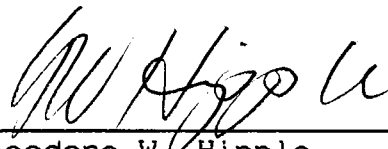


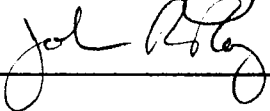
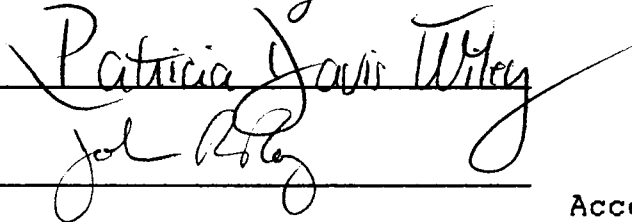
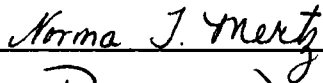
To the Graduate Council:

I am submitting herewith a dissertation written by John Robert Aydelott entitled "A Descriptive Study of the Secondary English Programs in the Near East South Asia Region of Overseas Schools." 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 Education, with a major in Curriculum and Instruction.



Theodore W. Hipple,
Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:



Vice Provost and
Dean of The Graduate School

A DESCRIPTIVE STUDY OF THE SECONDARY ENGLISH PROGRAMS
IN THE NEAR EAST SOUTH ASIA REGION OF OVERSEAS SCHOOLS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

John Robert Aydelott

August 1988

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ABSTRACT

Designed to educate children of American citizens abroad, American overseas schools are located in countries throughout the world. This study examined the secondary English programs in the Near East South Asia region of overseas schools for the 1986-87 academic year. Until this study there had been no other descriptions of secondary English programs in this or any other region of overseas schools.

Data were obtained by a mailed questionnaire with 65 items related to the secondary curricula, the English programs, and the professional concerns of secondary English teachers. The data were analyzed for frequencies, percentages, ranges, and means. Based upon patterns and generalizations derived from the analysis, several recommendations were made both for the improvement of the NE/SA secondary English programs and for future research.

Major similarities in the ways the schools were organized consisted of the kinds of students enrolled and the kinds of curricula followed. Major differences involved the numbers of students enrolled in the schools and the nature and amounts of resources available to the English programs.

The English programs held many similarities in the qualifications of English teachers, the availability and use of instructional materials, and the kinds of perceived strengths of the programs. Major differences were in the workloads of English teachers and the availability and use of resources such as microcomputers, libraries, and materials from local cultures.

The major similarities among the schools, with respect to the professional lives of their English teachers, consisted of opportunities for professional development, recruiting methods for foreign-hired English teachers, extensions of contracts, and frequency of English department meetings. Major differences consisted of the designation of department heads, membership with professional organizations, and different kinds and purposes of supervision.

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CHAPTER 1

NATURE OF THE STUDY

Introduction

The 1980s have seen an increase in the American public's interest in the education of its young people. Many official studies have documented, analyzed, and criticized the state of contemporary public education. The most noteworthy of these significant reports include Bennett's A Nation at Risk: The Imperative for Educational Reform (1983), Boyer's High School: A Report on Secondary Education in America (1983), Goodlad's A Place Called School: Prospects for the Future (1983),Sizer's Horace's Compromise: The Dilemma of the American High School (1984), and Hampel's The Last Citadel: American High Schools Since 1940 (1986). Each one of these reports in addition to various others has called for radical changes in the ways our schools teach, what our schools teach, how our teacher-training programs prepare new teachers and serve practicing teachers, and the conditions under which educators work.

Many of the studies which have drawn attention to weaknesses of our schools have also identified concerns which should be given immediate attention. All of these reports emphasize literacy as an essential goal for all

students in American schools. Language competence, especially in the English language, is valued as a necessity if students are to develop into adults who can creatively and productively contribute to a complex technological society. Traditionally held accountable for the teaching of literacy and for the development of language competence in the American secondary school is the English classroom.

Integral to the English classroom are the skills of reading, writing, listening, and speaking. Most of the educational reports emphasize each of these four skills. Because of its perceived correlation to clear thinking, writing is stressed by many of the reports. The study of literature is supported because it can impart culture, increase understanding of other cultures, provide insight into human values, and provide models for creative expression. The need to develop students' speaking and listening skills is emphasized, so that students can function as responsible participants in society. In addition to the four language skills is the study of dialects, language history, and language usages. As the various reports firmly attest, there is strong evidence of the centrality of English language arts education in the American school curricula at all levels.

While they acknowledge the needs of our society's youth and the shortcomings of our public schools, most of the reports fail to recognize the thousands of American children

living and attending schools abroad. The quality of the educational experience of American children living abroad as dependents of families in the American military service, in private industry, or in government civil service is generally ignored. According to Howard (1983) almost a quarter of a million American children are enrolled in elementary and secondary schools outside of the United States. The greatest number of these students attend the schools operated by the Department of Defense (DOD) with the next largest number attending the American-sponsored overseas schools (ASOS). Howard (1983) reports that for the 1980-81 school year, about 80,000 children were enrolled in the more than 150 American-sponsored schools around the world.

The American-sponsored overseas schools follow one or more of the following characteristics of the American school model: various curricular offerings and American-designed instructional materials, the English language as the medium of instruction, and academic goals designed to prepare students for American universities or for other American educational institutions. While these students comprise only a fraction of the total American student population, their needs are important and the strengths and weaknesses of their schools are worthy of the attention of those who seek to describe the education of American youth.

Statement of the Problem

The scant literature on overseas schools reveals little information about the way English is taught in these schools. There are no studies which compare current decision-making and practices of overseas schools with recent educational research, recommendations, and standards nor are there any which specifically describe secondary English programs in the overseas schools. This study, therefore, has attempted to fill this gap in the literature by describing the secondary English programs (grades 6 through 12) in 35 schools in the Near East South Asia (NE/SA) region of overseas schools.

Purpose of the Study

The purpose of this study was to identify and describe the secondary English programs in the Near East South Asia (NE/SA) region of overseas schools. For each of the 35 schools with secondary programs in the NE/SA region, as identified by the NE/SA Directory 1986-87, this study describes the general organization of the school program, the characteristics of the English instructional program, and the responsibilities and working conditions of the English teaching staff.

Specific research questions which this study answers are the following:

1. To what extent are the 35 NE/SA schools organized similarly to facilitate the teaching of English in the secondary programs?
2. To what extent are the English programs (e.g., course offerings, teacher assignments, ratio of teachers to students, resources, perceived strengths and weaknesses) similar among the 35 schools?
3. To what extent are the provisions for professional development opportunities for English teachers similar among the 35 schools?

Information about the secondary English program of each school in the study was collected by mailed questionnaire during the 1986-87 academic year. Located in various cultural, political, and historical environments, the schools included in this study were as various and different as the countries of Greece and Bangladesh or Nepal and Yemen. The schools were alike, however, in that each used English as the medium of instruction and that each enrolled some American citizens. Because of the wide variety and the commonalities of the schools, both qualitative and quantitative data were collected on each school. The purpose of the qualitative data was to provide rich, individual descriptions of selected characteristics of individual secondary English programs. The purpose of the

quantitative data was to provide a description of the typical secondary English program in the NE/SA region and reveal the variances of individual programs from the typical English program. In the presentation and analysis of the data, none of the schools have been identified.

