children of immigrants must receive language instruction from ESL teachers qualified to meet

Table 2

Total Number of Immigrants Entering the United States:1980-1994

Year	Number of Immigrants
1980	530,639
1990	1,536,483
1991	1,827,167
1992	973,977
1993	904,292
1994	804,416

Source: Statistical Abstract of the United States, 1994. (1994).
Washington, D.C.: U.S. Government Printing Office. p. 10

Table 3

Non-English Language Speaking Americans, 1990
Top 10 Languages Spoken at Home, Ranked for Persons Five Years
Old and Over

Language	1990 Population 5 years and over	1980 Population 3 years and over	Percent change
U.S. population	230,445,777	216,384,403	6.5
Total non-English speaking	31,844,979	23,711,574	34.3
Spanish	17,339,172	11,549,333	50.1
French	1,702,176	1,572,275	8.3
German	1,547,099	1,606,743	-3.7
Italian	1,306,648	1,633,279	-19.9
Chinese	1,249,213	631,737	97.7
Tagalog	843,251	451,962	86.6
Polish	723,483	826,150	-12.4
Korean	626,478	275,712	127.2
Vietnamese	507,069	203,268	149.5
Portuguese	429,860	361,101	19.0

Source: Brunner, B. (Ed). (1998) Information Please Almanac. Boston:
Information Please, LLC.

their needs so that they can fully participate in the programs offered mainstream children within English-speaking schools.

According to the U.S. Department of Education, 4,568,329 or 9.6 % of children in the United States are speakers of other languages (Education Statistics on Disk, 1996). The Condition of Education 1997 estimates that 13% of school children between the ages of 5-17 do not have English as their home language (p. 54). Almost two million of these children speak English with difficulty. LEP children are found not only in large urban areas such as New York City, Los Angeles, Chicago, and Miami, but also in smaller communities throughout the nation, such as Knoxville, Tennessee, where 70 different languages are represented within its K-12 student population (Forester, 1997). This means that the American educational system has been compelled and will continue to be forced to review and revise traditional ways of teaching its student body if it wants to meet the needs of an ever-growing non-English speaking immigrant population. Major changes were implemented during the 1960s when Cuban children were not succeeding in Florida schools, but the makeup of today's immigrants is much more diverse than the early Cuban refugees, educationally, socially, and economically. Many come to the United States with refugee status and without the benefits of former schooling. Underscoring

America's changing demographics is the projection that within 25 years, one in two students may be a person of color (Breault, 1995). The needs of many of these children are quite different from those of children in mainstream classrooms with regular teachers. Nonetheless, politicians and educators agree that LEP children are deserving of a quality education and must receive it for the good of the children and the nation.

The demographics are changing for American students, but the same cannot be said for its teacher work force. The majority of teachers and future teachers presently enrolled in teacher education programs are still overwhelmingly White and middle class, people who have had little experience working with students from diverse cultures, ethnicities, and languages (Allen, 1993; Bacon, 1992; Parker, 1995).

Bilingual education is meeting the needs of a great number of the nation's non-English speaking immigrants, but many such programs are transitional in nature. Eventually, the vast majority of immigrant children may have to survive in an English monolingual class setting; thus, ESL instruction is essential. Many children may learn how to speak proficiently, but continued English instruction is essential for them to develop the skills necessary in content areas. Although they may be proficient speakers, these children need

teachers with the special qualifications of ESL preparation to develop their cognitive skills in addition to their speaking skills (Richard-Amato, 1988).

There is no question that learning English for LEP students is a must. States started seriously addressing their needs when they instituted certification requirements for their ESL teachers. In order to have qualified ESL teachers, states also needed to have programs to either train or educate the teachers. This is where colleges, universities, and TESOL made a great contribution. TESOL Guidelines have been a standard for institutions of higher learning since their publication in 1975. The following section is a description of those Guidelines.

TESOL Guidelines

The Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States presents the following as its purpose:

(A) to define broadly the role of the English-as-a-second language teacher in American schools, (B) to describe his [sic] personal qualities and professional competencies, and (C) to state the minimal objectives for a teacher education program designed to develop professional competencies and to characterize the features of such a program. (p. 231)

Norris (1972), in his speech presenting the above Guidelines, claimed the Guidelines had two main purposes and two ancillary ones.

(1) The Guidelines would provide certification standards for state agencies. (2) They would also provide guidance for teacher education programs that prepare future ESL certified teachers. The secondary purposes are as follows: School administrators would have guidelines for selecting qualified ESL faculty members. Guidance would also be available for “in-service teacher evaluation and retraining” (p. 2).

According to the Guidelines (Section A, Part 1), an ESL teacher’s foremost responsibility is “to develop in his [sic] students comprehension of and ability to interact with English-speaking American society through mastery of communicative competence in English as it is used by the English-speaking population” (p. 231).

This is achieved through,

- mastery of receptive and productive English language skills;
- recognition and understanding of cultural differences between the first and target language;
- acquisition of American social customs (traditions, folklore, history, and literature) that will contribute to mastery of the language.

ESL teachers should be able to evaluate student progress and adjust instruction accordingly (Section A, Part 2). Although not mentioned directly, the reader may infer that in order to modify instruction, teachers must be able to evaluate their own teaching procedures and materials. Evaluation goes even beyond examining and adjusting personal techniques and practices; ESL teachers must be able to scrutinize program goals and methods and make adjustments in view of new research and/or changes in the classroom or students, using reflective strategies.

ESL teachers should also, "Make judicious selection and use of approaches, methods, techniques, procedures, materials and aids appropriate to effective language teaching for his [sic] pupils and curriculum objectives (Section A, Part 3, p. 231). They should accomplish this by,

- evaluating their teaching procedures and materials and by revising their use in order to meet curriculum objectives.
- "maintain[ing] vitality in the instructional program" (p. 231) by being flexible with goals, procedures, and materials in view of the teaching situation and new research. In order to do this, knowing the what and why of what is being taught is important because without such

knowledge a teacher is reliable only within certain prescribed and orchestrated parameters (Diller, 1977).

ESL teachers must also be able to coordinate their students' learning with that of other teachers, so that students do not learn English in isolation, without relevance to their content areas. They should "contribute to the definition of curriculum goals" (Section A, Part 4, p. 231) for their students. This point is very important in view of the fact that so few regular classroom teachers are familiar with second language acquisition and the social and cognitive challenges faced by LEP students (Clair, 1995).

When addressing "Personal Qualities, Professional Competencies and Experience of the English-as-a-Second-Language Teacher in American Schools" (p. 231), TESOL Guidelines' (Section B) first statement is obvious, but crucially important: since students in ESL classes come from all over the world, their background, values, and traditions diverge from the traditional mainstream American culture. The ESL teacher is expected to, "Have personal qualities which contribute to his [sic] success as a classroom teacher, insure understanding and respect for his [sic] students and their cultural setting, and make him [sic] a perceptive and involved member of his [sic] community" (Section B, Part 1, p. 231).

The Guidelines recommend that ESL teachers should be proficient in English, since they will be role models for students. Included in this area is also a knowledge of writings or literature (Section B, Part 2).

ESL teachers should also have had experience in learning a second language. They should be familiar with its structure and culture. The Guidelines suggest that, "If possible, the language and cultural system should be related to that of the population with which he [sic] is to work" (Section B, Part 3, p. 232). Since ESL teachers may not necessarily know the language/culture group with which they will work (in fact, many teachers work with children from several diverse languages and cultural groups), it is not reasonable to demand that teachers know the language and cultural traits of all their students. They may, though, learn about culture in general and one or two other cultures in-depth (Saville-Troike, 1977). Although knowing another language is not imperative in order to teach English as a second language, experiencing the process of learning another language, along with its culture, gives the ESL teacher an understanding of the struggles experienced by LEP students (Anderson, 1992).

How a student learns about culture and the conflicts inherent in a situation when cultures meet or collide is not addressed by the

Guidelines, but Saville-Troike (1977) makes an important point about anthropologists that is also true for ESL teachers:

. . .one's culture is the lens, and the filter, through which one must perceive and interpret the cultures of others; we thus risk distortion, but without this essential of humanness, we could not begin to understand other beliefs, values, or social behaviors. (p. 103)

It is important for teachers to investigate and understand how they are products of a culture themselves. Feeling that they are understanding and tolerant is not enough. Teachers must be trained to become aware of a culture's influence, to understand the role culture exerts in their lives and take it from the subconscious level to the conscious (Saville-Troike, 1977) and to learn that culture "is arbitrary, learned, and shared" (Spardley & McCurdy, 1990, p. 5). Spardley and McCurdy (1990) define culture as, "The acquired knowledge that people use to interpret their world and generate social behavior. . . Culture is not behavior itself, but the knowledge used to construct and understand behavior" (p. 4). Hall and Hall (1987) describe it as a "program for behavior. Members of a common culture not only share information, they share methods of coding, storing, and retrieving that information" (p. xiv). Seelye and Seelye-James (1995) go so far as to suggest that, "Our culture teaches us what to see [literally] and what to ignore" (p. 6).

By the very nature of their job, ESL teachers constantly work with students who do not share their culture, views, traditions, and ways of seeing the world. They work with students who many times find themselves in a dilemma when it comes to their social identity and status in an alien world that seldom values their home culture or language. Within the United States, the ESL teacher's voice may be the only sympathetic one children hear all day. Depending on the ESL teacher, a child may either grow in his or her appreciation of the English language and culture and work towards becoming a true bicultural and bilingual person, or he or she may deny either the home or target culture and language.

Teachers may help students deal with negative images the student may encounter in textbooks, the media, and society at large. Children may be helped to appreciate their own cultures and prevent the development of negative attitudes about their home cultures and languages, which can lead to denial and rejection of the home culture. They may be helped to realize that knowledge of two cultures can enhance their lives by expanding their perspectives. Knowledge and command of English can also lead to a better economic status in an English-dominant workforce, away from menial, back-breaking work. But in order to help their students understand their cultures and positions within the American social and political system, ESL

teachers must learn to not only appreciate other cultures, they must also learn to understand *why* people from different cultures think, see, and act differently; they must understand how people behave when they meet people from other cultures; they must also learn about their own culture. If they do not educate themselves to see what is beyond their own culture, they will likely act like so many other people: they will internalize their own culture as being the only “right” and natural one, since that is the only one they know. This type of ignorance has no place in the ESL classroom, and ESL methods classes can help towards exposing future teachers to the dangers inherent in cultural ignorance.

A teacher must also “Understand the nature of language,” (Guidelines, 1992, p. 232) its sociolinguistic, psycholinguistic and cultural implications. He or she should know “the structure and development of the English language systems; and the culture of English-speaking people” (Guidelines, p. 232). This would probably also entail knowing how the language has developed in a historical and cultural context (Guidelines, Section B, Part 4).

Knowledge of language and second language acquisition is also important. A teacher should, in addition, understand how languages are learned at different ages and levels and how sociocultural

variables effect language learning in the classroom (Guidelines, Section B, Part 5).

Furthermore, according to TESOL Guidelines, teachers should have a sound foundation in pedagogy. They should also be able to demonstrate what they have learned. In other words, teachers should learn theory and then have an opportunity to put what they have learned into practice. For beginning teachers, this requirement would more than likely be partially met through a practicum or some other teaching experience (Guidelines, Section B, Part 6).

Teachers must also be able to examine and understand second-language assessment and have the “ability to evaluate the effectiveness of teaching materials, procedures, and curricula” (Guidelines, Section B, Part 7, p. 232).

Finally, a teacher must also “Have sophisticated understanding of the factors which contribute to the life styles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society” (Guidelines, p. 232). This part again addresses culture and the interplay of various cultures within a multicultural, pluralistic society.

Certainly the requirements for a good ESL teacher are many and varied, but how do teachers develop such professional competencies and gain the necessary experience? The TESOL

Guidelines (Section C) includes five main components that all institutions should include in order to help future ESL teachers meet the goal of becoming qualified teachers: (1) Academic Specialization, (2) Pedagogy, (3) Another language, (4) Evaluation of Candidates, and (5) Staff and Facilities.

Institutions that offer ESL certification should provide *Academic specialization* by providing their students the opportunity to learn about “the nature of language, English-language systems, language learning, and language in culture” (p. 232). In other words, they should offer courses in,

- linguistics and English linguistics
- psycholinguistics and sociolinguistics
- culture and society

This last section is evidently important because there is a close link between how language is taught and the prevailing social and political atmosphere (Pennycook, 1989). Certainly students who find themselves on the periphery of society because of lack of English skills should have teachers who understand their predicament and are prepared to help them to comprehend their own situation and empower them enough to help them challenge the system which consigns them to the margins. Pennycook (1989) and Johnson (1990) concur with Ogby (1981) “that the context of most classrooms tends

to be influenced more by larger societal forces imposed upon the schooling institution itself, than by the interactions which take place between teachers and students within the classroom” (p. 3). Good teachers need to know what those societal forces are in order to succeed as teachers in spite of them, especially when they interfere with meeting the educational needs of their students.

Teachers must learn about culture and the cultural group with which they will be working, but there are so many cultures represented within American society that it would be impossible to learn everything except the most cursory of information about them. But, once a teacher knows with whom she/he will be working, steps can be taken to learn as much as possible about that culture so that the teacher can use information about the home culture to encourage and foster an atmosphere of learning (Garcia, 1992). Studying about other cultures may predispose teachers to become more open to other cultures, and in turn, be willing to learn more about the culture of their own students.

TESOL students should also learn *pedagogy* in general. They should be well grounded in theoretical approaches, techniques and procedures, and materials. ESL teacher education programs should also provide students with the opportunity to learn about or experience,

- Professional education
- Second-language pedagogy
- Second-language assessment
- A language teaching practicum

The institution should provide an opportunity to engage in the practicum with “systematic directed. . . observation” coupled with “progressive teaching responsibilities” (Guidelines, p. 232). This experience should be coupled with the opportunity to observe a spectrum of teaching situations: K-12 and adults; beginning, intermediate, and advanced levels of learning and instruction; employment of various teaching methods and materials. Directed teaching practice should also be included, with the students’ employment goals in mind.

Because learning *another language* helps a person to understand the struggles of second-language acquisition, future ESL teachers should experience learning a second language. It will not only help them to understand the process of learning another language, but they will be exposed to the structure of another language; while learning the other language, they will also learn about another culture. The Guidelines recommend that the student have an opportunity to learn the language of the children with whom he or she plans to teach.

Section 4 of the Guidelines addresses evaluation of candidates. This should be a critical part of any and all programs, during the selection process right through to the conclusion and hoped-for graduation and certification. Native and non-native speakers should be evaluated as to their English proficiency. The institution should publish clear policies “concerning admission to, retention in, and successful completion of the teacher education program” (p. 233). Students should be able to know the criteria used for dismissal from the program and “the minimal academic achievement and level of teaching competence required for successful completion of the program” (p. 233).

The institution should use (c) valid instruments to evaluate student competency and the results should be made available for advising the student about: “continuing education and career development, and for recommending, licensing, and employing him [sic]” (Guidelines, p. 233).

Under *Staff and Facilities*, the Guidelines suggest that teaching faculty and supervisors should have superior competency in the areas outlined in Section B above. The institution should also have materials, aids, and equipment usually used in teaching English as a second language. Also available should be “journals, research reports, and other sources of supportive professional information” (p. 233).

Finally, the institution should maintain close contact with “the instructional programs in which candidates serve their observation and directed teaching practice assignments” (p. 234).

The above section discusses TESOL Guidelines, but it is via ESL methods courses that future ESL teachers gain their competencies and become qualified teachers for LEP students. The following section presents information about those courses and what researchers have to say about them.