Evidence from various sources (e.g., NE/SA Directory 1986-87, International Schools Services Directory, Directory of Overseas Schools) which describe each school in the NE/SA area with enrollment, staff size, ratio of students to teachers, average class size, tuition, year founded, and other similar types of information, supports the assumption that schools with similar grade levels have similar programs but widely varying resources.

Significance of the Study

As there are no studies dealing with the secondary English programs in overseas schools, this study addresses an issue that had not been dealt with previously. More importantly, it provides a base for others to study the secondary English programs of NE/SA schools. The findings of this study should particularly benefit curriculum planners and evaluators, administrators, and teachers in the NE/SA region. Having an information base with which to compare their English programs, educators involved with the NE/SA schools can work to strengthen their secondary English

programs. The findings should also provide useful information for the NE/SA regional office and the Office of American Overseas Schools with the US Department of State. These offices which provide financial and other support services for the NE/SA schools will have, as a result of this study, more information to assist them in their decision-making processes.

This study takes a beginning step toward understanding the way English is taught as a subject in schools which are located in a non-American environment, which enroll American students, and which are designed to prepare students for entrance to American institutions. As a result of this study, one can hope that additional attention will be paid to the too-often overlooked overseas schools.

Source of Data

The data for this study were collected from 35 schools with secondary English programs in the NE/SA region during the 1986-87 school year. Figure 1 illustrates the countries included in the region. A list of schools was provided by the NE/SA Regional Office in the form of the NE/SA Directory 1986-87. In the Fall of 1986, a copy of the questionnaire "Survey of Secondary English Programs in Near East

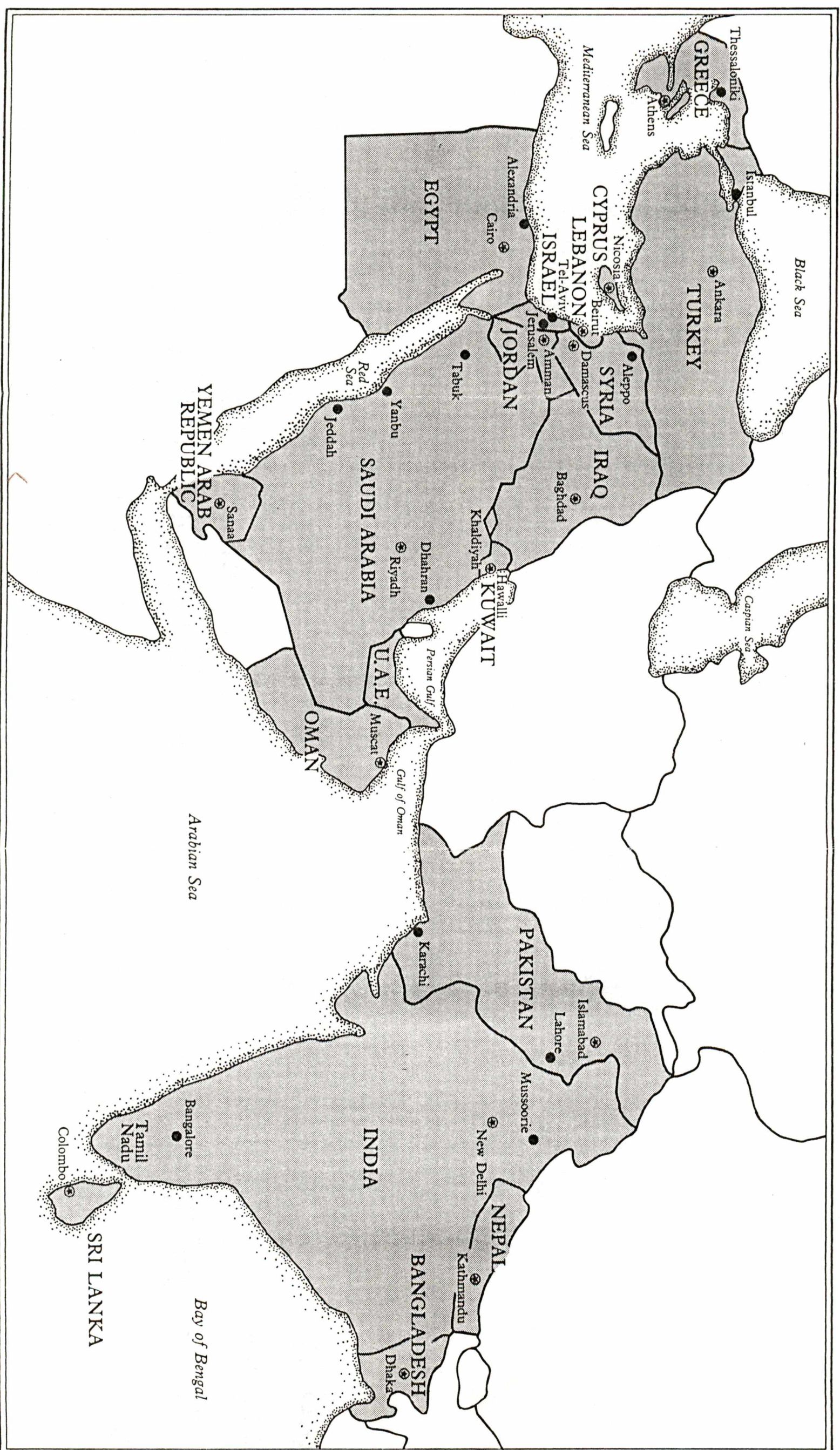


Figure 1. Countries included in the Near East South Asia Region of Overseas Schools

South Asia International Schools" was sent to each of 34 schools included in the NE/SA Directory 1986-87 having secondary programs. In January 1987, the 1986-87 directory was received by the researcher and changes in the list of schools were noted. The 1986-87 list did not include two of the schools in the previous listing but it did include five additional schools. Of the two schools dropped from the 1985-86 directory, one responded to the questionnaire. Of the four schools added to the 1986-87 directory, three returned the questionnaire. It is assumed that one school, the American Community School in Beirut, Lebanon, did not receive the letters or the questionnaire packet due to postal service problems caused by war. The total number of returns of the questionnaire was 35; this total represents 89.74 percent of the copies of the questionnaire sent to schools in the NE/SA region.

Methodology

A description of the English program in each of the 35 schools was obtained by the following procedure:

1. A questionnaire was designed to elicit data on school organization, materials and methods used, methods of curriculum evaluation and instructional supervision, and staffing and working conditions within the department.

2. The questionnaire was submitted to the doctoral committee for evaluation. Revisions were made and the questionnaire was re-evaluated. The questionnaire was then given to four local secondary English teachers for field testing. The amount of time required for completing the questionnaire was monitored and determined to be between 45 and 60 minutes.
3. A letter describing the study was sent to the administrator of each NE/SA school, and each administrator was asked to designate one secondary English teacher (preferably the department coordinator, if the school was departmentalized) to participate in the study.
4. The questionnaire, along with a letter requesting participation and explaining the purpose of the study, was sent to each school.
5. Because of the possibility of delays with overseas mail, two months were allowed for the return of the questionnaires. Two months after the first questionnaires were mailed, another set was sent to the nonrespondents of the first round.
6. The data were analyzed to determine the conditions of English teaching in NE/SA schools. Frequencies, percentages, and means were calculated from the information provided on the instrument.