ESL Methods and ESL Methods Classes

Many educators would agree with Zahorik (1986) that,

There are some teaching skills that all teachers ought to possess. All teachers, for example, ought to be able to give lucid explanations, they ought to be able to structure knowledge in a way that promotes understanding, and they ought to be able to manage groups of learners. (p. 21)

All ESL teachers ought to be able to do the above, but for ESL teachers, teaching is much more complex. ESL teachers not only encounter unique problems in their classrooms, but they are also in a discipline that by its very essence is problematic because no one knows all the facts about how a first language is learned, let alone a

second one. This notwithstanding, second language acquisition theories and methods abound. Beginning teachers are usually ready and eager to learn about a new theory, method, or technique which will help them become better language teachers.

Today's ESL teachers are not the first to have presented to them the "right" method(s) for teaching English. The first methods book for teaching English was prepared and printed by William Caxton in 1483. Caxton's situational approach to learning English remained viable and useful until the early 19th century, when modern languages became a part of the standard curriculum (Howatt, 1983). Unlike 15th century learners and teachers, today's ESL teachers encounter a plethora of approaches, methods, and techniques. Richard-Amato (1998) defines these terms as follows:

- Approach - "an axiomatic group of related assumptions about language teaching and learning" (p. 69).
- Method - "an orderly plan giving direction to the presentation of materials. It must be consistent with the approach under whose umbrella it falls" (p. 69).
- Technique - "the lowest level on the hierarchy. It is used to implement a method and accomplish immediate objectives" (p. 69).

Richards (1990) defines methodology "as the activities, tasks, and learning experiences selected by the teacher in order to achieve

learning, and how these are used within the teaching/learning process” (Richards, 1990, p. 11).

Why are there so many approaches, methods, and techniques? As mentioned, earlier, English is now an international language, with millions of people wanting to learn to speak and write it. Also, with the world’s growing technology and international trade and communications, learning a different language, not just English, has become very important for business transactions and political and social communication. The growth of TESOL itself demonstrates the growth of language teaching. The organization had 375 members in 1966. By 1994, the membership role had jumped to 19,450 (Gray, 1997). Journals such as the Chronicle, regularly publish overseas ESL positions. Language learning, specifically English, has become a big business, and in order to address the needs of teachers and their learners, much research has been conducted to try to find the best way to teach a language.

There is no doubt that ESL teachers require special and specific knowledge in order to perform their duties, but are TESOL institutions preparing them for their responsibilities? The following section addresses this issue.

TESOL: Required Courses

In 1994, Palmer conducted a study of the 159 institutions listed in the Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994 and three other interested schools to ascertain answers to the following specific questions:

- How many credits must be completed for a degree in TESL (M.A., M.S., M. ED., etc.)?
- What proportion of those credits must be taken in required courses?
- What courses are actually required? (p. 2)

According to the survey, future ESL teachers had to complete, on average, 36 credit hours. One program required 33 hours for a degree, but no specific course was required. On the other hand, 10 programs had no electives or choice offerings: all the courses were required ones. The institutions offered 597 required courses, "some 6.4 courses per program on average" (p. 3) (Figure 1).

Under the discussion section of his paper, Palmer notes the following:

- . . .the relative absence of foreign language requirements suggests that knowledge of a foreign language is . . . an

Required Courses for Master's [TESOL Programs (National Survey)]

<u>Rank</u>	<u>Number of Listings</u>	<u>Category</u>	<u>Most Popular Examples</u>
1	85	Methods and Materials	40 TESL Methods & 20 Methods and Materials
2	68	Phonology, Morphology, Syntax	22 Phonology 19 Syntax
3	62	Practicum, Internship	42 Practicum & 8 Internship
4	56	Linguistics	27 Linguistics 5 Comparative Lg. Studies
5	41	Structure, Grammar	30 Grammar/Structure of English 5 Pedagogical Grammar
6	35	Language Acquisition	25 Second Language Acquisition 8 First/Second Language Acquisition
7	34	Teaching Skill Areas	8 Reading and Writing 6 Reading in a Second Language
8	33	Research	24 Research Methodology 3 Field Research
9-	31	Cultural Diversity	5 Language and Culture 5 Intercultural Communication 5 Cross-Cultural Issues
9-	31	Testing, Evaluation Assessment	14 Testing 9 Assessment
11-	23	Applied Linguistics	9 Applied Linguistics for Teachers
11-	23	Theory	9 TESL Theory and Principles 6 TESL Theories
13-	16	Bilingual Issues	5 Bilingual Education
13-	16	[Indeterminate]	8 Seminar in ESL 4 Issues in TESL
15-	15	Psychology, Psycho-linguistic	5 Psycholgs. & Language Learning 4 Psycholgs. & Sociolinguistics
15-	15	Society, Sociolinguistics	14 Sociolinguistics 1 Language in Society
17-	13	Foundations of Education	4 Foundations of Education
17-	13	Curriculum	7 Curriculum Development
19	12	Education, Educational Technology, Educational Setting	
20	11	Disadvantaged, Minority, Special Learner	
21	10	Paper, Readings, Directed Study, Thesis	
22	7	Basic: Introduction to Graduate Study, etc.	
23	5	Foreign Language	
24	4	Literature	
25	3	Big Picture: Values, Religion, etc.	

Figure 1. Required Courses for Master's

Source: Palmer, I.C. (1994). Required courses for Master's degree in TESOL: A nationwide survey. (ERIC Document Reproduction Service No. ED 389 171)

entrance requirement neither for the degree program nor for the profession” (p. 5).

- Two categories are under-represented: Testing, Evaluation, and Assessment and Curriculum.
- A “typical” program (if one exists) would look as follows:
 - “at least six required courses with at least one in Methods and Materials, and four more selected from this menu:
 - Linguistics
 - Structure of English
 - Language Acquisition
 - Research Methods
 - Reading in a Second Language
 - Interculture Communications
 - Testing/Evaluation; topped off by a practicum or internship
 - . . .a range of electives reflecting the particular orientation of the institution. (p. 5)

Interestingly, Palmer ends the paper by stating that,

The wider issue of whether the Master’s degree in TESL represents a guaranteed standard of learning that prospective employers can accept without question has to remain for the degree granting institutions to answer, as only they can vouch for the

curriculum offered and the educational attainment reached. (p. 5)

Just how effective are methods classes? The following section attempts to answer this question.

Efficacy of Methods Classes

An abundance of information about first and second language learning and methods exists, but their efficacy is still under question, and unfortunately, according to Freeman (1989), part of the problem in second language teacher education has been the fact that although much research has been conducted on second language learning, there still exists a “lack of an articulated theoretical basis for language teaching and for how individuals learn to teach language” (p. 28). Freeman continues by stating that often, “teacher educators and teacher education programs substitute their own individual rationales, based on pedagogical assumptions or research, or function in a vacuum, assuming--yet never articulating--the basis from which they work” (p. 28). This type of thinking and teaching has made many researchers question the efficacy of methods classes.

Katz and Rath (1982) came to the conclusion that research methods classes are on the whole ineffective. This is mainly because instructors' goals are seldom congruent with classroom activities. On

the other hand, Lamme and Ross (1981), in their study of language arts teachers, found that methods classes can influence teachers and their teaching. In his study of English methods courses, George (1997) comments about methods classes in general: "while teacher education programs have been criticized, a sizable body of literature indicates that they can be successful in influencing the attitudes, beliefs, and teaching approaches of pre-service teachers" (p. 53).

Influencing those beliefs and attitudes is important because by the time a future teacher enters college, he or she has spent thousands of hours in a classroom interacting with other students and teachers. Unlike prospective doctors, engineers, lawyers, and other professionals who have little daily contact with people in their chosen specialty and thus enter college more than likely recognizing the fact that they know very little about their field, many teacher candidates have much information, via observation as students, of their profession. Too often, many of them rely on their previous experience without having a "knowledge base or foundation from which to begin thinking" (Breault, p. 266) about their place and responsibility in their chosen profession. One of the goals of methods classes is to help students develop a knowledge base through the learning of theory and practice.

Theory and Practice

Much of the controversy over methods classes has been about where to put the emphasis; should it be put on theory or practical application? The teaching of theory in methods courses is an accepted part of academia, but there is a discrepancy between what teachers think they need and what professors or teacher educators claim teachers need. Professors many times emphasize theory, so that future teachers have a solid theoretical foundation from which to make decisions, but teachers usually clamor for more practical ideas they can directly and immediately use in the classroom. George (1997) tackles this issue with English methods courses, whereby Finocchiaro (1983) addresses this problem within ESL teacher preparation courses. Teacher educators must find a balance between too much theory and not enough. Brumfit (1976) notes this dilemma: "Many courses achieve a high level by teaching a great deal of theory on the assumption that students will then be able to apply it to a variety of situations" (p. 5). Maybe this assumption should never be made, since knowing a theory does not mean a teacher knows how to use that knowledge as a base for instruction. In other words, knowing theory does not automatically lead to practice. It is in methods classes where the connection between theory and

practice is made; it is where "Language teacher education serve[s] to link what is known in the field with what is done in the classroom" (Freeman, p. 30). Unfortunately, the attempt to make this connection is sometimes made in classes with professors with no experience in K-12 education or with professors who have not had recent contact with public school classrooms and the challenges that face a teacher when she/he tries to implement certain theories through prescribed methodologies (Block, 1979; Finochiarro, 1983).

Clearly, teacher educators must find a balance between theory and practice. Neither one should be taught at the expense or exclusion of the other. Methods classes should not be so laden with theory that students do not have enough opportunity to see those theories in action. On the other hand, students should not be taught "techniques" without knowing why those techniques are successful or not. That is the pitfall of some methods courses: they become "how to courses," with emphasis on presenting "tips" (Brumfit, 1976) without offering theoretical foundations so that teachers can explain the *why* something works in order to be able to replicate success.

Brumfit (1976) and Widdowson (1984) posit that theory plays an important role in how a teacher teaches. Johnson (1990) suggests "that a strong association exists between . . . teachers' theoretical orientations and the nature of their instructional practices" (p. 4). In

Garcia's (1992) study, research subjects, "good" teachers according to administrators, fellow teachers and parents, were clear in articulating and supporting their instructional techniques and procedures with theoretical underpinnings. They knew why they were doing things a certain way. Teachers who understand why they teach in a particular manner and why those actions produce favorable results will be armed with the needed knowledge to replicate those results in other situations.

It is the above *why* that is so important for ESL teachers today. Before educating teachers became the norm (versus training them), theory did not play an important part in teacher preparation. The emphasis was on knowing and using techniques, not on understanding why a certain technique was effective. Great import was not placed upon the research used to develop such a technique. It is the knowledge of theory and why certain methods and techniques work that empowers teachers.

Methods Classes and Empowerment

The term "empowerment" is nowhere addressed in the TESOL Guidelines. This is certainly not because the idea is unimportant, but maybe because it is assumed that the very act of gaining knowledge

brings about empowerment. Also, the term was not in vogue during the 1970s, when the Guidelines were first published. But the very idea of empowerment was no less important then, even though the term was not widely used by educators.

Methods classes are for teaching "how to teach," but Duffy (1991) worries that such classes and teacher educators "do not . . . invest in the minds of teachers; instead [they] invest in theories, programs, and procedures which we then expect teachers to follow" (p. 1). In the United States, ESL teachers work with mostly a disenfranchised, disempowered population. If ESL teachers are to empower their students, they must understand the process themselves through their own empowerment, through the knowledge that they may question all aspects of their teaching and profession and by being aware that they can be agents of change. Johnson laments the fact that often empowerment is discouraged because teachers are given the impression that there is one way or answer to doing things and that it is their responsibility to learn what that way is and to conform. Instead, teachers should be taught how to take in knowledge and question what they learn. If they learn to question their own profession and the research findings presented to them, they will be better prepared to help their students question *their* own political, social, and economic situation.

Although understanding theories is important, Duffy wants teachers to go a step beyond. He wants them “to see ‘the point’” of a theory or procedure, when it would be applicable and when it would not, and to select among theories and procedures according to their judgment about what the situation demands (p. 14). Brown (1993) suggests that teachers not “invest their methodology of teaching into a single theory or approach” because if they do, “they have abdicated their responsibility for instructional decisions and become passive technicians” (p.14). Instead of being inactive, compliant learners and expecting researchers and teacher educators to “give” them the answers as to how to teach, teachers,

should learn to treat such pronouncements and findings with circumspection, enquire into them, probe them for their conceptual validity and supporting evidence and then use them only as initial hypotheses to be tested against classroom experience [because] teachers are not [mere] consumers of research, but researchers in their own right. (Widdowson, 1984, p. 89)

Teachers should be encouraged to examine and challenge what the “experts” expound, especially in view of Richard’s (1984) position that too often, techniques, philosophies, and theories are presented and not properly questioned. Persons in authority repeat them and they take on the status of dogma.

In order to become empowered, teachers must be encouraged to question and challenge what they learn, neither blindly accepting theories and methods or, on the other end of the continuum, mindlessly eschewing them as not worthwhile. Pennycook (1989) states that, "many teachers in an EFL context question the usefulness of supposed methods to their own teaching contexts and resent their imposition by 'experts' from abroad" (p. 589). But, the right kind of questioning must be encouraged. Questioning for the sake of questioning should not be advocated. Some students question theories without ever really investigating them. The kind of questioning that should be encouraged is the type that pries and challenges the status quo. EFL teachers are not alone in questioning the usefulness of what they are taught; as mentioned, this is a problem with even regular classroom English teachers (English for native speakers). There is not always a "fit" as to what teacher educators consider to be important and what classroom teachers believe to be so (George, 1997).

Teachers should be given an abundance of methods and techniques to question, not just one "right" method. Finochiarro (1983) suggests that,

...our methods should be eclectic but *not* haphazard or random. The teacher should select from a number of current or traditional methods of presentation and practice which can be integrated into a coherent and

logical whole and . . . which are in consonance with the teacher's personality, the students' learning styles and rhythms, and board of education or community demands. (p. 8)

In order to do the above, teachers must know several methods and the theoretical rationale for using them and how to integrate and implement them. Teachers must also know and understand their own personalities, learning styles, and the learning of their own students in particular. Richard (1987) would agree with Finochiarro that the goal of teacher education programs should be to impart to the teacher an *inventory* of competencies that will lead to effective teaching. If pre-service ESL teachers are able to build a strong foundation of knowledge based on the theories applicable to their field, if they are encouraged to question those theories along with the methodologies and strategies taught in their methods classes, and if they are encouraged to reflect upon their own teaching practices during and after their student teaching or internship, they will be well on their way to becoming effective teachers. But, they must go beyond questioning. They must learn to examine and if need be, challenge what they are taught and be willing to become agents of change. If they do this type of questioning, they should be able to "speak comfortably and with confidence about what they [are] doing and why. . . [They] will reflect . . . a strong sense of voice and a trust

in their own experiences and knowledge as a basis for decision-making” (Bean, Fulmer, Zigmond & Grumet, 1997).

But in order to do the above, they must be, as Finochiarro suggests, well versed in several methods. Prabhu (1990) contends that some take the position that there is no best method. Since there is no single method that is best for everyone, some methods are best for different teaching situations and for some students. This conclusion leads some teachers to use an eclectic blend of all the methods they have learned. If they know what is true or good about the different methods and they employ an eclectic blend, then such usage would constitute a method unto itself. If, on the other hand, a teacher employs an eclectic blend without any knowledge of what is true of any of the particular methods employed, then that teacher is involved in “an act of gambling or a hedging of bets” (Prabhu, 1990), teaching in a hit or miss fashion, in no way furthering any kind of understanding of what actually works and what doesn’t, teaching in a disempowered way.

Status of TESOL Guidelines

With the ratification in 1975 of its Guidelines, TESOL declared the importance of quality education for future ESL teachers. No

major revisions were made of the Guidelines. This researcher, finding so few references to the Guidelines in her research, telephoned TESOL on February 12, 1998. She was informed that the Guidelines were no longer in effect. She again called on June 20, seeking clarification and confirmation of the Guidelines' status. She was informed that the Guidelines were considered outdated, but they were still in effect. A new committee, within the following year, is to be formed to update them.

Although the Guidelines are outdated, this does not mean they are not being used or that they have lost all their relevancy. It also does not mean there are no other current guidelines being used by ESL teacher preparation programs. Standards set up by the National Association of State Directors of Teacher Education and Certification (NASDTEC Standards) and the Modern Language Association (Qualifications for Secondary School Teachers of Modern Languages) can also be used to develop and implement ESL programs (Gray, 1997).

Chapter Summary

This chapter presented a review of the literature. Included in the material was an overview of early immigrant education and the

history of ESL within the context of immigration and bilingual education. The need for ESL instruction was researched and highlighted. In addition, the 1975 Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States was introduced and described. ESL methods and ESL methods classes and their impact on teachers were examined. Also investigated was the need for teachers to question and challenge methods in order to become empowered.

The following chapter will describe the methods and procedures utilized in this study.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was to identify and explore the different methods courses offered at 24 ESL teacher preparation programs in the Southeastern United States, along with their emphases, issues, and trends. The author reviewed TESOL's Proposed Statement of Qualifications and Guidelines for the Preparation and Certification of Teachers of English to Speakers of Other Languages in the United States and created a survey instrument to investigate and determine if ESL classes are teaching what TESOL recommends in its Guidelines.

By comparing the Guidelines to what is being taught in ESL classes, the researcher sought answers to the following research questions:

1. What do post-secondary instructors of ESL methods courses consider to be important for prospective ESL teachers to learn?
2. What are instructors in these 24 institutions currently

offering in their ESL methods classes?

3. How congruent are TESOL Guidelines with ESL methods courses being offered in these 24 teacher preparation programs?

Subjects

The subjects of this study consisted of directors/supervisors of TESOL teacher preparation programs in the Southeastern U.S. from the following states: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee and West Virginia. Twenty-three college and university programs were identified using the Directory of Professional Preparation Programs in TESOL in the United States and Canada: 1995-1997. One other university was included, The University of Tennessee, Knoxville, because of its internationally known and respected Foreign Language/ESL Education program. Only 24 supervisors/directors were surveyed because they represent those institutions located in the Southeastern United States according to the above-mentioned Directory. Of the 24 directors/supervisors sent questionnaires, 17 responded in time to have their data included in this study.

Procedures

In order to determine what post-secondary instructors of ESL methods courses consider to be important for prospective ESL teachers to learn, what those instructors currently offer in their ESL methods classes and how congruent TESOL Guidelines are with those courses, the following procedures were used. The researcher created a survey questionnaire (Appendix C) which was presented to her doctoral committee members. They approved the survey, but recommended that an expert in the field of survey development and implementation be consulted. A few minor changes were recommended which were subsequently made. A faculty member in the field of ESL was asked to pilot test the instrument, which was found to be clear and comprehensive. The committee also estimated that the respondents could easily complete the survey within 10 minutes. The researcher then filed Form A with the Human Subjects Committee at The University of Tennessee, Knoxville. Permission for research was granted and she mailed the questionnaire, along with a cover letter (containing an embedded approval) asking for participation (Appendix A).

Four weeks after the original mailing only 33% of the questionnaires had been returned. At that time, a second letter

(Appendix B) and survey were mailed. One week after the second mailing, the researcher began E-mailing the 15 supervisors/directors who had not responded. Four weeks after the second mailing, a total of 70% participants had responded by mailing back the questionnaire.

Instrument

The instrument used for this study is original and was specifically created by the researcher to compare TESOL methods classes with TESOL Guidelines. The questionnaire consisted of 15 questions, subdivided for a possible number of 52 answers, 49 close-ended, and three open-ended. The 15 questions appear under seven categories: Pedagogy, Culture, Faculty Role, Overall Objectives, Student Experiences, Professional Opinions, and Additional Information. Following are the different categories and an explanation of each section.

Pedagogy - Part I. This section contained three subsections.

- **Professional Education** - This section had five Likert questions, answerable in a five-point format.
- **Second-language pedagogy** - This section also had five Likert questions.

- **Second-language Assessment** - This section consisted of four Likert questions.

Culture - Part II. This section contained two questions.

- One question was an alternate response one asking the participants if their students came to the program with a high degree of knowledge and/or exposure to other cultures.
- The second question had five sections and participants were asked to “check all that apply” about how they present knowledge about different cultures in their classes.

Faculty Role - Part III

- Participants were asked to rank four items concerning their perceived roles in their classes.

Overall Objectives - Part IV

- This section called for participants to “check all the spaces that apply and rank the top three.” Fifteen objectives were included.

Student Experiences - Part IV

- This question was subdivided into six sections. Participants were to “check the appropriate space.” Each section had four to five answers from which to select.

Professional Opinions - Part VI.

- This section included two open-ended questions. The first question asked participants to comment about what they consider to be their major challenge(s) as ESL teacher educators. The second question asked them to write about what they consider to be their students' (ESL teachers) greatest challenge(s).

Additional Information - Part VII

- This last section included five questions, three short-answer/completion, one Likert, and one alternate response, with the the last question requiring a brief description of the participants' practicum, if one were offered at their institution.

In order to insure as high a return rate as possible, the questionnaire was formatted, using Aldus Page-Maker software, into an eight-page booklet, (including graphics) with all the questions appearing on pages two through seven. The booklets were printed on high quality, buff-colored paper (Salant & Dillman,1994).

Supervisor/directors who had not sent their questionnaires back by the requested date were contacted via E-mail and encouraged to do so.

Data Analysis

The data were collected and analyzed using descriptive statistics. The data information was transferred to an Excel spreadsheet. Once the information was gathered, it was then analyzed using SPSS (Statistical Package for Social Sciences) on a personal computer. The main objective was to record frequencies, calculate means and percentages and make comparisons, in order to learn about the issues, trends, and emphases of the different TESOL programs. Also, a thematic analysis was completed for the three open-ended questions.

Although frequencies, means, and percentages were recorded and calculated, mainly frequencies and percentages are reported in this study. Because the sample population was small, a presentation of means in some of the areas would depict a skewed representation of what supervisors/directors reported in their questionnaires.

In order to evaluate the data pertaining to the first section of the questionnaire, Pedagogy - Part I, questions 1-3, the reported information was analyzed using frequency distributions and percentages. Also, the added information volunteered by the participants was recorded.

The first question in Culture - Part II was an alternate response one concerning whether students come to the particular TESOL program with “a high degree of knowledge and/or exposure to other cultures”; thus the frequency of both answers was noted. The next question under the Culture section asked about how students were “exposed to different cultures.” Participants were asked to “check all that apply.” The researcher noted the number of times (frequency) that a particular item was checked.

In an effort to determine what participants considered to be their major role in their classrooms, supervisors/directors were asked in Faculty Role - Part III to rank three possible roles and volunteer a fourth item if they so desired. The researcher sought to ascertain which item was most frequently ranked as “most important.”

The next section, Overall Objectives - Part IV, sought to learn what participants considered to be “the major goals of the ESL methods courses offered at [their] institution[s].” The researcher calculated which one of the items was most often selected and which goal was most often ranked as “most important.”

This researcher wanted to know about the practical experiences of TESOL students. The next section, Student Experiences - Part V, asked the participants to select in how many

particular experiences (lesson plan development, mini lessons, textbook evaluations, assessment instruments administered, and development of lesson plans requiring computer use by ESL students) the TESOL student had participated. Data from this section were analyzed and reported as percentages.

The two open-ended questions under the section entitled **Professional Opinions - Part VI** sought to determine what participants perceived to be their greatest challenge(s) as ESL teacher educators and what they thought were their students' major challenge(s) as ESL teachers. These two questions were analyzed using qualitative methodology. The researcher looked for common phrasing and terminology. A composite answer was then developed.

The section entitled **Additional Information - Part VII** sought to gather data about an array of topics: the number of required courses in the programs; the number of required computer courses; the comparative amount of time spent on theory, discussion of theory, and practical application; importance of exposure to professional information sources; and information about the practicum. The data were analyzed and frequencies, means, and percentages were reported. The last question was an open-ended one and the answers were analyzed thematically and semantically, using qualitative methodology.

Chapter Summary

This chapter discussed the methods and procedures used in this study. It introduced the following: subjects, procedures, survey instrument, data collection and analysis.

Twenty-four TESOL education programs in the Southeastern United States were identified using the Directory of Professional Preparation Programs in TESOL in the United States and Canada: 1995-1997. One other program, housed at The University of Tennessee, Knoxville, was also identified. Directors/supervisors of those 24 institutions were mailed questionnaires. Of those 24, seventeen (70%) responded by returning the completed questionnaire.

The survey is original, created to gather information about the issues, trends, and emphases taught in ESL methods courses in TESOL programs.

The first section addressed the issue of pedagogy within the context of professional education, second-language pedagogy, and second-language assessment. Part II sought to determine the importance placed upon the learning of culture. Part III focused on the role of faculty and what they perceived to be their major role as instructors. Part IV - Overall Objectives, attempted to discover the

major goals of the particular ESL methods courses. The next section, Student Experiences - Part V, sought to determine the types of experiences in which students participate, such as developing lesson plans, presenting mini lessons, evaluating textbooks, learning about and administering different assessment instruments, and developing lessons which require computer use on the part of the ESL student.

Part VI asked for professional opinions about challenges for ESL teacher educators and future ESL teachers. Part VII requested Additional Information concerning the following: the number of required ESL methods and computer classes; the percentage of time spent on theory, discussion, and learning the practical application of theory; the importance placed upon professional information sources, such as journals, educational reports, conferences, and workshops; and whether a practicum was included in the program. If their program included a practicum, respondents were asked to briefly describe it.

The data collected for this study were gathered by mailing questionnaires to 24 supervisors/directors of TESOL programs in the Southeastern United States between March, 1998 and April, 1998. Seventeen responses were received, giving the study a 70% response rate.

The data collected were analyzed using the SPSS (Statistical Package for Social Sciences) program on a personal computer. In order to calculate frequency distributions, percentages, and means, descriptive statistics were used. Qualitative methods were used for thematic and semantic analysis of the open-ended questions. The results of both the close-ended and open-ended questions will appear in Chapter IV of this research study.

CHAPTER IV

DATA ANALYSIS

This chapter presents the results of the data collected and analyzed from 17 directors/supervisors of TESOL teacher preparation programs. The purpose of this descriptive study was to examine how ESL teachers are trained and educated in TESOL teacher preparation programs in 24 post-secondary schools in the Southeastern United States. The purpose also included an exploration of the different methods courses offered at these institutions, along with their emphases, issues, and trends. More specifically, the researcher sought answers to the following questions:

1. What do post-secondary instructors of ESL methods courses consider to be important for prospective ESL teachers to learn?
2. What are instructors currently offering in their ESL methods classes?
3. How congruent are TESOL Guidelines with ESL methods courses?

In order to answer the above questions, surveys were mailed to 24 supervisors/directors of TESOL programs in the Southeastern United States. One additional institution was added to the list. Although not listed in the TESOL directory, this institution has a long-standing ESL/EFL program, with graduates serving as certified teachers in the United States, and teachers and heads of programs in diverse parts of the world. Seventeen supervisor/directors that were mailed questionnaires responded (70%).

The purpose of this study was realized and each of the research questions was answered. This was achieved by an examination of the data and a statistical analysis of the information presented in this chapter. The survey included both close- and open-ended questions. The former were analyzed using descriptive statistics; qualitative methodology was used to analyze the latter, open-ended questions thematically. Many of the questions used a Likert scale, allowing for multiple answers. Occasionally, participants omitted answers to certain questions; because of these omissions, the total number of frequency counts for many individual variables did not add up to the total number of supervisor/directors (N-24) responding to the survey. For the same reason, the percentages did not always total 100%.

In order to present the information gathered and analyzed for this study, this chapter is organized using the same section headings as the questionnaire: Pedagogy, Culture, Faculty Role, Overall Objectives, Student Experiences, Professional Opinions, and Additional Information.

Pedagogy

The first section of the questionnaire addressed the issue of Pedagogy, with the specific subsections of Professional Education, Second-language Pedagogy, and Second-language Assessment. Participants were asked, "To what degree is each of these addressed?" They were provided with a Likert scale (1= Most Important; 5 = Least Important) and an "other (please specify)" for them to complete if they so desired.

The first subsection presented questions concerning the following: (a) curriculum development, (b) human growth and development, (c) learning theory, and (d) social foundations and organization of American education. Since the researcher could not foresee all that the participants would consider to be important under the heading of Professional Education, a space was provided for them to add and rank an item of their own.

Professional Education

Unlike regular, mainstream classroom teachers, ESL teachers do not always have an abundance of materials and guidelines to help them in their classrooms. Sometimes, especially if the influx of second-language speakers has been sudden, school districts find themselves not having enough qualified teachers, materials, and many times, a curriculum created to address the needs of LEP students. This means that an ESL teacher may have to develop a curriculum on her/his own for one, several, or a whole class full of LEP students. Of the 17 respondents, 16 answered question *a* and 15 answered *b*, *c*, and *d*. Question 1 (*a*) sought to ascertain to what extent ESL teacher educators addressed this need. This first question asked the participants to rank curriculum development using a Likert scale that had five possible answers, from “Most Important” (1) to “Least Important” (5). Eighty-one percent of the participants gave it a ranking of one or two. Not one of the participants ranked it as least important (5). The data indicate that a majority of participants consider curriculum development to be a very important part of their methods courses.

The second (*b*) question addressed the issue of human growth and development. Although there is no question that knowledge

about this subject is important for ESL teachers, this facet of teaching is necessary for any kind of teaching; it is not a requirement needed specifically for only ESL teachers. The participants' view of human growth and development is reflected in its ranking. None of the participants ranked this category as most important, with only 26.7 ranking it as somewhat important.

The Literature Review for this study demonstrated the important part that theory plays in the ESL profession. Although all researchers do not agree with the theories expounded by their colleagues, the controversy is not about whether it should be taught, but about how much time should be spent teaching theory versus practical application. The next question (c) was seeking to ascertain the importance of learning theory in the participants' methods courses. A full 80% of the participants gave this item a ranking of one or two, with only one respondent ranking it as least important. These answers demonstrate that instructors and professors put great emphasis on the learning of theory

The next close-ended question (d) under this category sought to determine how the participants ranked "social foundations and organization of American education." Thirty-three percent considered this aspect of Professional Education in the two top rankings. Only two of the participants volunteered a category for the

last question (e) in this subsection: “hands-on practice” and “cultural awareness.”

The above data demonstrate that participants ranked curriculum development and the learning of theory as being very important in their classes. Eighty-one percent of the participants thought curriculum development deserved to be ranked in the two top categories, while 80% felt the same way about the learning of theory. There is a dramatic drop in those who gave human growth and social foundations a high ranking (Figure 2).

The next section under Pedagogy sought to determine the importance of Second-language Pedagogy.

Second-language Pedagogy

Under this section, the participants were asked questions concerning (a) adaptation of instructional materials to specific situations, (b) design, implementation, and evaluation of innovative materials and techniques, (c) language teaching techniques and procedures, (d) learning to use teaching materials and aids. All of the respondents answered the questions in this section .