Individualized information written in margins or in the spaces provided for additional information was analyzed for patterns.

7. Data collected from other sources, such as the NE/SA Directory 1986-87, The ISS Directory, the directory of the US Department of State Office of Overseas Schools, and the Overseas Placement Service for Educators were analyzed for recurrent patterns, frequencies, means, and percentages.

The findings of this study were compared to selected external criteria. Recommendations made by such organizations as the National Council of Teachers of English, the College Board EQuality Project, and the Carnegie Foundation for the Advancement of Teaching and suggestions relating to the teaching of English from various educational reports of the 1980s comprise the external criteria for comparison.

Assumptions

The assumptions underlying this study were the following:

1. The participants, who had been assigned by the head administrators of the NE/SA schools, adequately represented

their schools when providing information about their English programs.

2. The respondents were English teachers in secondary programs (grades 6 through 12) and were knowledgeable of the organization of their English programs and the organization of their schools.

3. The participants answered questions on the questionnaire honestly.

Limitations of the Study

This study was limited in the following ways:

1. The results of this study are not generalizable to any population other than the one surveyed.

2. The study is based on quantitative and qualitative data for the school year 1986-87. The possibility exists that these data may be atypical for those of other years.

3. Possible misinterpretation of items on the questionnaire may have caused respondents to misrepresent their programs.

4. Other characteristics inherent to questionnaire surveys and out of the researcher's control--such as incorrect responses, partial responses, and incomplete data due to nonresponses--may limit this study.

Definition of Terms

The following terms are defined in the context in which they were used throughout this study:

1. American-sponsored overseas schools: Independent schools which are located in countries other than the US and which use curricula similar to that offered by typical US schools. Receiving some financial assistance from the US Department of State, the schools are intended to meet the needs of the dependents of non-military US citizens, but the schools also enroll non-American children.
2. International schools: schools which are composed of multinational groups and which offer curricula intended to meet the needs of the multinational student body. English may or may not be the language of instruction.
3. Overseas schools: unlike American-sponsored overseas schools, these schools may or may not receive financial assistance from the US government, but these schools usually offer the American curriculum, use English as the medium of instruction, and enroll American students.
4. ESL or English as a Second Language: an English course offered to students who are not from

countries in which English is spoken as the first language.

5. Expatriate: a citizen from a country other than the one a particular school is in.
6. Host country: the country a particular school is located in.
7. Foreign-hired teacher: a teacher who is hired outside of the host country for a position in a particular school.
8. Locally-hired teacher: a teacher, regardless of nationality, who is hired within the host country.
9. Third country national: a person (teacher or student) from a country other than the US or the host country.
10. Near East South Asia Council of Overseas Schools (NE/SA): a non-profit service organization which, according to the NE/SA Directory 1986-87, included 38 member schools in 18 countries in the area of the world defined by the US Department of State as Near East South Asia.
11. Office of Overseas Schools: the office of the US Department of State charged with the responsibility of coordinating the education for overseas Americans living at overseas posts where there is a State Department population.

12. Secondary school or secondary program: grades not included in the elementary or primary program; usually grades 6 or 7 through 10, 11, or 12.
13. US curriculum: the curriculum followed by the typical American public school.
14. UK curriculum: the curriculum followed by the typical British school.
15. International Baccalaureate (IB) curriculum: the curriculum designed to prepare 11th and 12th grade students of any nationality for a series of examinations leading to a diploma recognized by colleges and universities in countries around the world.

Organization of the Dissertation

The study is divided into the following five chapters:

Chapter 1 consists of the introduction, statement of the problem, purpose of the study, significance of the study, source of data, methodology, assumptions, limitations of the study, definition of terms, and organization of the dissertation.

The literature related to overseas schools is reviewed in Chapter 2.

Described in Chapter 3 are the method, the population, the sources of information, development of the

questionnaire, administration of the questionnaire, data from sources other than the questionnaire, and the procedures for analyzing the data.

Chapter 4 contains the presentation of the data.

The summary, analysis of the data, and recommendations both to the schools and for future research are included in Chapter 5.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents summaries of selected literature related to overseas schools and presents findings of research literature reporting on the NE/SA schools. The chapter is composed of four sections: the first discusses the nature and background of overseas schools; the second explains the general objectives of overseas schools; the third deals with the description and contributions of the NE/SA Council; and the fourth addresses the research literature specifically concerned with NE/SA schools.

The Nature and Background of Overseas Schools

For over a hundred years, international or overseas schools have been in existence. These elementary and secondary schools play a significant role in educating children from the United States, host countries, and a great number of other countries. They are essentially multinational not only in student body and staff, but also in curricula and materials (Lockledge, 1985; Howard, 1983; Draper, 1981; Luebke, 1976; Thomas, 1974; Russell, 1972). Despite their multinational qualities, the overseas schools

are probably the closest overseas parallel to the schools in the United States in that they basically use American curricula, teaching methods, and materials. One of the primary objectives of these institutions is to facilitate the transfer of students to schools in the US and to prepare them for enrollment in US universities without facing academic difficulties.

Though a generalization regarding the basic objective and the curricula, teaching methods, and materials has been made, any attempt to categorize these schools independently is almost impossible. Luebke (1976, p. 28) points out that "perhaps the most accurate generalization regarding American-sponsored overseas schools is that it is not possible to generalize about them." Variety or individuality is one of the major characteristics of the overseas schools because numerous variables exist not only from country to country, but also from school to school (Maher, 1975).

Americans who go abroad--as government employees, archeologists, missionaries, business people--insist on adequate educational opportunities for their children (Rushcamp, 1979; Russell, 1972). Thomas (1974) states that American education is almost certain to follow Americans wherever they go. Concerning the status of American education overseas, Thomas considers the origins,

the forms, and the means for the spread of American education in the following:

The United States has greatly influenced education throughout the world, just as its origins were the seedlings and roots of educational philosophies and practices of other nations. Our children, our teachers and administrators, and our researchers have taken our education, in its many forms, overseas. The winds of our educational trends, technologies, and tendencies have been blowing in every one of the earth's nations. American education has been--is--and will continue to exist overseas in many guises.

Historically, Americans living abroad have chosen to establish and operate community schools. They prefer to develop their own schools rather than send their children away to boarding schools or to live with relatives in the US for their education. The first of several hundred elementary and secondary schools established by US citizens residing abroad was in Mexico City in 1888.

Many of the early overseas schools were established by various religious orders or by missionary groups. Some schools were established and operated by business and industrial firms; other schools, known as proprietary schools, were established by individuals. The majority of the schools, however, resulted from cooperative efforts of individuals and groups "representing both government and private interests" (Luebke, 1976, p. 13). Initially these schools were similar to the one-room schools of earlier times, but over the years they have evolved and developed

into "large, well-equipped educational institutions comparable in many respects to their counterparts in the United States" (Luebke, 1976, p. 14).

The first financial assistance provided by the US government to overseas schools began in 1944, with Congress appropriating approximately a quarter of a million dollars to help a small number of schools in Central and South America. The goal behind this funding was to provide educational programs based on the American pattern for the American children residing in Latin America. Assistance to American-sponsored community schools became world-wide in 1957. In 1964, the three separate programs providing direct assistance to American-sponsored overseas schools (the American-sponsored Schools Branch of the Bureau of Educational and Cultural Affairs of the Department of State, the Dependent Schools Branch of the Agency for International Development, and the Dependent Education Program of the Bureau of Administration of the Department of State) merged and established a consolidated program under the Office of Overseas Schools (Luebke, 1976, p. 35).

The Office of Overseas Schools is concerned with the educational opportunities that are available to the children of US government personnel posted abroad. This office serves as a functional arm of the Department of State and the Agency for International Development in Washington, D.C., and the various foreign service posts and foreign aid

missions abroad. The major method of providing "educational opportunities for foreign service dependents is through American-sponsored overseas schools, many of which have been established or reorganized and strengthened through the efforts of the Regional Education Offices" (Luebke, 1976, pp. 136-137). Through the Regional Education officers, the Office of Overseas Schools is able to determine the needs of the schools, offer advice in order to improve educational programs, assist with in-service teacher training programs, supervise grant programs, and develop other programs of assistance.

Lockledge (1985) and Luebke (1976) report that due to the great diversity in overseas schools the curricular programs vary considerably; some schools operate as transplanted American schools while others incorporate a strong international dimension. Bowyer and Fox (1984) consider the international characteristic of the schools to be advantageous. They contend that due to the schools' being multinational in curricula, student body, and staff, students benefit from opportunities to know, understand, and respect other cultures and their people.

Draper (1981) reports that although there appears to be a lack of similarity among the overseas schools, there are, however, certain commonalities. Draper points out that almost every overseas school has as least one exception to the characteristics which are summarized as follows:

1. Overseas schools are non-sectarian and non-profit organizations.
2. They are located in major cities, usually capitals.
3. They are under local control and management.
4. They are composed of Americans, host country nationals, and third country nationals.
5. They are financed mainly by tuition and fees.
6. They are patterned after American programs. The curricula, instructional materials, and instructional methods are usually American. Most of these schools also give limited attention to the language and culture of the host country.
7. They employ some American-trained teachers. A large proportion of the teachers might be hired locally from qualified dependents of Americans employed in other capacities in the host country.

Objectives of Overseas Schools

Rushcamp (1979, p. 32) lists the following twelve specific objectives for the American-sponsored overseas schools:

1. Promote mutual respect and understanding between the citizens of the host country and citizens of the U.S.
2. Provide educational experiences for young people and adults which help interpret one another's culture.

3. Provide broad, bilingual educational programs which may lead the students into business and commercial activities meaningful to US interests both in the host country, as well as in the U.S.
4. Provide leadership in educational practices by utilizing and demonstrating modern methods of educational instruction and through democratic organization, operation, and administration of the schools.
5. Contribute to civic, cultural and recreational needs of the community through adult and special educational programs.
6. Teach English to non-English speaking children.
7. Teach a second language to children from the U.S.
8. Provide adequate preparation for students entering institutions of higher learning in the U.S.
9. Promote professional relationships between educators of the U.S. and the host country where the school is located.
10. Provide an image of the best aspects of the culture of the U.S.
11. Provide research in education pertinent to the host country where the school is located.
12. Provide a vehicle for the exchange of educational ideas locally, nationally, and internationally.

According to Draper (1981, pp. 14-15) there are specific problems which have been identified as prevalent in American overseas schools. These problems include the following:

1. The stability and continuity of the schools' programs have been weakened by the transitory nature of the staff and student body.
2. Distance from the United States makes it difficult to:
 - Import materials without loss of time and increased cost, due to freight, customs and taxes.
 - Maintain programs and facilities in light

- of recent educational developments.
- Recruit staff in the United States. The lack of funds, and sometimes unsatisfactory living conditions limit recruitment and retention of staff from the United States.
 - Maintain a comprehensive curriculum without staggering costs and impractical course offerings.
 - Share supervisors and specialists between schools.

Ownership and policy control of overseas schools are generally shared by associations of parents whose children are enrolled in the schools. The school boards, usually elected by the parents, are responsible for the hiring and supervision of the superintendents or headmasters who administer the schools. The curricula--though they may include elements of the host country curriculum and a third-country curriculum--are designed to prepare students to enter schools, colleges, and universities in the United States. Though sometimes the host country language is used for instructional purposes in conjunction with English, English is the primary language of instruction and other languages are taught in foreign language classes.

Description and Contribution of the Near East South Asia Council

The NE/SA region is an integral part of the world-wide international/overseas schools system. Stretching from Greece in the West to Bangladesh in the East and from Sri Lanka in the South to Nepal in the North, the region covers

those areas known geographically as the Middle or Near East and the Indian Subcontinent. The schools that are located within this geographical region are served by the NE/SA Council of International Schools with its offices in Athens, Greece.

In the early 1960s, Engleman directed a study to evaluate the schools in the NE/SA region and to "assess the character of the supporting community, the type of governance, the quality of support, and the curriculum, instruction, and materials used in the elementary and secondary schools" (NE/SA Directory 1986-87, p. 8). At the time of Engleman's study, the overseas schools were divided into eight geographical regions, and the boundaries of NE/SA encompassed areas from Greece to Bangladesh (then East Pakistan), including the Arabian Peninsula. In 1965, the newly formed Office of Overseas Schools appointed a Regional Education Officer for the NE/SA region. Many schools in the region qualified as American-sponsored overseas schools--i.e., they were non-profit and non-sectarian, they followed an American curriculum and used American instructional materials, and they had a system of local control and management.

There were many schools in the region which did not share these characteristics and, therefore, did not qualify as American-sponsored overseas schools. The schools were either missionary or church-related schools, company schools

or schools designed specifically to serve the dependent children of company personnel, or other schools known as "international schools" which were established by and composed of multi-national groups whose curricula may be multi-national and multi-cultural.

In 1968, the NE/SA Council of Overseas Schools was established. Ten years later the feasibility of establishing an educational development center to provide services for NE/SA schools was investigated. This research increased the commitment for quality education in the region, not only in American schools but also in local schools. Three categories of membership are available:

- Regional membership is available to elementary or secondary schools within the Near East South Asia using an American curriculum or to those non-American schools using English as the primary language of instruction.
- Associate membership is available to educational institutions or programs interested in the objectives and activities of NE/SA.
- Supporting membership is open to publishers and distributors of educational materials and equipment (NE/SA Directory 1986-87, p. 10).