Often, ESL teachers have to adapt whatever instructional materials are available to them. They may have to adjust

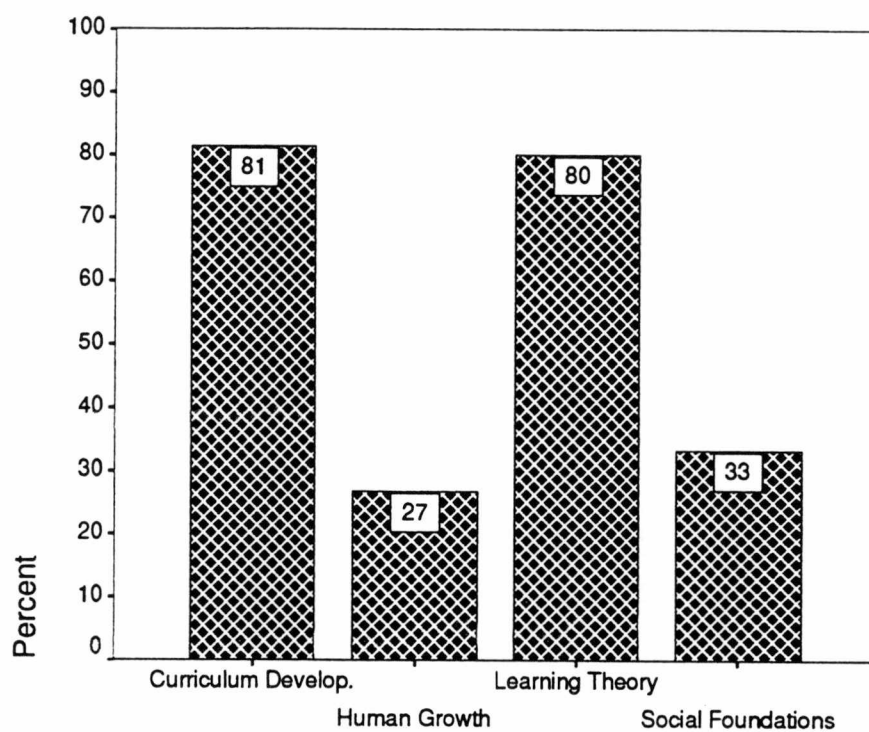


Figure 2
Professional Education: Percentage of Participants Ranking
Items as Important

instructional materials from mainstream classes or ESL materials created for students from different proficiency levels to meet the needs of their particular students. The majority of participants felt this activity is important: 82% percent of respondents indicated that the “adaptation of instructional materials to specific situations” (a) belongs in the two top rankings. None of them ranked it in the two lowest positions.

Teachers sometimes make and evaluate their own materials. ESL teachers also have to do the same, especially if there are no materials to meet the specific needs of a particular student or group of students. When ESL teachers design their own materials, they have to be able to not only design them, but they must also be able to implement those materials in an efficacious manner. ESL teachers may also have to create new techniques and/or evaluate those presented by others. Participants felt this ability was important. Eighty-two percent ranked “design, implementation, and evaluation of innovative materials and techniques ” (b) in the two top categories. None of them ranked it in the two lowest positions.

The teaching of language teaching techniques and procedures is obviously important to a great number of the participants. Ninety-four percent of the supervisors/directors ranked “language teaching techniques and procedures” (c) in the two top rankings. One

respondent ranked it neutral, with none giving it a ranking below four and five. This implies that supervisors/directors were interested in their students knowing about the practical side of teaching.

In order to be effective, many ESL teachers use their own or ready-made materials in their classes. Using teacher-made materials may be easy because the teacher has made the material her/himself and thus knows its purpose, but teachers need to know how to use ready-made materials and aids also. The next question was posed in an attempt learn to what degree "learning to use teaching materials and aids" (d) was addressed in the participants' methods classes. Eighty-two percent ranked this category as important. None of the participants gave it a ranking below three. This high ranking demonstrates that learning to use teaching materials and aids is considered very important by most of the respondents (Figure 3).

Participants were given the opportunity to add another item they felt was important in their classes under the "other (please specify)" (e) portion of this subsection. Again, only two of the participants volunteered or ranked a topic: "hands on learning/management" and "sociolinguistic concerns."

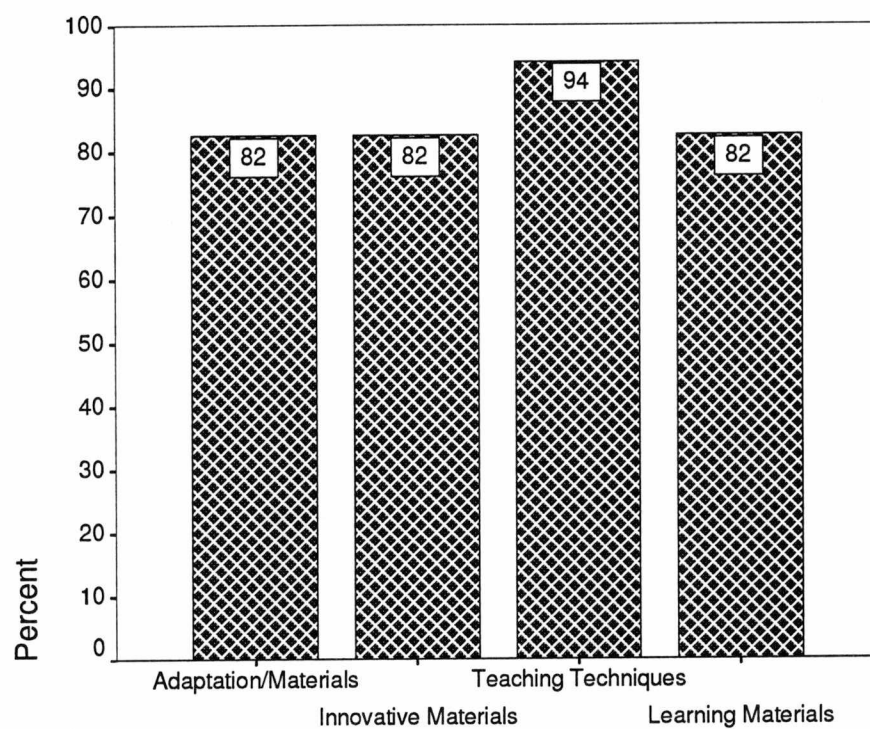


Figure 3
**Second-Language Pedagogy: Percentage of Participants Ranking
Items as Important**

The last subsection under Pedagogy was Second-language Assessment. The participants were asked to rank the following items: (a) evaluation of teaching materials, procedures, and curricula, (b) principles of testing, (c) and techniques and interpretation of second-language assessment of student progress and proficiency. Participants were given an opportunity to add and rank their own item.

Second-language Assessment

As more teaching materials for LEP students become available, ESL teachers must become adept at evaluating what is available for them to use in the classroom. Also, during the last few decades, much research has been conducted, and many of ideas have been formulated about how to teach the LEP student. ESL teachers must become educated consumers of such products and ideas. All the respondents answered the questions in this subsection. The first question asked the participants to rank the importance of "evaluation of teaching materials, procedures, and curricula" (a). Seventy-seven percent of respondents ranked this item in the two top positions out of five possible categories.

Although large school systems may have counselors or other staff members qualified to administer tests to ascertain LEP students' English proficiency, small districts may not have such skills individuals. In those instances, ESL teachers may have to select and score the tests and make suggestions as to how to meet the students' needs based on the results of the test. For teachers in such a situation, knowing the principles of testing would be very important. Fifty-three percent of the supervisor/directors ranked "principles of testing" (b) in the two top categories, although none of them gave it a "Least Important" ranking.

Different LEP students progress at different rates for different reasons. In order for them to progress at the greatest speed possible, ESL teachers must be able to change how and what they teach. In order to do this, they must be able to assess student progress and proficiency. The next question, "techniques and interpretation of second-language assessment of student progress and proficiency" (c) was ranked in the two top categories by 77% of the participants. That is, they ranked it as "Most" and "Somewhat Important." None of them ranked it "Least Important" (Figure 4). Four of the participants volunteered their items for the last answer: "Portfolio assessment of LEP," "to understand how culture impacts assessment," and "language and culture blend."

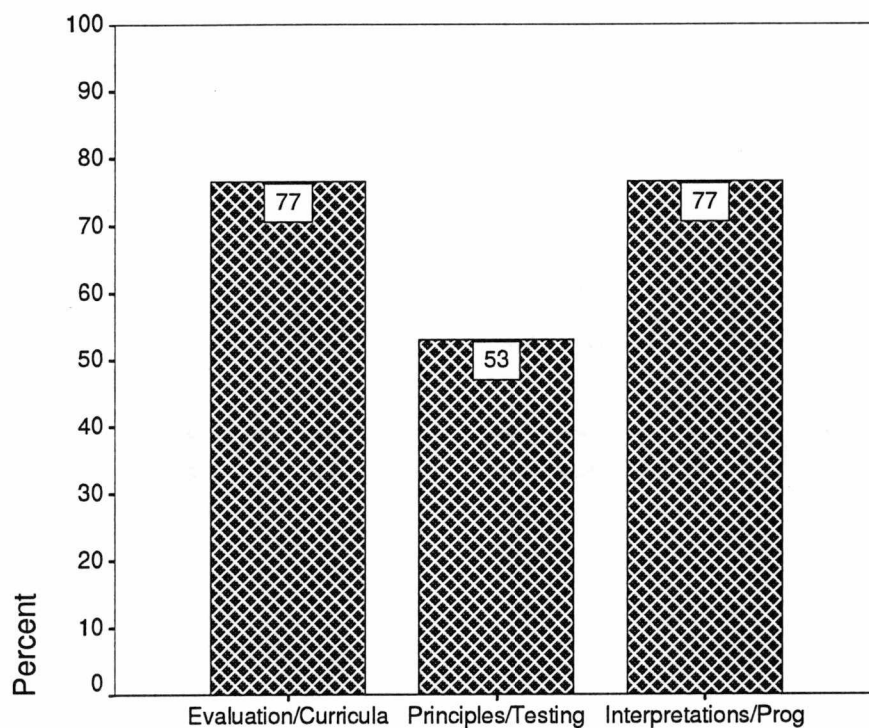


Figure 4
Second-Language Assessment: Percentage of Participants Ranking Items as Important

The above information gives evidence that, out of all the categories mentioned, ESL teacher educators most emphasize language teaching techniques and procedures above all the other categories named under the heading of Pedagogy. Three other categories had a close second ranking: adaptation of instructional materials to specific situations; design, implementation, and evaluation of innovative materials and techniques; and learning to use teaching materials and aids. Also, more items were ranked as "Most Important" in the Second-language Pedagogy subsection of the survey than in the Professional Education and Second-language Assessment subsections (Table 4).

The language of a people is inextricably bound to its culture. As shown in the Review of the Literature, a teacher's knowledge of a student's culture is very important because familiarity with that culture may bring about an understanding of the student's actions and reactions in the classroom. Such knowledge may bring about a sensitivity that otherwise would not be present. The next section of the questionnaire sought to determine the importance of the learning of Culture in the respondents' methods courses.

Table 4

Supervisors' Ranking of Pedagogy Elements

Pedagogy Element	Percentage
Language Teaching Techniques and Procedures	94.1
Adaptation of Instructional Materials to Specific Situations	82.4
Design, Implementation, and Evaluation of Innovative Materials and Techniques	82.4
Learning to Use Teaching Materials and Aids	82.4
Curriculum Development	81.3
Learning Theory	80.0
Evaluation of Teaching Materials, Procedures, and Curricula	76.5
Techniques and Interpretation of Second-Language Assessment of Student Progress and Proficiency	76.5
Principles of Testing	52.9
Social Foundations and Organization of American Education	33.3
Human Growth and Development	26.7

Culture

In order to better understand how participants viewed the learning of diverse cultures in their methods courses, it was important to ascertain whether they believed their “students [came] to the program with a high degree of knowledge and/or exposure to other cultures.” Of the sixteen respondents that answered this question, 63% said “yes,” and 37% answered “no” (Figure 5).

Although the majority of respondents stated their students already came to the program with a high degree of knowledge and/or exposure to other cultures, all of them maintained that they provided additional means for their students to learn even more about culture.

The next question under the Culture section asked, “. . . how are students exposed to different cultures?” All of the respondents answered subsections *a*, *b*, and *c*; one participant did not answer *d*. Fifty-nine percent of the participants stated that guest speakers to their methods classes help to expose students to different cultures. Seventy-seven percent used lectures to do the same. Fifty-three percent relied on the practicum. Research paper assignments help another 63% of the respondents to provide information about cultures to their students. The supervisors/directors did not limit

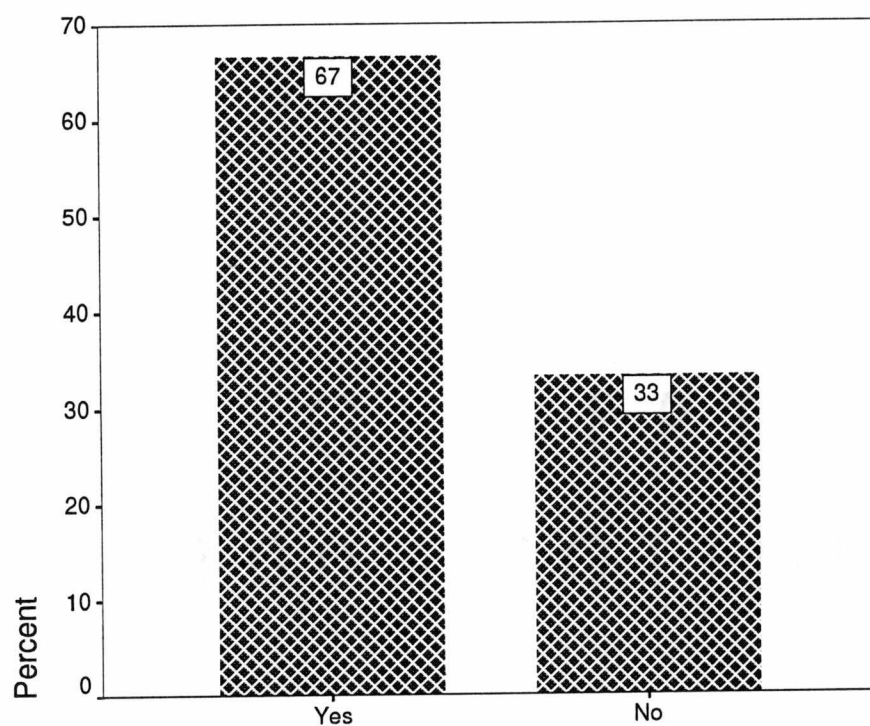


Figure 5
Percentage of Students Who Come to the TESOL Program
with a Knowledge of Other Cultures

themselves to the above means for providing knowledge about cultures to their students. Several of them specified different means of accomplishing the job of making sure their students are exposed to other cultures.

In the blank space provided for respondents to specify other avenues or means they use for exposing their students to different cultures, various respondents wrote the following:

- Students are required to live abroad for one semester or take one semester of a non-Western European language.
- Teachers provide videos
- Students themselves are of different cultural backgrounds and report on work with students of various backgrounds.
- Several of the programs provide one full course in intercultural communications.
- One program incorporates a “conversation partner” project, akin to a practicum.
- On their own, some students volunteer at community ESL or university-affiliated English programs.
- One program provides field trips to and field experiences in culturally and linguistically diverse schools.

- One participant uses Internet probes.

As is evident from the above information, TESOL programs throughout the Southeast are exploring and using various ways to make sure their students are exposed to different cultures. Not only is this being accomplished within the method's classes themselves, but students are volunteering, tutoring, taking field trips, living abroad, and taking additional classes.

The third section of the questionnaire sought to determine supervisors/directors' perceived classroom roles.

Faculty Role

In this section, respondents were asked, "What do you consider to be your major role in your classes?" All of the respondents this question. They ranked the following four items:

- a. be a role model for "good" teaching
- b. bridge the gap between theory and practice
- c. present theoretical frameworks
- d. other (please specify and comment)_____

Seventy-one percent of the supervisor/directors felt their major role in their classes was to (a) "be a role model for 'good' teaching." It is important to note that two of the respondents did not

want to differentiate between the importance of items *a* and *b*. They thought both were equally important, and thus ranked them together. Hence, both items *a* and *b* are included in the percentages attributed to each one.

Seven of the participants added to the list of what they perceived to be their responsibilities or major roles. In other words, they completed the fourth (*d*) item. The participants saw themselves as having quite diverse responsibilities. Following are their various replies:

- to show respect for cultural diversity.
- to provide experiences that encourage self-reflection and growth.
- to help future teachers respect themselves and the profession.
- to help students understand future learners.
- to challenge teachers to question their own practice.
- to provide individual counseling about career goals.
- to give students an opportunity for practical application of theory.