According to the NE/SA Directory 1986-87, for the 1986-87 academic year, there were 38 regional members, 49 associate members, and 33 supporting members. There were over 22,000 students attending NE/SA schools and over 2,000 professional educators employed by those schools. Services provided by the NE/SA Council include the following:

1. Annual conferences: a fall conference for administrators and a spring conference for teachers, providing opportunities for professional growth, for sharing innovative ideas and for making professional and personal contacts.
2. Staff development programs: member schools and NE/SA share the cost of having professional consultants from different academic disciplines visit the regional office and schools.
3. Weekend workshops: professional consultants conduct workshops in Athens and on the island of Cyprus.
4. NE/SA Directory and NE/SA Notes: the annual directory of NE/SA membership and the quarterly news-magazine informing member schools of events, resources, and issues of mutual concern and benefit.
5. Research subscription: through its subscription to Educational Research Service, NE/SA provides member schools with access to information pertaining to school management.
6. Recruitment fair: with International Schools Services (ISS), NE/SA sponsors periodic recruitment fairs for administrators and prospective teachers to interview.

Research Literature on
Near East South Asia Schools

A thorough review of literature related to overseas schools reveals a scarcity of information pertaining to international or overseas schools. The few studies which deal with NE/SA schools were written as doctoral dissertations and report findings on such topics as the need for a regional educational development center, the recruitment and retention of expatriate teachers, and the outstanding qualities of a certain school. Particularly, academic instructional programs of NE/SA secondary schools have been neglected by researchers. No studies which deal with the secondary English programs of NE/SA schools were found nor were any studies found which describe the secondary English programs of any overseas schools.

The literature summarized in this section covers all of the dissertation literature on NE/SA schools and some selected studies which relate to the NE/SA schools. The source of this literature is research conducted for dissertations. Through 1983, approximately 90 dissertations were written about overseas schools (Howard, 1983). Of these only three deal exclusively with NE/SA schools (Cockrell, 1978; Rushcamp, 1979; Weeks, 1982); two other dissertations include sections specifically describing NE/SA schools (Russell, 1973; Draper, 1981).

Cockrell (1978) conducted a survey of the NE/SA region in order to determine the professional needs that could be met by an educational development center and to establish the priority for services to be provided with the implementation of such a center. Findings included the expressed need by school board members, administrators, and teachers for services such as assistance in planning effective staff development workshops; assistance in obtaining resource materials; facilitation of opportunities for teachers to improve their professional qualifications through American universities; and the promotion and improvement of communication among schools in the NE/SA region.

Rushcamp's study (1979) addressed the procedures and problems associated with recruiting and retaining American expatriate teachers. The data base was obtained from a mailed questionnaire and from the analysis the following recommendations were made: overseas schools should develop and implement pre-service orientation programs for foreign-hired teachers, NE/SA schools should explore a retirement scheme, more graduate-level university courses should be offered on NE/SA school campuses in order to keep teachers up-to-date in their professional areas, the NE/SA Center should provide to all teachers in the NE/SA region information concerning teaching vacancies in schools throughout the region, and the NE/SA Center should advise

regional schools of visits of consultants, professors, and textbook representatives in the region so that the visitors' expertise can be shared with many schools.

For his study, Weeks (1982) used the case study method to identify, learn about, and describe the educational program and related activities associated with the Dhahran Academy, a school in Saudi Arabia with grades leading to grade nine. Weeks' study was prompted by the high test scores in math and reading obtained by students in Dhahran Academy, and he sought to determine qualities of the school which promoted academic success. Weeks found that the Dhahran Academy possessed many of the qualities of educationally effective schools despite the transient nature of both the students and staff.

Some selected studies which do not deal specifically with NE/SA schools but which include information about them include Ambrogi's dissertation (1984) on the on-going problems American-sponsored overseas schools have and the extent to which microcomputers are used to solve the problems. Ambrogi found from the responses to a mailed questionnaire that microcomputers were in about 85 percent of the schools but that use of microcomputer technology to address on-going problems was limited to 37.6 percent of the schools. Some of the on-going problems which he included in his study were length of administrative tenure; retention of teachers; tuition fees and percentage of students

receiving tuition subsidies; and the percentage of US citizens within the governing boards, teaching staffs, and student bodies. In addition to other findings, Ambrogio found an extremely high positive response to microcomputer technology by teachers in the NE/SA region.

With his dissertation of 1981, Draper sought to establish standards and guidelines for a model educational program by describing American overseas schools. Draper mailed questionnaires to all of the NE/SA schools and to about a fourth of the American-sponsored overseas schools throughout the world; he also conducted interviews with a limited number of superintendents. From his data, Draper developed a profile consisting of school organization and administration, curriculum and programs, staffing, facilities, and space allocation. Draper found that some of the American schools overseas have built excellent programs and facilities using guidelines, standards, and recommendations from a variety of sources. He also found that when host country culture, language and geography are given attention, the American expatriate student can forge a positive link between the US and the host country.

Schober (1977), with his study on the relationship of teachers' compensation to their qualifications and retention, compared salary tables, teacher qualifications, and retention and turnover rates among selected American-sponsored overseas schools. With data collected

from the US Department of State survey instrument, Information Regarding Professional Staff Members of Overseas Schools, Schober concluded that the American-sponsored overseas schools which paid higher salaries to teachers tended to have a higher proportion of qualified teachers and teachers who held their positions for a longer time than the schools with lower teacher compensation. The schools which provided lower teacher compensation were more willing to hire unqualified locally hired or host country teachers than the higher paying school.

Russell (1972) found that until her study there was no literature dealing with language arts programs in overseas schools. Her study deals exclusively with the elementary school language arts programs in the American-sponsored overseas schools. Russell collected data about the elementary language arts instructional programs from mailed questionnaires from eighty-six overseas schools around the world; she also used data from the Department of State about the professional qualities of staff in the overseas schools. A special section in her dissertation describes the elementary language arts programs in NE/SA schools in greater detail than the programs in other regions or schools. According to Russell, the major value of her study was the accumulation of data about the English language arts programs in the elementary schools overseas.

Summary

The literature on overseas schools is limited to four major areas. One area describes the creation and development of overseas schools, the development of the Office of Overseas Schools with the US Department of State, and the development of and services provided by the regional offices. Another area of research deals with the professional concerns of educators in the overseas schools. There are also research studies which deal with the governance of the schools, their settings, population, and cultural influences. Another area of research describes the instructional materials and programs of the overseas schools. Due to the vast number of variables which allow each one of the overseas schools to be unique, forming accurate generalizations about the schools is virtually impossible. For this reason several studies deal with individual schools or with particular world regions. While several research studies describe various concerns and characteristics of overseas schools, the literature concerned with the schools in the NE/SA region is extremely limited. The three studies dealing with the educational concerns in the NE/SA region do not present any findings on the secondary English programs.

CHAPTER 3

METHODS AND PROCEDURES

Statement of Methods

The purpose of this study was to determine what the English programs were, both qualitatively and quantitatively, in the Near East South Asia (NE/SA) region of American-sponsored overseas schools at the secondary level during the 1986-87 academic year. Data on these schools were collected from a mailed questionnaire and from several other printed sources.

Description of the Population

The population for this study was derived from the list of schools identified as NE/SA schools in the NE/SA Directory 1986-87 with the addition of one school which was identified in the 1985-86 directory. Only those 39 schools with secondary programs were targeted for this study. Of the 39 schools surveyed, 35 responded.

Sources of Information

The data gathered for this study came from the following sources:

1. The questionnaire, "Survey of Secondary English Programs in Near East South Asian International Schools" (See Appendix B)
2. The NE/SA Directory 1986-87
3. International Schools Services Directory of Overseas Schools, 1986-87 edition
4. Information from the Office of Overseas Schools, Department of State, Washington, D.C.
5. Information from the Overseas Placement Service for Educators, the University of Northern Iowa

Development of the Questionnaire

In order to collect specific data about the secondary English programs in the NE/SA schools, questionnaires were mailed to each of the schools in the study. Three previous studies--Squire and R. Applebee (1966), Russell (1972), and A. Applebee (1977)--were reviewed. The Squire and R. Applebee study used among various data collection means a questionnaire to look at only those high school programs which consistently graduated outstanding students in English. Russell's study, describing elementary English language programs of American-sponsored international

schools, was based on data collected from a questionnaire as well as from information provided by the Department of State Overseas School Office. Using an instrument based in part upon the Squire and R. Applebee questionnaire of 1966, the A. Applebee study of 1977 was the primary model for this study though it described conditions under which English was taught in the US.

Once the general focus of the study was determined, the questionnaire was developed. Specific questions were borrowed and adapted from each of the three previous studies; in addition, some original questions were formulated to complete the questionnaire. In order for its appropriateness to be determined, the instrument was reviewed by four practicing secondary English teachers in the Knoxville City School System. In its final form, the questionnaire contained 65 items.

The questionnaire, which was designed to elicit qualitative as well as quantitative information, encouraged original responses pertaining to specific programs. Of the 65 items of the questionnaire, 20 (30.76 percent) provided options for open-ended responses encouraging individualized comments.

Administration of the Questionnaire

In the Fall of 1986, when the research instrument was approved by the committee, a letter explaining the purpose of the study (see Appendix A) was sent to each of the head administrators of 39 NE/SA schools with secondary programs. Two weeks later, a packet--containing a letter of explanation to the administrator (see Appendix A), a letter of explanation to the person selected to complete the questionnaire (see Appendix A), the questionnaire (see Appendix B), a self-addressed envelope, and two dollars in currency for postage--was sent to each administrator who was sent the earlier letter. The packet of information followed the guidelines established for human subject research by the Office of Research Compliances of The University of Tennessee.

Instructions were provided as to how to complete the instrument and when and how it was to be returned to the researcher. Because only 22 (56.41 percent) questionnaires had been received by the due date, the researcher suspected that some of the administrators had chosen not to participate because they might have thought their schools--with grades leading up to grade 8 or 9--did not have secondary programs. Two weeks following the date identified as the due date for the questionnaire, letters with an explanation of the term secondary as used in this

study and with a plea for participation were sent along with a copy of the questionnaire to the non-respondents. A new due date was identified; analysis of the data was begun the day immediately following the identified due date for all returns and upon the receipt of the 35th completed questionnaire. The rate of returns was 89.74 percent.

Data from Sources Other than the Questionnaire

The major purposes in using data from sources other than the questionnaire were for validating or cross-checking responses to items on the questionnaire and for identifying variables for cross-tabular analysis. Other sources of data were the following:

1. NE/SA Directory 1986-87. This directory, prepared by the NE/SA Council, provided information about each of the 39 schools in the NE/SA region. Some information was presented in tabular form while other was presented in narrative form. For this research, information taken from the NE/SA directory included enrollment, number of teachers, faculty and student nationalities, average class size, and ratio of students to teachers.

2. ISS Directory. This directory, published by International Schools Services, a for-profit organization assisting and managing overseas schools, provided specific, non-technical data about most overseas schools. Of the 35

NE/SA schools which participated in the study by completing the questionnaire, 33 were represented in the 1986-87 directory. Information taken from this directory and used in the study consisted of the following: types of curriculum offered, norm-referenced tests given, and accreditation status and accrediting agencies.

3. Directory of the Office of Overseas Schools. This directory, prepared each year by the US Department of State, Office of Overseas Schools, provides information about those schools which receive financial support from the Department of State. The directory for the 1986-87 academic year was used in order to determine which of the NE/SA schools participating in the study received some financial support from the US Department of State. This directory also provided information for cross-checking enrollment and grades of those schools included in the directory.

4. Overseas Placement Service for Educators, University of Northern Iowa. For the annual International Educators' Recruiting Fair conducted by the Overseas Placement Service for Educators, fact sheets on each of the schools represented at the Fair were compiled. Information for the fact sheets came from various sources, including the regional directories, the US Office of Overseas Schools, and the individual schools. Many of the fact sheets were prepared in part by administrators with the purpose of

informing and attracting prospective employees to their schools.

Explanation of the Analysis of the Data

The questionnaire, NE/SA Directory 1986-87, ISS Directory, A/QS Directory, and information from the Overseas Placement Service for Educators provided the data used in this study. The data were both quantitative and qualitative.

In order to compile the data for analysis code sheets were designed. Those responses to the open-ended items--i.e., those calling for qualitative data--were listed and tallied. All responses, including all individualized, original responses to open-ended questions, were accounted for on the code sheets. Selected data from other sources were also included on the code sheets. The data were transferred from the code sheets into a computer data base and analyzed for categories and patterns. Tables of frequencies, means, ranges, and percentages were prepared. For tables and explanations of findings, percentages were based on the numbers of responses of items, not on the total number of questionnaire returns.

CHAPTER 4

PRESENTATION OF THE DATA

This chapter presents the results of the survey of the secondary English programs in the Near East South Asia region of overseas schools. The data are presented in three major divisions: the organization of secondary programs facilitating the teaching of English in the schools, the description of the secondary English programs, and the provisions for the professional development of English teachers.

The Organization of Secondary Programs Facilitating the Teaching of English

This section presents data concerned with the schools themselves, not specifically with the English programs. The rationale for the collection and analysis of these data was that the identification of certain general characteristics of the schools would allow a thorough understanding of the conditions under which the English programs existed in the schools.

The major topics presented in this section include the following: enrollment; kinds of curricula; grades

included in the secondary programs; number of semesters of high school English required for graduation; length of class periods; identification of the status of electives, extra-curricular activities, course offerings, and courses not offered; and such resources and programs as library materials, ESL and reading programs, AP (Advanced Placement) English, and correspondence courses available to the English departments. A summary of the data on each of these topics is presented; where necessary illustrative tables are included within the text. While the findings are based on the responses of 35 schools, the numbers reported in the tables vary.

Enrollment

The total enrollment of the 35 schools which responded to the questionnaire was 22,708 students. The average enrollment of these schools was 649 students with enrollments ranging from 89 to 2,640 students. Though the data in this section indicate the numbers of students enrolled in the schools as well as the number of US students enrolled, they do not specifically cover the secondary English programs which are the focus of this study. The data in this section represent total enrollment figures for the schools, which in some cases have included elementary enrollment with the secondary so that there is no separation

of the total secondary enrollments or the numbers of students served by the surveyed English programs.

While enrollment figures--which were taken from the NE/SA Directory 1986-87--can be broken down into three general nationality categories, data on student nationalities could only be collected on 33 schools. Table 1 shows that the NE/SA schools with secondary programs and which responded to the questionnaire served more third-country students than either US or host country students. Almost half of the total number of students in these 33 schools were from countries other than the US or the countries in which the schools were located. American students comprised 40.5 percent of the total enrollment while 10.4 percent of the students were from the host countries.