It is obvious from the above data that faculty members consider being an example for good teaching to be very important. But being role models is not their only task. They also have content

information they want to share with their students and specific objectives they want to meet in their classes. The next question addresses this issue of overall objectives.

Overall Objectives

In order to gather information about the overall objectives of the different methods classes of each of the programs, participants were asked the following question: "From the following list, please indicate the major goals of the ESL methods courses offered at your institution. (Please check all the spaces that apply and rank the top three: 1 = Most Important.)" The survey included 14 items; participants were given the opportunity to add and rank their own last answer next to "Other (please specify)." All 17 respondents answered this question.

"To develop lesson planning skills" (*b*), "to become familiar with specific methods (e.g. TPR, etc.)" (*d*), and "to bridge the gap between theory and practice" (*j*) were the three items selected by the most participants as a major goal. The item selected by the least number of supervisors/directors was, "to develop increased awareness of personal teaching style" (*i*). The following items were the second least selected goals: "To have students recognize the sociocultural and

socio-political aspects of ESL” (*h*), “to learn, recognize, and identify discipline techniques” (*l*), and “to teach and encourage reflective practice” (*n*).

Four of the participants added their own major goals at the end of the section (*o*), two of them addressing the issue of cultural diversity. The following are their comments:

- to instill respect for diversity, all cultures, and all languages
- to help students learn how to teach their ESL bilingual students to celebrate culture diversity
- to understand theoretical aspects of SLA research (not necessarily with regard to classroom applications)
- to develop students’ academic language ability to insure future success in school.

The above information shows what the participants consider to be their major goals in their ESL classes. The question also asked them to rank the three most important items. The item most consistently selected as being the most important, ranked as number 1 by 24% of the participants was (*a*) “to bridge the gap between theory and practice” (Table 5).

Table 5

Ranking of Overall Objectives by Supervisors/Directors

		Percentage of Participants Ranking Objective as Important
Objective		
a.	to develop the ability to select/adapt materials	82
b.	to develop lesson planning skills	88
c.	to provide practical teaching experience	77
d.	to become familiar with specific methods (e.g. TPR., etc.)	82
e.	to develop classroom management skills	71
f.	to facilitate an opportunity for student to develop self-confidence	65
g.	to help students recognize the important elements of culture and the implications of what occurs when cultures meet and interact	77
h.	to have students recognize the sociocultural and sociopolitical aspects of ESL	59
i.	to develop increased awareness of personal teaching style	53
j.	to bridge the gap between theory and practice	88
k.	to develop curriculum	65
l.	to learn, recognize, and identify discipline techniques	59
m.	to teach students how to assess student proficiency	65
n.	to teach and encourage reflective practice	59

Learning theory and all the other items mentioned in the above question are important, but putting all of the knowledge of these features to use is imperative for a future teacher. That is why methods courses usually include providing students with the opportunity to apply the theory they have learned. The following section seeks to explore information about particular experiences and skills.

Student Experiences

This next portion of the survey was seeking to determine how much actual experience students had by the end of their programs with lesson plans, mini lesson presentations, textbook evaluation, knowledge of assessment instruments, administration and evaluation of assessment instruments, and preparation of lesson plans requiring computer use on the part of the LEP student.

Lesson Plan Preparation

The number of lesson plans students had prepared by the end of their program varied greatly from institution to institution. According to the 16 respondents that answered this question, 29% of

future ESL teachers write fewer than five lessons and have them evaluated by the time they finish their program. On the other hand, 25% write more than 20 lessons plans during their TESOL teacher education. Table 6 presents the great differences of programs represented across the institutions.

Table 6

Percentage of Lesson Plans Prepared by TESOL Students

Number of Lesson Plans	Percent
Fewer than five	29.4
Five to 10	23.5
11-15	5.9
16-20	11.8
More than 20	23.5

Mini Lesson Presentations

This question sought to determine approximately how many mini lessons students present for instructor and peer evaluation. According to the 17 respondents, 42% of students prepare fewer than five such lessons. Conversely, 18% of students present more than 20 of them. Table 7 demonstrates the wide variance of mini lesson presentations required in the different programs.

Table 7

Percentage of Mini Lessons Presented by TESOL Students

Number of Lessons	Percent
Fewer than five	41.2
Five - 10	29.4
11 - 15	11.8
16-20	0
More than 20	17.6

Textbook Evaluations

Publishers are printing more ESL textbooks than several years ago, and at one time or another, most ESL teachers will more than likely use one. This question sought to find out how much experience future ESL teachers have with evaluating textbooks. According to the data from the 17 respondents, 52.9% of teachers evaluate fewer than five textbooks by the time they finish their program, although 11.8% evaluate between 16-20. Table 8 presents the overall percentages.

Table 8

Percentage of Textbooks Evaluated by TESOL Students

Number of Textbooks Evaluated	Percent
Fewer than five	52.9
Five - 10	23.5
11-15	11.8
16-20	11.8

Assessment Instruments

In recent years, assessing the proficiency of LEP students has become a very controversial topic. Although some school districts may have a counselor to administer or proctor such tests, all ESL teachers may not have this service; thus, ESL teachers often find themselves as the only person qualified to determine the English proficiency of LEP students.

The supervisor/directors stated that 47% of them have their students learn between three and five assessment instruments. On the other hand, 17.6% of them have their students study and learn more than eight instruments (Table 9).

Table 9

Percentage of Assessment Instruments Learned by TESOL Students

Number of Assessment Instruments Learned	Percent
Fewer than three	23.5
three to five	47.1
Six to eight	11.8
More than eight	17.6

Assessment Instruments Administered and Evaluated

The previous question sought to find out how many assessment instruments students learn and study, but this question attempted to determine how familiar students are with assessment instruments by the end of their program by asking about the number of assessment instruments the students actually administer and evaluate. Fifty-eight percent of participants said their students evaluated fewer than three assessment instruments, while 6% state their students administered and evaluated more than seven of them (Table 10).

Table 10

Percentage of Assessment Instruments Administered and Evaluated by TESOL Students

Number of Assessment Instruments Administered and Evaluated	Percent
Fewer than 3	58.8
Three to five	23.5
Five to seven	11.8
More than seven	5.9

Lesson Plans Requiring Computer Use on the Part of the LEP Student

The researcher expected pre-service ESL teachers to have a certain amount of experience creating lesson plans, but she also wanted to know how many lesson plans they developed which called for the use of computer by LEP students. Seventy-one percent of the students had developed fewer than three of such lesson plans. It must be noted this does not mean they wrote at least three lesson plans of this type. Fewer than three can mean that an undetermined number of these students have written none of these plans (Table 11).

Table 11

Percentage of Lesson Plans Requiring Computer Use on the Part of the LEP Student Completed by TESOL Students

Number of Plans	Percent
Fewer than 3	70.6
Three to five	11.8
Five to seven	11.8
More than seven	5.9

Professional Opinions

The next two questions sought to gather information about the challenge(s) for both ESL teacher educators and ESL teachers.

Challenge(s) for ESL Teacher Educators

Question nine sought to determine what supervisors/directors perceived to be the greatest challenge(s) facing ESL teacher educators. The responses to the open-ended question, "What do you consider to be your greatest challenge(s) as an ESL teacher educator?" were analyzed, looking for common terminology, phrasing, and themes, using qualitative methodology.

Some of the answers to this question reflect the plethora of problems that come with working in the TESOL profession. In other words, problems that are specific to the ESL field, because they entail working with a non-English speaking population during a time when the issue of English acquisition has become very political. Following are some of the participants' comments:

getting teachers to ignore media-hyped positions on language, for example, bilingual education is divisive.

lack of understanding among mainstream professionals.
Students often lack experience working with diverse groups.

The institutional (university and State Department of Public Instruction) obstacles to recruiting ESL teachers from a wide variety of academic/linguistic backgrounds.

To raise teachers' (practicing and pre-service) empathic awareness and understanding of the ESOL student as a whole being.

Informing/demonstrating/educating colleagues in the English Department and in other departments about the need to respect and commit responsibility to serving needs of LEP students and to see them as resources.

As evidenced above, the respondents addressed challenges that appear in the classroom, within their universities, those that come from specific public institutions outside their own, and problems that arise from the general population's perception of ESL issues.

Some of the above comments show supervisor/directors are concerned with what happens outside the classroom and how those forces affect their field and their classrooms. Other responses give evidence that they are also concerned with how they can help their students to help themselves. They view themselves as active participants in the education of their students. They used verbs such as, "provide," "help," "get," "raise. . .awareness," "inspire," "develop," when referring to what they want to do for their students. One supervisor/director stated that her/his major challenge was to "inspire students to be life-long professional learners." Such responses demonstrate that supervisors/directors view challenges as

not just personal obstacles which they have to overcome; they view their challenges in light of their students and what they can provide for them.

Three of the participants stated that their main challenge was the teaching of theory and its place in the class. One respondent said her greatest challenge was to help students “develop . . . a sense of respect for the application of theory and research to [sic] the classroom.” Another participant wrote that her/his greatest challenge was in “getting students to constantly connect theory with practice.” One other participant mirrored this same idea: “Getting teachers to understand the importance of the theories underlying their practice.”

Three of the participants addressed the issue of helping their students reflect upon different aspects of their teaching and profession. Following are the comments about getting their students to reflect.

Getting students to become meta-aware of their position visavis [sic] their students and the social practices of their discipline

Helping students become reflective, open-minded . . .

Getting graduate students to think critically and independently.

Participants not only want their students to think critically,

they also want them prepared for a diverse student body, a diversity that encompasses not only culture, but also multiple levels of English proficiency within the classroom. One participant stated that her/his greatest challenges came from working with “students [who] often lack experience working with diverse groups.” Another respondent stated that her/his greatest challenge was in helping students to “learn how to meet the multiple diverse needs/English levels of the LEP population in the field.” One respondent wrote that her/his main challenge was “To raise teachers’ (practicing and pre-service) empathic awareness and understanding of the ESOL student as a whole being.” Another supervisor/director stated that, “students often lack experience working with diverse groups.”

It would be beneficial to be able to analyze the data and select one or two themes that are of overwhelming concern to the participants, but as stated in other sections of this study, ESL education and ESL teachers face many problems, and the diversity of those difficult situations are reflected in the participants’ answers. This notwithstanding, participants voiced concerns about outside, socio and political influences; teaching theory; helping their students to become reflective learners; and helping their students learn to work with a culturally different, diverse population.

Challenge(s) for Future ESL Teachers

ESL educators certainly have an abundance of challenges, but so do ESL teachers, those who will be working directly with LEP students. The next qualitative question under Professional Opinions asked supervisors/directors the following question: "What do you consider to be your students' greatest challenge(s) as future ESL teachers?" The answers for this question were just as varied as the answers for the previous question which sought to determine the challenge(s) for supervisors/directors.

Five of the participants addressed practical issues, such as securing a position, job security, salaries, and burnout. Following are some of the participants' comments concerning those practical challenge(s) their students will face as future ESL teachers:

- Gaining meaningful employment
- Finding a job within their geographical area
- Procuring job security as demographics shift
- Getting the pay and respect they deserve
- Not working so hard they burnout

Practical challenges, though, were not the only obstacles or problems participants felt their students would face.

Five of the participants wrote comments that addressed the issue of respect, understanding from those outside the field, and the perception others have of ESL teachers and the ESL profession. One supervisor/director stated that one of her/his students' major challenge was "lack of professional recognition (ESL is still not recognized as a primary certification area)." Another participant stated that, "Getting a bona fide teaching position at a school that doesn't "second-class" ESL and ESL teachers" was going to be her/his students' major challenge. One participant wrote about the "Lack of understanding among mainstream professionals." One respondent did not write directly about respect or status, but her/his comment implies a lack of such because of a lack of commitment: "Convincing the powers that be to finance and support real commitment to ESL students." Closely related to this last comment is the statement made by another participant: "Negative political climate (ignorance and racism)."

Three of the respondents wrote about the challenges their students are going to encounter in the classrooms. One participant wrote that most of her/his students are teachers who are taking courses in order "to learn to handle LEP students in their classrooms." These are teachers who will have to put into practice what they have learned "when they are dealing with two or three students in an

immersion classroom where there are also 30 native English students.” On the other hand, another participant wrote about a completely different scenario: being an effective teacher for a class full of LEP students. This respondent wrote the following: “Facing and dealing with practical real-world situations such as a classroom of LEP’s at varying ESL levels from multiple language backgrounds.” Whether teachers will be working with a room full of LEP students or just a handful, they will be working with diverse cultures, groups of students who may not necessarily be accustomed to a different way of learning. One respondent wrote that his students’ greatest challenge would be “adapting communicative methods in cultures that don’t necessarily value the communicative approach.”

Supervisors/directors are aware of the challenges their students will face. Their answers to this question included practical issues, such as finding and keeping a job, salaries, and burnout; problems with those outside the field not understanding matters that have to do with the profession, whether they be other educators, politicians or the public at large; and concerns about practical application of what they have learned in classrooms populated with diverse students.

The following section will present the data analyzed under the questionnaire heading entitled “Additional Information.”

Additional Information

This portion of the survey attempted to identify information about diverse features of the TESOL methods courses in the programs surveyed. The section included five close-ended questions about the number of required methods and computer courses; time spent on theory, discussions, and practical application; exposure to professional information; and whether or not a practicum was included in the participant's particular program. The last question was an open-ended question asking the respondents to briefly describe their practicum, if their program included one.

Required Methods Courses

Since it is in the methods courses that future teachers learn the theories and receive practical information about teaching ESL, the first question in this section sought to find out how many methods courses are required in their TESOL programs. The question asked, "How many methods classes are required in your program for ESL K-12 state licensure (Do not include the practicum)." This question elicited very different answers, from some programs having no required classes, to one program have five such classes. Since there

were such varied requirements in the different institutions, Table 12 has been provided to better visualize the answers offered by the respondents.

When the TESOL Guidelines were published in 1975, computers were not a part of education as they are today. Since then, computers have become an integral part of many classrooms throughout the country. The next question sought to determine the importance placed upon computer knowledge by supervisors/directors and their particular programs.

Table 12

Percentage of Required Methods Courses in TESOL Programs

Number of Required Courses	Percentage
None	13
1	33
2	20
3	7
4	20
5	7

Required Computer Classes

Although many TESOL students are already certified teachers seeking “add-on” certification, there is no guarantee that those students are already very familiar with computers and know how to develop lesson plans that call for students to use computers. Therefore, the next question asked, “How many computer classes are students required to take as part of their ESL teacher preparation program?” Eighty-two percent of respondents stated that their students were not required to take a computer class. This means that a small percentage, only 18%, are required to take a computer class as part of their TESOL teacher preparation. Of course, as stated earlier, already certified teachers who are taking ESL methods courses as an “add-on” may come to the program with computer knowledge, but there is no guarantee of this.

Much has been written about the role of theory in the classroom. As mentioned in Chapter II of this research study, teachers have been accused of not appreciating theory and demanding to learn mainly techniques and the “how-to” of ESL education. Teachers have been known to complain about professors spending too much time on theory and not enough about how to

actually teach English as a second language. The next question on the questionnaire addressed theory and how much time was spent covering it.

Time Spent on Theory

The question about theory was phrased as follows: "If the methods course(s) could be separated into three components, with the total amount of time spent on all equaling 100%, how would you divide the three?"

_____ % of time is spent on theory.

_____ % of time is spent discussing and learning the application
of theory

_____ % of time is spent on practical application (Do not include
practicum.)

The amount of time spent on theory varied from institution to institution. The lowest percentage of time (as compared to the other two components of the question) was 10%. On the other hand, another supervisor/director stated she/he spends 50% of the time learning theory. The time spent on the other two categories varied greatly from program to program (Table 13).