Table 1. Breakdown of Enrollment by Nationalities

Nationality	Number of Students	Percent
American	8,885	40.50
Host country	2,285	10.42
Third country	10,768	49.08
total	21,938	

Because the enrollments of the schools ranged from 89 to 2,640 students, a breakdown of enrollment was deemed to be helpful. Three categories of enrollments were devised: high, with an range of 560 to 2640 students; medium, with a range of 335 to 559 students; and low, with a range of 89 to 334 students. These categories were determined by the numbers of schools in the categories and the sizeable, significant gaps between categories. Table 2 illustrates that in all three categories of enrollment students from countries other than the US or the host countries made up the largest percentages.

Types of School Curricula

In the data collected from the NE/SA Directory 1986-87, four types of curricula were found in the surveyed schools. Although many of the schools followed a combination of curricula, others followed only one type. Thirty-one of the 35 schools followed the US curriculum and 11 followed the UK curriculum. The IB (International Baccalaureate) curriculum was taught in six of the schools while two schools followed the curriculum of the host country.

Table 2. Student Nationalities

	Schools with High Enrollment	Schools with Medium Enrollment	Schools with Low Enrollment
	Number Percent	Number Percent	Number Percent
American Students	7264 / 33.09	1151 / 5.24	470 / 2.14
Host Country Students	414 / 1.88	1506 / 6.86	366 / 1.66
Third Country Students	8044 / 36.65	1790 / 8.15	934 / 4.25

Note: High Enrollment = 560 - 2640 Students

Medium Enrollment = 335 - 490 Students

Low Enrollment = 89 - 320 Students

Percentages are based upon 33 responses.

Though 88.57 percent of the schools followed the US curriculum, 54.28 percent followed it as the only curriculum of their schools; twelve of the 31 followed the US curriculum in combination with some other type of curriculum or curricula. None of the schools used the IB curriculum as the only secondary school curriculum: it was used by six schools but in combination with other curricula. Eleven schools followed the UK curriculum with its O- and A-Levels, but only three followed it as the single curriculum of the secondary program. Table 3 illustrates the categories of curricula followed by the 35 NE/SA schools with secondary programs.

Table 3. Types of Curricula

Types of Curricula	Number of Schools	Percent
United States	31	88.57
United Kingdom	11	31.43
International Baccalaureate	6	17.14
Local Country	2	5.71

Note: Percentages are based upon 35 respondents.

Grades Included in the Secondary Programs

Five general categories of grades were discerned from the data which were collected from the questionnaire responses. The categories of grades with the number of schools with these grades were as follows: grades 1 through 12--the typical US composite school, 12 schools; grades 7 through 9--the typical US junior high school, eight schools; grades 9 through 12--the typical US high school, five schools; grades 6 through 8--the typical US middle school, two schools; and grades 6 through 12--one half of the typical US composite school--two schools. An additional category--actually a combination of several grade groupings--can be seen along with the other grade combinations in Table 4.

As the combination of grades indicates, the secondary programs for the NE/SA schools varied. While 54.28 percent had secondary programs which included grade 12, the last grade for the typical US high school, 34.28 percent of the secondary programs included grades leading to grade 9, with combinations of grades 7 through 9 (22.85 percent), grades 7 through 8 (5.71 percent), and grades 6 through 8 (5.71 percent).

Table 4. Categories of Grades

Categories of Grades	Number of Schools	Percent
Grades 1 - 12	12	34.28
Grades 7 - 9	8	22.85
Grades 9 - 12	5	14.28
Grades 6 - 8	2	5.71
Grades 6 - 12	2	5.71
Other	6	17.14
Grades 7 - 8	2	5.71
Grades 7 - 10	2	5.71
Grades 7 - 11	2	5.71

Note: Percentages are based upon 35 respondents.

A cross tabulation of the data on types of curricula with the data on grades revealed that all six schools which followed the IB curriculum included grade 12 as part of their secondary programs. Thirty-one schools claimed to follow the US curriculum, and 19 included grade 12 as part of their programs.

A further cross tabulation of curricula and enrollment revealed that all but one of the schools offering the IB curriculum were in the high enrollment category. The schools offering the US curriculum fell into the following categories: 11 schools in the high enrollment category, 10 schools in the medium enrollment category, and 10 schools in the low enrollment category. Schools offering the UK curriculum fell into these categories according to enrollment: four schools in the high enrollment category, four schools in the medium enrollment category, and three schools in the low enrollment category. Local country curricula were found only in medium enrollment schools.

Semesters of High School English Requirements for Graduation

While English was a required course for all of the surveyed schools, the number of semesters required for graduation differed. Because many of the schools did not include grade 12 or other high school grades, many of the

schools did not offer senior high English. Of the 35 schools surveyed, 19 responded with a number to the item on the questionnaire concerning the number of semesters of high school English required for graduation. Seventeen required eight semesters, or the equivalent of four academic years of high school English. One school required ten semesters while one school required only two semesters. The school requiring ten semesters followed both the US and the IB curricula and was included in the high enrollment category.

Length of Class Periods and Number of Instructional Periods in the School Day

Thirty-two schools responded to the two questions on the questionnaire which concerned the length of instructional periods and the number of periods in the school day. The majority of schools (22 or 68.75 percent) had class periods of 45 minutes or longer while 31.25 percent reported class periods of less than 45 minutes. The average length of class periods was 44.9 minutes and the class periods ranged in length from 35 minutes to 60 minutes.

The number of instructional periods in a school day ranged from five class periods to ten class periods while the average number was 7.75 class periods. Half of the schools had seven or fewer instructional periods, and the other half had eight or more instructional periods. The 16

schools with eight or more instructional periods per day averaged 41.87 minutes per class and the class periods ranged from 35 to 50 minute periods. For the 18 schools which offered grade 12 and which identified the numbers of minutes per class period and the number of instructional periods per day, the average number of instructional periods was 7.61 and the average number of minutes per class meeting was 46.05 minutes.

Identification of Electives, Extra-curricular Activities, Course Offerings, and Courses Not Offered

Thirty-three schools or 94.28 percent provided information to the question concerning the status of yearbook, newspaper, and dramatic presentations in their school programs.

Yearbook. Twenty-five of the 33 schools reported that yearbook formed a part of their curricula. Thirteen of those reported that yearbook was offered as an elective course while 12 reported it as an extra-curricular offering. Eight respondents claimed that their schools did not have yearbooks for their students.

Newspaper. Newspaper was offered as an extra-curricular opportunity by 12 of the responding schools. It was offered as an elective course by 11 schools, and it was

a required course in one school. Twenty-four schools incorporated newspaper as part of their school curricula while nine schools did not.

Dramatic presentations. All of the schools that responded to the question concerning the status of dramatic presentations reported that their schools offered students the opportunity to participate in dramatic presentations. Twenty of the schools offered drama as an extra-curricular opportunity while 17 of the schools offered drama as an elective course. Five of the schools offered dramatic presentations as elective or as extra-curricular courses. One school required students to take drama as a part of their graduation requirements.