According to the participants' data, they spend more time on the application of theory than they do on the presentation of theory. Following is the average percentage of time spent on theory, discussion of theory, and application: theory, 26%; discussion, 34%; and application, 40% (Figure 5).

The next question, under the heading of "Additional Information," sought to gather information about the importance of professional information sources.

Table 13

Percentage of Time Spent on Theory, Discussions, and Application

Elements of Theory	Minimum % of Time	Maximum % of Time	Mean	Standard Deviation
Theory	10	50	25.50	10.98
Discussion	15	60	35.19	12.72
Application	20	70	39.25	17.54

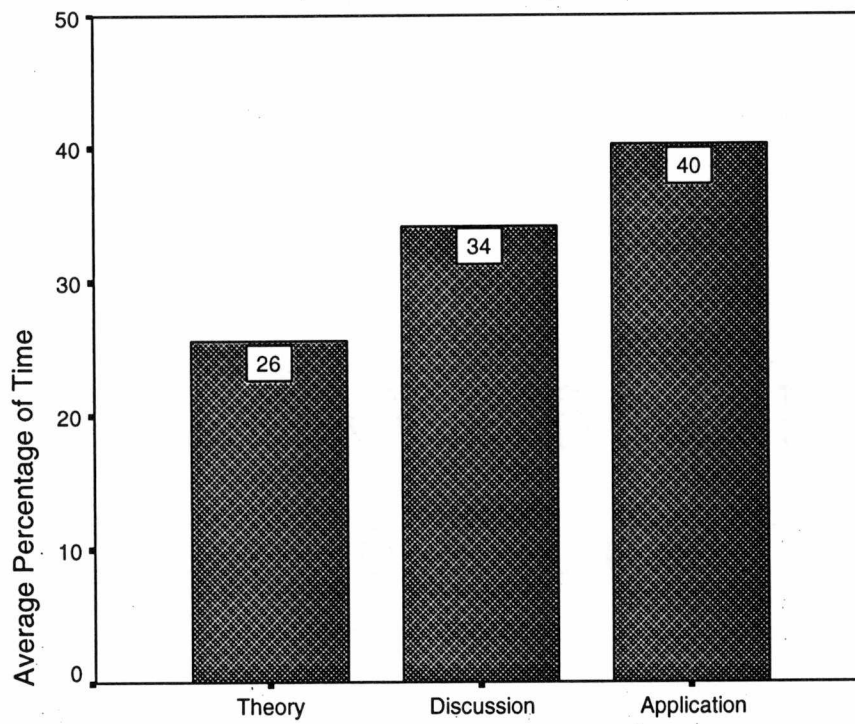


Figure 6
Average Percentage of Time Spent on Theory, Discussion, and Application

Exposure to Professional Information Sources

Much information can be gleaned from professional information sources. In response to, "In your opinion, how important is exposure to professional information sources such as journals, educational reports, conferences, and workshops?" 88% of the participants stated that they were "Most Important." Interestingly, no one gave the information sources a ranking below neutral. This appears to demonstrate that supervisors/directors consider the information disseminated by such sources to be of great importance to their students.

Practicum

All but one of the participants stated that their programs included a practicum, but they varied greatly, especially in hours spent out in the field. One program has a 20-hour per week practicum. Another program requires "30 clock hours," while another one requires 60 hours over the course of a semester. One program has a "2-3 semester hour teaching practicum at end [sic] of course sequence." A respondent wrote that her/his students have "two required semesters of practice teaching." Although no mention was

made of the number of hours this entails or the number of classes taught, the impression is that the implementation of this particular program demands a great number of hours, much more than the 30-clock hours required for the above-mentioned practicum.

When the practicum is taken also differs from one program to the other. Although most respondents did not note when their students took the practicum, one said that her/his program's practicum is to be taken "at end of course sequence [sic]." Another respondent stated that, "All our students teach for all of the two years that they are in the program." This last comment had included no mention of the number of classes or sessions taught or the hours spent in the field.

The hours spent fulfilling the practicum requirements differ greatly among the institutions, but this is not the only important difference found in the practicum; students teach in one of three settings. In several programs, students teach on-campus ESL classes. On the other hand, one respondent wrote that his/her students "teach ESL sections of composition as well as beginning and intermediate classes at the English Language Institute." Still another program requires its students to "teach in K-12 ESOL classrooms." Thus, depending on their program, TESOL practicum students may

find themselves teaching in ESL campus classes, the English Language Institute, or in K-12 classes in the field.

One respondent stated that her/his program does not provide for a practicum, but students still get an opportunity to put what they have learned into practice. This participant wrote that students “tutor . . . diverse nationalities for both the theory and the methods and materials courses.”

Although the practicum programs differ greatly as to hours required and settings, there were several characteristics common to many of them. According to the qualitative data, the practicum experience is supposed to be a time for implementing what students have learned; in other words, it provides an opportunity for practical application. It is also time for reflection and feedback.

One respondent wrote that students’ are required “to solve a practical problem that they already have in their classroom.”

One participant wrote that students’ “lessons are subjected to highly focused and structured self-reflective . . . observations and critiques.” In an other class, students conduct “extensive self-analysis and self-observation.” One supervisor/director provides an on-campus weekly seminar where students discuss what they did for the week; they try to determine what went well, what was not successful, and why.

Several of the programs addressed the issue of feedback. One respondent wrote the following: “. . . students take turns teaching weekly (80-minute) lessons in an ESL class in our university. . . We critique each lesson as a class and follow up with student-led discussions of relevant readings.”

Although it appears that the practicum programs vary greatly from one institution to another, all of them attempt to provide future ESL teachers with practical experience, with an opportunity to apply what they have learned about theory, and with the opportunity to receive feedback from another knowledgeable professional.

Discussion of the Findings

An analysis of the data gathered from the survey indicates that most of the items and issues mentioned in the TESOL Guidelines are considered to be important to the supervisors/directors of the 24 TESOL programs surveyed. A great amount of emphasis was placed on curriculum development and the learning of theory, while much less attention was paid to the learning of social foundations, the future ESL, human growth, and computer knowledge. All of the items under Second-language pedagogy were emphasized in TESOL classrooms. Although teaching techniques were ranked very high

high by 94% of the participants, they also highly ranked the adaptation of materials (82%), making innovative materials (82%), and learning about existing materials (82%).

Overall, the data show that participants do not rank Second-language assessment as being as important as Second-language Pedagogy. Evaluation of curricula and learning to interpret student progress were ranked high by 77% of the participants, and the principles of testing were so ranked by only 53% of the respondents.

The majority of participants (63%) feel that their students already come to their programs “with a high degree of knowledge and/or exposure to other cultures.” Even though most participants feel this way, they still provide numerous ways for their students to learn even more about other cultures.

When asked about their major roles in their classrooms, 71% stated that their major role was to “be a role model for “good” teaching.

An analysis of the data concerning “Overall Objectives” indicates the following: “To develop lesson planning skills” (*b*) and “to bridge the gap between theory and practice” (*j*) were the two items selected by the most participants as a major goal. “To bridge the gap between theory and practice” was the goal most often ranked highest by the participants.

The emphasis put upon the practical application of what was learned in the classroom differed greatly from program to program.

The participants recognize the many different challenges facing them and their students. Their answers indicate that they realize the great influence that outside forces, political and social, have upon their teaching. They understand the position their students will occupy in a nation that does not necessarily welcome their charges.

Maybe supervisors/directors believe their students already come to their programs with computer knowledge, but there is no great emphasis upon taking computer classes or upon developing lesson plans that require computer knowledge on the part of their LEP students.

The claim posited by some pre-service teachers that professors spend an inordinate amount of time teaching theory is dispelled by the supervisors/directors' answers. According to the data, although participants rank the learning of theory very high, they still spend much time discussing theory and giving their students the opportunity to apply the theory knowledge they have learned.

There seems to be no consensus as to what a practicum should look like. Although Gray (1997) presents the commonalities found in the practicum in this same population, this study also found great differences in the practicum programs.

Chapter Summary

This chapter presented the results of the analysis of the data collected from 17 supervisors/directors of TESOL programs in the Southeastern United States. The purpose of this study was to compare what is taught in TESOL methods classes with the TESOL Guidelines and to identify the issues, emphases, and trends in those programs.

Chapter V first sought to determine the importance placed upon different aspects of Pedagogy: Professional Education, Second-language Pedagogy, and Second-language Assessment. The next section gathered information about Culture and how supervisors/directors facilitate the learning of diverse cultures in their classes. Next, what faculty members considered to be their major role was presented. The following section looked at the Overall Objectives or goals of the ESL methods courses being offered. The subsequent section discussed Student Experiences, or the number of times students attended to the practical application of what they had learned. Next, the data from the open-ended questions under Professional Opinions, asking about challenges for both ESL teacher educators and ESL teachers were presented. The next portion of this chapter provided information about diverse

matters: required methods courses; required computer courses; time spent on theory, discussions about theory, and practical application; the importance of professional information sources; and qualitative information about the practicum. The last portion of this chapter was a Discussion of the Findings.

The next chapter will be the this study's concluding chapter. Chapter V will present a summary of the investigation, along with conclusions, implications, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This is the final chapter of this study. It will present a summary of the study, its purpose, the review of the literature, research design, methods and procedures, findings, and conclusions. Additionally, this concluding chapter discusses the educational implications of the research and provides recommendations for further research.

Summary

Purpose of the Study

Because of the great increase in non-English speaking immigrants, especially since the Immigration and Nationalization Act of 1965, qualified ESL teachers are greatly needed. A large number of immigrant children that enter the country are considered "at-risk," not only because they do not speak English and have different cultural values from mainstream, middle-class children, but also because many of them are poor and suffer from the problems that

usually accompany poverty. These children enter the American school system with a great diversity of needs. In order for those needs to be met, school systems must provide them with qualified teachers, educators that are sensitive to cultural differences and who are knowledgeable about the field of second-language acquisition. Since ESL teachers are so important, it is critical to know how ESL teachers are being educated and what they are learning in their ESL methods courses.

The purpose of this study was to examine how ESL teachers are trained and educated in TESOL teacher preparation programs in the Southeastern United States. This investigation sought to ascertain the emphases, issues, and trends in these methods courses. It also endeavored to find the answers to the following research questions:

1. What do post-secondary instructors in ESL methods courses consider to be important for prospective ESL teachers to learn?
2. What are instructors in these 24 institutions currently offering in their ESL methods classes?
3. How congruent are TESOL Guidelines with ESL methods courses being offered in these 24 teacher preparation programs?

Review of the Literature

The review of the literature for this study included the following major areas: Early Immigrant Education and the History of ESL, TESOL Guidelines, ESL Methods and ESL Methods Classes, and the History of TESOL Guidelines.

Although no national educational program was in place to help turn-of-the-century immigrants to learn English (Castellanos, 1983), the present-day American educational system has drawn knowledge from decades of research into second-language acquisition to set up programs to help late 20th century LEP students to learn English. The concept of ESL came to the forefront of language learning when Charles Fries from the University of Michigan in the 1930s developed it. Programs from his original studies and research were delivered through the Good Neighbor Policy (Harris, 1973) via diplomatic missions to foreign diplomats, business people, and government officials during the 1940s. The Michigan English Language Institute enrolled its first future ESOL teachers during the 1940s, basing their program on descriptive linguistics (Kreidler, 1987).

The need for ESL instruction increased during the 1950s because of the growth in the number of foreign university students and a steadily rising immigration rate. ESL instruction, though, made

its most important impact during the 1960s, when an ESL program was implemented to help the children of recently arrived Cuban children in the Coral Way Elementary School in Dade County, Florida. However, the program was later abandoned because the children were not learning English and the study material in their content areas; a bilingual program was subsequently implemented with the children, a program which became the basis for other bilingual programs nationwide. It was also during this time that the TESOL organization was founded (Paulston, 1980).

Because of its success in Dade County with the Cuban immigrant children, bilingual education continued to grow in other areas with large immigrant populations. ESL programs also grew because good bilingual programs, even today, include an ESL component. Although bilingual education has grown tremendously, it has always remained controversial, pedagogically and politically. On June 2, 1998 Californians went so far as to vote for Proposition 227, eliminating bilingual education in the state. This means that students will no longer receive bilingual education; they will be enrolled in intensive ESL classes for one year and then they will be placed in mainstream, English-only classes (The Economist, 1998).

Asian and Latin American immigrants, because of the Immigration and Nationality Act of 1975, have greatly increased

their numbers, thus the need for implementing language programs continues to grow. For example, one estimation puts the Latino population at 30 million strong and expects it soon to “represent one-quarter of the U.S. population” (“Latino Population,” 1998).

Metropolitan cities, such as New York, Los Angeles, and Miami have large numbers of immigrants, but much smaller communities, such as Knoxville, Tennessee also have an increasing non-English speaking population. This community of approximately 300,000 people has about 70 languages represented within its school system (Forester, 1997).

The Review of the Literature also provided a synopsis of the TESOL Guidelines, with its emphasis upon the characteristics and qualities necessary for an ESL teacher and the major components of a good TESOL teacher preparation program, such as Academic Specialization, Pedagogy, Another Language, Evaluation of Candidates, and Staff and Facilities (Norris, 1972).

Although methods classes have become an integral part of teacher preparation programs, researchers do not agree on their efficacy. According to a study conducted by Katz and Rath (1982), methods courses do not have much of an impact upon pre-service students because the professors’ goals and their classroom activities are not always congruent. On the other hand, Lamme and Ross

(1981) posit that methods courses influence teachers and their teaching. George (1997) argues that, "while teacher education programs have been criticized, a sizable body of literature indicates that they can be successful in influencing the attitudes, beliefs, and teaching approaches of pre-service teachers" (p. 53).

ESL methods classes are important for future ESL teachers, but included in these classes must also be the notion of empowerment. ESL students are often disenfranchised from the larger mainstream community because of their lack of English skills. They need teachers who are going to help them challenge society and the peripheral position many have been forced to occupy. According to the literature, in order to do this, teachers must learn to question their own positions and learning. They must learn to "treat . . . pronouncements and findings [presented to them] with circumspection" (Widdowson, 1984, p. 89). They must learn to not accept techniques, philosophies, and theories as dogma (Richards, 1984). ESL teachers must learn to examine and challenge what they have been taught and they should be willing to become agents of change.

Methods and Procedures

This research of TESOL methods classes was a descriptive study. The researcher sought to do the following: investigate the emphases, issues, and trends in TESOL methods classes; compare what is being taught in TESOL methods classes with the TESOL Guidelines. A survey with 15 questions was mailed to 23 supervisors/directors of TESOL programs in the Southeastern United States. An additional program not named in the TESOL directory was included in the study because of its recognized reputation in the field. Twenty-four surveys were mailed, and 17 (70%) were returned before the researcher began analyzing the data. (Two were returned several weeks after the completion of the analysis and their data were not included in the study).

The Instrument

Part I of the questionnaire asked participants to rank Pedagogy items on a Likert scale that contained five possible answers. This first section included three subsections: Professional Education, Second-language Pedagogy, and Second-language

Assessment. Each subsection provided space for the participants to add and rank their own item.

The next section, Part II, sought to draw out information about Culture. Participants were asked if their students came to classes with a high degree of knowledge and/or exposure to other cultures. They were also asked to give information about how they augmented their students' knowledge of culture.

Section II sought to draw out information about Faculty Roles. Supervisors/directors were asked to rank three possible answers pertaining to their major role in the classroom. They were again provided with space to volunteer another option.

In the section entitled Overall Objectives, Part IV, participants were asked to indicate the major goals of their methods classes. They were provided with 14 possible answers (*a-n*) and space for them to volunteer one additional major goal (*o*). They were then asked to rank the top three major goals.

The next section, Student Experiences - Part V, asked the participants to provide information about their students' hands-on experiences. They were asked how many of the following had their students completed: lesson plans, mini lessons, textbook evaluations, administration of assessment instruments, and lessons plans that call for computer use by LEP students. They were also asked to indicate

how many assessment instruments their students had studied and learned.

Part VI, Professional Opinions, consisted of two open-ended questions about the supervisors/directors and ESL teachers' greatest challenge(s).

The last section, Additional Information - Part VII, sought to gather information about various topics: required methods courses; required computer classes; time allocated for theory, discussion, and practical application; importance of professional information courses; and the practicum. The last question asked the participants to briefly describe their practicum, if their program included one.

The instrument was created by the researcher and presented to the committee; they suggested that another faculty member, an expert in the field of surveys should peruse it before they gave it their final approval. Once this was done, the committee approved the instrument. One member of the committee test piloted the instrument. Upon approval by the Human Subjects Committee at The University of Tennessee, the instrument was mailed to 24 supervisors/directors in the Southeastern United States. Included with the questionnaire was a letter containing an embedded consent form, explaining the purpose of the survey and asking for participation. A second mailing of the questionnaire was completed

several weeks later. Supervisors/directors who had not responded to the two previous mailings were E-mailed in an effort to encourage them to participate in the study. A total of 24 supervisors/directors were contacted; 17 participants responded, resulting in a return rate of 70%.

Data were drawn from the 17 returned surveys. The data were analyzed using percentages, means, and frequency distributions, but due to the small sampling size, means are not always presented; percentages and frequencies are more often presented for the closed-ended question. The open-ended questions were analyzed thematically, using qualitative methods.

Findings

The findings of this study may be categorized into the following sections or divisions: (a) Pedagogy; (b) Culture; (c) Faculty Role; (d) Overall Objectives; and (e) Student Experiences.

The data established that supervisors/directors greatly value the importance of the different aspects of pedagogy in their classes. The participants were presented with a five-possible-answer Likert scale. The first subsection under Pedagogy sought to gather information about Professional Education. Curriculum development,

the first item under this subsection, was ranked in the two top categories by 81% of the participants. None of the participants, however, ranked human development in the top category; only 27 of them ranked it in the second, or “somewhat important” category. Learning theory also had a high ranking, with 80% of the supervisors/directors ranking it in the two top categories. The next category, social foundations and organization of American education, was ranked in the two top categories by 33% of the participants.

The next subsection addressed the issue of Second-language Pedagogy. Eighty-two percent of the respondents gave the category of “adaptation of instructional materials to specific situations” a ranking of two or above. Eighty-two percent of the respondents also ranked “design, implementation, and evaluation of innovative materials and techniques” in the two top categories. The next category, “language teaching techniques and procedures,” was ranked in the two top categories by 94% of the supervisors/directors. “Learning to use teaching materials and aids” was ranked in the two top categories by 82% of the participants.

The last subsection under Pedagogy was Second-language Assessment. The first question in this category addressed the issue of “evaluation of teaching materials, procedures, and curricula.” This item was ranked in the two top positions by 77% of the respondents.

“Principles of testing” were ranked in the two top positions by 53% of the participants. Supervisors/directors were also asked to rank “techniques and interpretation of second-language assessment of student progress and proficiency,” and 77% of them ranked it in the two top positions.

The second section of the survey addressed the issue of Culture. Sixty-three percent of the participants said their students come to their programs with a high degree of knowledge and/or exposure to other cultures. Although the respondents claim their students already come to them “with a high degree of knowledge and/or exposure to other cultures,” they still provided for them various avenues for gaining more knowledge about other cultures. Fifty-nine percent of the supervisors/directors included “guest speakers” in their classroom to provide their students with information about other cultures. Seventy-seven percent used “lectures by the instructor” to do the same. Fifty-three percent said the practicum provided their students with cultural knowledge. “Research paper assignments” help another 63% of the respondents to provide information about cultures. Several of the supervisors/directors volunteered several other ways that their students learn about culture: living abroad, viewing videos, working with groups from diverse backgrounds, taking courses in

intercultural communications, and working with a “conversation partner.”

The third portion of the survey asked the supervisors/directors to comment about their major role in their classes. Seventy-one percent of the participants perceived their major role was to “be a role model for ‘good’ teaching.”

Overall Objectives was the fourth section in the survey. This portion provided the respondents with 14 possible categories from which to select. The following four categories were most often selected as the major goals of the respondents’ ESL programs: (a) to develop the ability to select/adapt materials - 82%; (b) to develop lesson planning skills - 88%; (c) to provide practical teaching experience - 77%; (d) to become familiar with specific methods (e.g. TPR., ect.) - 82%.

Participants were also asked to rank their programs’ major objectives. The most highly ranked objective, ranked so by 24% of the respondents, was “to bridge the gap between theory and practice.”

The supervisors/directors were asked to provide information about their students’ “hands-on” experiences in their classrooms. Twenty-nine percent of ESL students wrote fewer than five lesson plans and had them evaluated by the time they finished their

programs. Twenty-four percent wrote more than 20 of them. Forty-one percent presented fewer than five mini lessons. Fifty-three percent of the students evaluated fewer than five textbooks. As to assessment instruments, 47% of students assessed at least five. Fifty-nine percent of the students had administered and evaluated fewer than three assessment instruments. The last question in this section sought to ascertain how many lesson plans that require computer use (on the part of the LEP student) were students required to complete for instructor and/or peer evaluation. Fifty-nine percent of the respondents stated that their students complete fewer than three of them.

The next section in the survey, Professional Opinions, consisted of two open-ended questions seeking information about major challenge(s) faced by both ESL teacher educators and ESL teachers.

Additional Information was the last section of the survey. The first question asked, "How many methods classes are required in your program for ESL (K-12 state licensure)?" Diverse answers were offered in response to this question. Thirteen percent of the programs have no required classes, 33% have one. Twenty percent have two required classes, seven percent have three such classes. The next question asked participants to state how many computer classes their students are required to take. Eighty-two percent of the

respondents stated their students are not required to take any computer classes.

The third question under this section was posed in order to gather information about how time is divided in the methods classes as to theory, the discussion of theory, and practical application of theory. The data indicate that participants spend, on average 26% of their time on theory, 34% on the discussion of theory, and 40% on the application of theory.

The Guidelines are of the opinion that professional information sources, such as journals, educational reports, conferences, and workshops should be a component of any TESOL program. The next question asked the participants how important was exposure to those sources. Eighty-eight percent of the participants put them in the two top categories, indicating that they are considered very important.

The last question in the survey sought to gather information about the practicum. All but one of the participants stated her/his program offered a practicum. The hours spent in the practicum, when the practicum is taken, where the practicum is taken, and the responsibilities involved in the practicum all differ greatly from institution to institution, but they all attempt to provide the students with hands-on-experience and feedback.

Conclusions

The findings of the research indicated that there were both differences and commonalities among the supervisors/directors of TESOL teacher preparation programs in what they consider to be important in their methods classes. The following are some specific conclusions reached after analyzing the data.

1. Pedagogy is emphasized in all the programs surveyed. Teaching techniques received the most attention in the methods courses, while human growth and the study of social foundations were perceived to be of the least import. Of the three major categories of Professional Education, Second-language Pedagogy, and Second-language Assessment, the latter was perceived to be the least important.
2. Most of the supervisors/directors believe that their students already come to their programs with a high degree of knowledge and/or exposure to other cultures, but they provide various ways for their students to learn even more about different cultures. Although there was a section in the questionnaire specifically dedicated to culture, several of the respondents mentioned culture issues in other parts of the questionnaire, indicating they view this area to be important.

3. Faculty members as a group perceive their major responsibility is to “be a role model for ‘good’ teaching.”
4. The learning of theory is still very important, and the participants ranked it as such, but they also put much emphasis upon the application of theory, dispelling the often-heard complaint of pre-service teachers that there is too much emphasis upon theory and not enough upon application.
5. Overall, not much emphasis is put upon the need and use of computers. This is indicated not only by the fact that so few students are required to take computer courses but also because not many prepare any substantial number of lesson plans requiring computer use on the part of the LEP student.
6. The practicum is an integral part of TESOL teacher preparation programs, but it varies greatly from institution to institution, with different emphases upon the number of hours required, where the practicum is located, and the amount and type of supervision given.
7. Overall, what supervisors/directors provided in their methods courses is congruent with what the TESOL Guidelines recommend, but some areas are lacking the emphasis the Guidelines suggest, such as attention to human growth

and learning about social foundations and the teacher's role in traditional schools.

Implications

This study researched the issues, trends, and emphases of TESOL teacher education programs in the Southeastern United States. The researcher wanted to investigate what material and knowledge supervisors/directors covered in their methods courses by asking them their opinions about what they consider to be important and what experiences they provided for their students. The researcher also sought to ascertain how congruent were the methods courses with TESOL Guidelines. The implications of this study are as follows:

1. This study contributed to the body of literature on what TESOL supervisors/directors consider to be important and what material they cover in their methods course. Prior to this study, little information was available as to what is covered in methods classes in TESOL preparation programs in the Southeastern United States. The information presented in this study could serve as a basis or reference for further study in the field of TESOL methods classes. Supervisors/directors could also use this information to investigate how closely their particular programs follow the

research-based TESOL Guidelines and how their program compares to other programs.

2. There were important categories in this study which receive little attention, such as human growth, social foundations and the development of lesson plans requiring computer use by the LEP student, as compared to other areas. TESOL Inc. may use this information when developing new Guidelines. It may want to put greater emphasis on these areas, more clearly and substantially explaining their importance so that existing and future programs highlight them.

3. Although participants ranked "to bridge the gap between theory and practice" as their most important goal, they also indicated they spend a great amount of time on practical implementation. Supervisors/directors may use this information to help them question their own position about how they present theory, the amount of time they spend on teaching it, and how much time they allocate to practical implementation.

4. Sixty-three percent of the participants felt their students already had a high degree of knowledge about other cultures, yet little attention was paid to the study of social foundations. Although these two topics may seem disparate, there is, in fact, a correlation between understanding other cultures and the part they have played

in the development of America's schools. Supervisors/directors seem to not have made the connection between these two important categories.

Recommendations

The purpose of this study was to research the current issues, emphases, and trends in TESOL teacher preparation programs in the Southeastern United States and to examine the congruency between methods courses and TESOL Guidelines. Although the research questions were answered, there is still much to be learned about what is being offered in ESL methods classes. Therefore, the following recommendations are hereby proposed for those who wish to conduct further research on this matter:

1. A replication of this study should be conducted with a larger and more diverse population. For this study, only supervisors/directors in the Southeastern United States were surveyed, meaning the data gathered cannot be generalized to the rest of TESOL institutions in the country. Therefore, a study which surveys all supervisors/directors in the United States is recommended. Once such a study is completed, the data could be compared with information gleaned from this study.

2. An even greater encompassing research study is one that would include all TESOL institutions around the world. With such information, data could be compared and contrasted region by region and country by country and a worldwide profile of TESOL programs could be formulated.

3. For additional information, a study examining what ESL teachers and pre-service teachers perceive to be the issues, emphases and trends of their institutions could be undertaken. Such a study would provide rich data because students and teachers may not necessarily agree with their supervisors/directors as to what has been taught in the classroom; they may perceive the education they received differently.

4. This study used a mail-in survey to gather information. It is recommended that this study be replicated; Furthermore, face-to-face interviews should be included as a way to collect additional qualitative data. E-mail could provide an additional medium for data collection.

REFERENCES AND
BIBLIOGRAPHY

References

Allen, K. W. (1993). Cultural diversity and collaboration: Educating teachers for the future. (ERIC Document Service No. ED 365-640)

Anderson, G. G. (1992). Multicultural sensitivity: An essential skill for the ESL/EFL teacher. Master of Arts requirement. Vermont: School for International Training.

Bacon, C. S. (1992). Preservice teachers and at-risk students. (ERIC Document Service No. 351-308)

Baugh, A. C. & Cable, T. (1993). A History of the English language. Englewood Cliffs, NJ: Prentice Hall.

Bean, R.M., Fulmer, D., Zigmond, N. & Grumet, J. (1997). How experienced teachers think about their teaching: Their focus, beliefs, and types of reflection. Research in the Schools, 4(2) 25-38.

Blake, N. F. (1996). A history of the English language. London: McMillan Press LTD.

Block, R. (1979). What beginning English teachers need to know about teachers and teacher educators: Ships passing in the night. English Education, 10, 257- 260.

Breault, R. A. (1995). Preparing preservice teachers for culturally diverse classrooms. The Educational Forum, 59, 266-275.

Brown, R. L. (1993). Developing professionalism in second language education. Paper presented at the Annual International Conference on Teacher Education in Second Language Teaching, Hong Kong. (ERIC Document Reproduction Service No. ED 368 170)

Brumfit, C.J. (1976). The role of the methodology component in the training of teachers of English as a second or foreign language. (ERIC Document Reproduction Service No. ED 127 786)

Brunner, B. (Ed). (1998). Information please almanac. Boston: Information Please, LLC.

California schools dump bilingual education policy. (1998, March 14). The Knoxville News-Sentinel, p. A13.

Carter, W. & Doyle W. (1995). Preconceptions in learning to teach. The Educational Forum, 59, 186-194.

Castellanos, D., (1983). The best of two worlds. New Jersey: The New Jersey State Department of Education.

Clair, N. (1995). Mainstream classroom teachers and ESL students. TESOL Quarterly, 29, 189-196.

Columbia Encyclopedia (1993). New York: Columbia University Press.

De Avila, E. (1990). Assessment of Language Minority Students Political, Technical, Practical and Moral Imperatives. In: Proceedings

of the Research Symposium on Limited English Proficient Students' Issues. (ERIC Document Reproduction Service No. ED 341 266)

Diller, K. (1977). Linguistics and ESOL teacher preparation: Some questions about competency-based teacher education. In J. F. Fanselow, & Richard L. L. (Eds.), Bilingual, ESOL and Foreign Language Teacher Preparation: Models, Practices, Issues (pp. 195-202). Washington, D.C.: Teachers of English to Speakers of Other Languages.

Duffy, G. G. (1990). What counts in teacher education? Dilemmas in educating empowered teachers. In J. Zutell, & S. McCormick (Eds.), Learner factors/teacher factors: Issues in literacy research and instruction. (pp. 1-18). Chicago, Il: National Reading Conference, Inc.

Fanselow, J. F. & Light, R. L., (Eds.). (1977). Appendix III. (p. 255). Washington, D.C.: Teachers to Speakers of Other Languages.

Finochiarro, M. (1983). A look at our profession: Common concerns, common dreams. In A. Garfinkel (Ed.) The foreign language classroom: New techniques (pp. 1-12). Lincolnwood, Illinois: National Textbook Company.

Fleishman, H.L. and others. (1995). Special issues analysis center (SIAC). Annual report: Year three. Volume VII: Task D160 report--State certification requirements for teachers of limited

English proficient students. Task D210. Arlington, VA: Development Associates, Inc.

Forester, S. (1997). The world comes to Knoxville. Knoxville, Tennessee: Knox Country School District.

Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. TESOL Quarterly, 23, 27-45.

Garcia, E. (1992). Teachers for language minority students. Evaluating professional standards. In Focus of evaluation and measurement. Proceedings of the national research symposium on limited English proficient student issues. (ERIC Document Reproduction Service No. ED 349 821)

Garshick, E. (Ed.). 1995. Directory of professional preparation programs in TESOL in the United States and Canada: 1995-1997. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. (ERIC Document Reproduction Service Number ED 388 081)

George, M. (1997). The English methods course as viewed by English educators and leaders in secondary school English. Unpublished doctoral dissertation, University of Tennessee, Knoxville.

Gray, P. (1997). The practicum course in selected TESOL teacher preparation programs in the southeastern U.S.: A survey of current

trends, issues and practices. Unpublished doctoral dissertation, University of Tennessee, Knoxville.

Green, P., & Scott, L. (1995). National Center for Education Statistics: Statistics in Brief. U.S. Department of Education, Office of Educational Research and Improvement (NCES Publication No. 95-736). Washington, D.C.

Hall, E.T., & Hall, M. R. (1987). Understanding cultural differences. Maine: Intercultural Press, Inc.

Harris, D. P. (1973). The future of ESOL: Continuity or generation gap? In R.P. Fox (Ed.), Essays on teaching English as a second language (pp. 67-81). Urbana, Il.: National Council of Teachers of English.

Howatt, A.P.R. (1983). Five hundred years of English language teaching. ELT Journal, (37), 262-265.

Johnson, K.E. (1990). The theoretical orientations of English as a second language teachers: The relationship between beliefs and practices. Paper presented at the meeting of the New England Educational Research Organization. (ERIC Document Reproduction Service Number ED 324 965)

Johnston, B. (1997). Do EFL teachers have careers? TESOL Quarterly, 31, 681- 714.

Katz, L., & Raths, J. (1982). The best of intentions for the education of teachers. Action in Teacher Education, 4(1), 8-16.

Kornblum, H. & Garshick, E. (1992). Directory of professional preparation programs in TESOL in the United States 1992-1994. Virginia: TESOL Inc.

Kreidler, C. (1987). ESL teacher education. ERIC Digest. Washington, D.C.: Office of Educational Research and Improvement.

Lamme, L.L. & Ross, D.D. (1981). Graduate methods classes: Do they influence teaching methods? Journal of Teacher Education, 32(6), 25-29.

McKay S.L., & Wong, S.C., (Eds.) (1988). Language diversity: Problem or resource? Cambridge: Newbury House Publishers.

Norris, W.E. (1972). Teacher Qualifications and Preparation: Guidelines for TESOL/US. Speech presented at the Sixth Annual TESOL Convention, Washington, D.C. (ERIC Document Reproduction Services Number ED 060 698)

Palmer, I.C. (1995). Required courses for master's degree in TESOL: A nationwide survey. (ERIC Document Reproduction Services Number ED 389 171)

Parker, L. & Hood, S. (1995). Minority students vs. majority faculty and administrators in teacher education: perspectives on the clash of cultures. The Urban Review, 27, 159-174.

Oldenburg, A. (1998, March 18) Market responds slowly to a growing population. USA Today, p. 9D

Paulston, C. B. (1980). English as a second language. Washington, D.C.: National Education Association.

Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. TESOL Quarterly, 23, 589-618.

Prabhu, N.S. (1990). There is no best method - why? TESOL Quarterly, (24), 161-176.

Richard-Amoto, P.A. (1988). Making it happen. New York: Longman.

Richards, J. C. (1984). The secret life of methods. TESOL Quarterly, 18, (1), 7-23.

Richards, J.C. (1987). The dilemma of teacher education in TESOL. TESOL Quarterly, 21, 209-226.

Saville-Troike, M. (1977). The cultural component of bilingual teacher education programs: Theories and practices. In J.F. Fanselow, & R.L. Light (Eds). Bilingual, ESOL and foreign language teacher preparation: models, practices, issues (pp. 102-117). Washington: Teachers of English to Speakers of Other Languages.

Seelye, H. N., & Seelye-James, A. (1995). Culture clash. Illinois: NTC Business Books.

Spradley, J. P., & McCurdy, D. W. (1990). Culture and the contemporary world. In J.P. Spradley, & D.W. McCurdy (Eds). Conformity and conflict. (p.p. 3-13). Glenview, Il.: Scott, Foresman/Little, Higher Education.

Spolsky, B., (1989). Conditions for second language learning: Introduction to a general theory. Oxford: Oxford University Press.

Stein, B., (1986), Sink or swim: The politics of bilingual education. New York: Praeger Special Studies.

Stewart, D.W. (1993) Immigration and education: The crisis and the opportunities. New York: Lexington Books.

Strauss, G. (1997, February 28). Survival 101: Learning English. USA Today, p. A9:1.

U.S. Agency for International Development. (1996). World population profile: 1966. Washington, D.C.: U.S. Department of Commerce.

U.S. Bureau of the Census. (1997). Statistical abstract of the United States (117th ed.). Washington, D. C., Author.

U.S. Department of Education, Office of Educational Research and Improvement. (1997). Condition of education: The supplemental and standard error tables (NCES Publication No. 97-988). Washington, D.C.: Author.

United States Commission on Civil Rights. (1975). A better chance to learn: Bilingual-bicultural education. Washington, D.C.:

Author

United States Department of Education, Office of Educational Research and Improvement. (1996, April 15). Educational Statistics on Disk. Washington, D.C.: National Center for Education Statistics.

Widdowson, H.G. (1984). The incentive value of theory in teacher education. ELT Journal,38(2), 86-90.

Willet, J., & Jeannot M. (1993). Resistance to taking a critical stance. TESOL Quarterly, 27, 477-495.

World Almanac and Book of Facts (1998). World Almanac Books.

Young, S. P. (1990). ESL teachers and their work: A study based on interviews conducted with teachers of English as a second language. Unpublished doctoral dissertation, University of Massachusetts.

Zahorik, J.A. (1986). Acquiring teaching skills. Journal of Teacher Education,21, 21-23.

Bibliography

Bambas, R. C. (1980). *The English language: Its origins and history*. Norman: University of Oklahoma Press.

Bennett, M.J. (1991). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. Michale Paige (Ed.) Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press.

Brown, F. D., & Rose, T. D. (1995). Self-reported classroom impact of teachers' theories about learning and obstacles to implementation. Action in Teacher Education, 17, 20-29.

Gudyknust, W.B. (1991). Bridging differences. Newbury Park: Sage Publications.

Greis, N. (1984). Toward a better preparation of the non-native ESOL teacher. In: On TESOL '84. A brave new world for TESOL. Selected papers from the annual convention of the Teachers of English to Speakers of other Languages. (ERIC Document Reproduction Service Number ED 274 189)

Hansen, J.G., & Liu, J. (1995). Social identity and language: Theoretical and methodological issues. TESOL Quarterly, 31, 567-176.

Howatt, A.P.R. (1984). Language teaching traditions: 1884 revisited. ELT Journal Volume 38, 279-282.

Hufker, R. (1981). Mapping the long range development of the national teacher examinations. (ERIC Document Reproduction Service Number ED 243 903)

Norton, B. (1997). Language, identity and the ownership of English. TESOL Quarterly, 31, 409-429.

Raines, A. (1983). Tradition and revolution in ESL teaching. TESOL Quarterly, 17, 535-552.

Richards J. C., & Rodgers, T. (1982). Method: Approach, design, and procedure. TESOL Quarterly, 16, 153-168.

Schlechty, P. C., & Whitford, B. L. (1986). Public school and teacher education reform: A proposal for shared action. In E. C. Galambos (Ed.), Improving teacher education (pp. 37-47). San Francisco: Jossey-Bass Inc.

Schroder, H. (1991). How to avoid ethnocentricity and stereotypes in analyzing another culture. In: Communication and discourse across cultures and languages. AFinLa Yearbook 1991. (ERIC Document Reproduction Service Number ED 341 273)

APPENDICES

Appendix A: Letter to Supervisors/Directors

Date

Dear Colleague,

Because ESL teachers serve a unique and growing population, their needs are different from regular classroom teachers. In order to meet the needs of their students, ESL teachers must enter their classrooms with an array of skills and knowledge. As a Ph.D. candidate in Foreign Language/ESL Education at the University of Tennessee, Knoxville, I am examining the content of methods courses available to ESL students in selected Southeastern institutions.

As a director/supervisor you are considered an expert in this field. You are a member of a profession that contributes to the growth of teacher knowledge and professionalism. You are also a member of a discipline that has committed itself to providing the best possible education for non-native speakers, an education which would be hard to come by without dedicated teachers and teacher educators. It is for these reasons that I would like your input as to what is offered in ESL methods courses in your institution and what you consider to be vital for ESL teachers. It is hoped the results of this survey will add to the small existing body of knowledge in this area and provide institutions and director/supervisors like yourself information for future plans and designs of ESL methods courses.

The questionnaire should take about 10-15 minutes to complete. Your answering all the questions and returning the survey to me in the postage-paid, self-addressed envelope enclosed for your convenience would be greatly appreciated. Please mail the survey to me by _____. Your participation is totally voluntary, and you may refuse or withdraw at any time without any penalty. Please be assured that the questionnaire is confidential. Your returned survey will be viewed as your willingness to participate in this study. Feel free to contact me at (423) 522-2180 in the evenings or in my office at (423) 974-2431 if you have any questions. A copy of the results will be made available to you upon request.

Thank you for your time and expertise.

Sincerely

Angela Crespo Cozart
Ph.D. Candidate
FL/ESL Education

Appendix B: Second Letter to Supervisors Directors

Date

Dear Colleague,

On March_____, I sent you a survey for my dissertation research. Like all researchers, I am most anxious to get as a high response rate as possible. It is for this reason that I am sending you another copy of the questionnaire.

I understand you have a busy schedule, especially during this time of the year. I hate to impose and take you away from work, but your input is crucial to my investigation. There are few scholars in your position, with your expertise. That means I have a very limited pool of qualified individuals to help me with my study.

I am examining the content of methods courses available to ESL students in selected Southeastern institutions. I would like your input as to what is offered in ESL methods courses in your institution and what you consider to be vital for ESL teaches.

The questionnaire should take about 10-15 minutes to complete. Your answering all the questions and returning the survey to me in the postage-paid, self-addressed envelope enclosed for your convenience would be greatly appreciated. Please mail the survey to me by May 1, 1998. Your returned survey will be viewed as your willingness to participate in this study. Of course, your participation is voluntary, and you may refuse or withdraw at any time without any penalty. Please feel free to contact me at home at (423) 522-2180, or in my office at (423) 974-2431. Also, I will be more than happy to send you a brief report of the survey results if you so desire.

Thank you again for your time and expertise.

Sincerely,

Angela Crespo Cozart
Ph.D. Candidate
FL/ESL Education

Appendix C: ESL Teacher Preparation Questionnaire

Survey Questionnaire

Pedagogy - Part I

The following portion of the survey contains three sections. To what degree is each of these address? (Please check the appropriate space.)

	Most Important			Least Important	
1. Professional Education					
a. curriculum development	1__	2__	3__	4__	5__
b. human growth and development	1__	2__	3__	4__	5__
c. learning theory	1__	2__	3__	4__	5__
d. social foundations and organization of American education	1__	2__	3__	4__	5__
e. other (please specify)_____					
	1__	2__	3__	4__	5__

	Most Important			Least Important	
2. Second-language pedagogy					
a. adaptation of instructional materials to specific situations	1__	2__	3__	4__	5__
b. design, implementation and evaluation of innovative materials and techniques	1__	2__	3__	4__	5__
c. language teaching techniques and procedures	1__	2__	3__	4__	5__
d. learning to use teaching materials and aids	1__	2__	3__	4__	5__
e. other (please specify)_____					
	1__	2__	3__	4__	5__

	Most Important	Least Important			
3. Second-language Assessment					
a. evaluation of teaching materials, procedures, and curricula	1__	2__	3__	4__	5__
b. principles of testing	1__	2__	3__	4__	5__
c. techniques and interpretation of second-language assessment of student progress and proficiency	1__	2__	3__	4__	5__
d. other (please specify) _____	1__	2__	3__	4__	5__

Culture - Part II

The following portion of the survey contains two sections. (Please check the appropriate spaces.)

4. ____yes no____ students come to the program with a high degree of knowledge and/or exposure to other cultures.

5. In your methods class(es), how are students exposed to different cultures? (Please check all that apply)

- ____a. guest speakers
- ____b. lectures by instructor
- ____c. research paper assignments
- ____d. practicum
- ____e. Other (please specify) _____

Faculty Role - Part III

Faculty, of course, play a major role in methods classes. What do you consider to be your major role in your classes? (Please rank the following items; Assign each item a number: 1= most important, 4 = least important.

- ___ a. be a role model for "good" teaching
 - ___ b. bridge the gap between theory and practice
 - ___ c. present theoretical frameworks
 - ___ d. other (please specify and comment) _____
-

Overall Objectives - Part IV

7. From the following list, please indicate the major goals of the ESL methods courses offered at your institution. (Please check all the spaces that apply and rank the top three: 1 = most important).

- ___ a. to develop the ability to select/adapt materials
 - ___ b. to develop lesson planning skills
 - ___ c. to provide practical teaching experience
 - ___ d. to become familiar with specific methods (e.g. TPR., etc.)
 - ___ e. to develop classroom management skills
 - ___ f. to facilitate an opportunity for students to develop self-confidence
 - ___ g. to help students recognize the important elements of culture and the implications of what occurs when cultures meet and interact.
 - ___ h. to have students recognize the sociocultural and sociopolitical aspects of ESL
 - ___ i. to develop increased awareness of personal teaching style
 - ___ j. to bridge the gap between theory and practice
 - ___ k. to develop curriculum
 - ___ l. to learn, recognize, and identify discipline techniques
 - ___ m. to teach students how to assess student proficiency
 - ___ n. to teach and encourage reflective practice
 - ___ o. Other (please specify) _____
-

Student Experiences - Part V

8. Please check the appropriate space for the following information. By the end of the program,
- a. approximately how many lesson plans has a student individually prepare and had evaluated?
___ fewer than 5 ___ 5-10 ___ 11-15 ___ 16-20 ___ more than 20
 - b. approximately how many mini lessons has the student presented for instructor and peer evaluation?
___ fewer than 5 ___ 5-10 ___ 11-15 ___ 16-20 ___ more than 20
 - c. how many textbooks has a student evaluated?
___ fewer than 5 ___ 5-10 ___ 11-15 ___ 16-20 ___ more than 20
 - d. students have studied and learned the following number of assessment instruments?
___ fewer than 3 ___ 3-5 ___ 6-8 ___ more than 8
 - e. how many assessment instruments has the student administered and evaluated?
___ fewer than 3 ___ 3-5 ___ 6-7 ___ more than 7
 - f. how many lesson plans that require computer use (on the part of the LEP student) has the student been required to complete for instructor and/or peer evaluation?
___ fewer than 3 ___ 3-5 ___ 6-7 ___ more than 7

Professional Opinions - Part VI

9. What do you consider to be your greatest challenge(s) as an ESL teacher educator?

10. What do you consider to be your students' greatest challenge(s) as future ESL teachers?

Additional Information - Part VII

11. How many methods classes are required in your program for ESL (K-12 state licensure?) (Do not include the practicum)_____
12. How many computer classes are student required to take as part of their ESL teacher preparation program?_____
13. If the methods course(s) could be separated into three components, with the total amount of time spent on all equaling 100%, how would you divide the three?

_____ % of time is spent on theory.

_____ % of time is spent discussing and learning the application of theory.

_____ % of time is spent on practical application (Do not include practicum.)

14. In your opinion, how important is exposure to professional information sources such as journals, educational reports, conferences, workshops? (Please check one)

Most
Important

Least
Important

1__ 2__ 3__ 4__ 5__

15. Does your program include a practicum (Please check one)

If yes, please briefly describe it below.

VITA

Angela Crespo Cozart was born in Mayaguez, Puerto Rico. She attended school (K-12) in Passaic, New Jersey. She received her undergraduate degree with a double major in Political Science and Sociology from The University of the State of New York (Regents Program). After receiving her degree, she attended the University of Tennessee and received an M.S. in Curriculum and Instruction and an English M.A. degree from the same university.

She then worked as a high school English teacher in Knoxville, Tennessee. After several years of teaching, she decided to become a doctoral candidate in the Foreign Language/ESL program at the University of Tennessee. While working towards that degree, she solo taught undergraduate classes and co-taught several graduate courses in the fields of Foreign Language/ESL, research and current educational issues and trends with Dr. Patricia Davis Wiley, her mentor. During this time she also supervised interns in urban, suburban, and rural settings.

During her doctoral program, she was a Holmes Scholar, a recipient of the Black Graduate Fellowship, and a member of the UTK Mentoring Program. She was also recognized as the top 1998 doctoral student in the Foreign Language/ESL program.