Resources and Programs Facilitating the Teaching of English

The instrument in this study contained several questions concerning resources and programs available to the English departments. The major resource was the number and kinds of library materials while the major programs were the English as a Second Language (ESL) and reading programs, Advanced Placement (AP) English, and correspondence courses.

Library materials. Participants were asked to approximate the total number of library books available to the secondary programs. The responses of the 29 schools indicated that 476,300 library books were available to secondary programs. Table 5 illustrates the range, median, and mean of library books for schools in the three categories of enrollment.

Participants who responded to the question concerning the number of library books available to their secondary programs were asked to approximate the percentages of total library books in the following categories: reference,

Table 5. Total Number of Library Books and Enrollment

Measure	High Enrollment	Medium Enrollment	Low Enrollment
range	1,100 - 101,782	2,000 - 35,000	1,500 - 25,000
median	11,000	9,500	8,500
mean	28,528	12,200	9,755

Note: Numbers are based upon 29 schools.

non-fiction, and fiction. The percentages were converted to whole numbers based upon the totals provided by the responses to the previous question. Table 6 illustrates the totals of books in the three book categories and in the three enrollment categories. These data are not entirely reliable due to the inaccuracy of some of the responses. The percentages of some responses did not total 100.

Correspondence courses. Participants were asked whether correspondence courses constituted any portion of the English program for students in the secondary schools.

Table 6. Number of Library Books in Categories and Enrollment

Book Categories	High Enrollment	Medium Enrollment	Low Enrollment	Totals
reference books	29,536	9,250	11,873	50,659
non-fiction resource books	98,671	65,220	40,831	204,722
fiction books	129,778	33,970	35,664	199,412

Note: Numbers are based on 27 schools.

Information on all but one school was provided. Five of the schools indicated that correspondence courses were part of their programs while 29 reported that correspondence courses were not part of their programs. Reasons given for the use of correspondence courses included the following: to accelerate graduation for students who were planning to transfer; to provide the means for newly admitted students who need to make up credits for graduation; and to allow students to make up failed course work. An additional reason was provided: in an extremely small setting where one or two students enrolled for a secondary English class, there were not enough students to warrant a class; in this situation correspondence courses were relied upon so that the students could live with their families and still attend school. Tutoring and monitoring were provided by the school.

Special programs for ESL and reading. Participants were asked whether their schools had special programs for students who spoke English as a second language. Responses were received from all 35 schools: 28 schools had ESL programs while seven did not. Nine of the 28 schools which indicated that they had ESL programs responded to an

additional item on the questionnaire and reported that their teachers were trained to teach ESL; the remaining 16 schools reported that teachers in their ESL programs were not trained to teach ESL.

In response to the questionnaire item concerning remedial reading instruction, 28 schools reported that their schools had remedial reading programs while six claimed that they had no remedial reading programs. Seventeen of the 28 schools with remedial reading programs indicated that reading specialists provided instruction in a special reading room. Other responses included the following: "in the classroom by the classroom teacher"--39.28 percent; "in the classroom by a reading specialist"--10.71 percent; "in summer reading programs"--3.57 percent; and "other"--25.00 percent which included "in ESL class," "native English speakers work with students in a tutorial situation," "in an extra English class," and "during intercessions."

AP (Advanced Placement) English. Twenty-eight schools responded to the item on the questionnaire which requested information about the AP English courses offered in their schools. Ten indicated that their schools offered AP English while 18 indicated that their schools did not offer AP English. All of the schools which offered AP English included grade 12 as part of their programs and they

all followed the US curriculum. Two schools, in addition to following the US curriculum, offered the IB curriculum, and one school followed the UK and the US curriculum.

The Description of the Secondary English Programs

This section presents data describing the secondary English programs obtained from the questionnaire. While the data provide a broad view of the conditions under which English was taught in the secondary programs, much of the data presentation is limited to frequencies, means, and percentages. Some qualitative descriptions are provided so that the secondary English programs can be viewed as separate entities, individual in nature. The major topics surveyed in this section include the following: the numbers and kinds of English teachers; the teaching loads and numbers of teaching preparations of English teachers; the ratio of teachers to students in English classes; the out-of-class responsibilities of English teachers; frequency and process of English program evaluation; the use of instructional resources such as curriculum guides, text books, and instructional models; writing and literature; evaluation of students and recognition of outstanding students; the use of microcomputers within the

English departments; the use of local culture themes and materials in the English classrooms; strengths and weaknesses; and unique features of the English programs.

The English Teachers

Participants were asked in the questionnaire to report the number of teachers in their secondary English departments. In the 33 schools which responded to the question, 147 teachers comprised the English departments. The 31 schools which provided data on the number of full-time English teachers in their English departments reported 109 full-time English teachers. Three schools did not have any full-time English teachers. Over half of the schools (51.51 percent) reported that the number of their full-time English teachers was the same as their total number of English teachers. Forty-eight percent of the schools reported that there were fewer full-time English teachers than their total number of English teachers.

Thirteen of the 33 schools responding to the questionnaire items concerning English department leadership indicated that their departments had department heads. Of the 13, 10 schools allowed time within the school day for the English department heads to perform administrative duties while three schools did not allow time for administrative duties of the department heads. There were four

schools in the high enrollment category which reported not having English department heads. The numbers of English teachers in these schools ranged from four to eight.

One question on the Instrument asked participants to identify the number of English teachers with teaching certificates. Three possible kinds of certificates were provided in the question--US certification, host-country certification, third-country certification. The category "no certification" was provided so that the number of English teachers with no teaching certification could also be ascertained. Thirty-one schools responded to this question, revealing that 117 English teachers held certifications and 27 schools had certified teachers teaching English. Most of the schools (80.70 percent) had US certified English teachers. Table 7 illustrates the number and percentages of teachers with the three kinds of certifications or without certification and the number of schools without these kinds of certifications.

Respondents were asked to report the number of English teachers with teaching assignments other than English. In the 32 schools which responded to the question, 44 of the total 147 English teachers taught other subjects than English. These 44 English teachers were in 21 of the

Table 7. English Teachers' Certifications

Kinds of Certificates	Number of Teachers	Number of Schools Without
US	83	6
Host Country	7	27
Third Country	27	13
No certificates	7	27

Note: Percentages are based upon 31 responses.

responding schools; more than half of the NE/SA schools with secondary programs had some of their English teachers teaching courses other than English. In an additional question, respondents were asked to report the frequency that English teachers were assigned to other subjects. Twelve of the 33 responding schools reported that English teachers were "never" required to teach other subjects; seven reported "rarely"; nine reported "sometimes"; and five reported "regularly." Table 8 illustrates the totals and percentages.

Table 8. Frequency of Assignments Other Than English

Responses	Number of Schools	Percent
"never"	12	36.36
"rarely"	7	21.21
"sometimes"	9	27.27
"regularly"	5	15.15

Note: Percentages are based upon 31 responses.

The workload of English teachers was investigated through two questions. One asked for the frequency that English teachers were assigned to teach more than four classes each day; the other question asked for the frequency that English teachers had more than two different preparations each day. The 33 schools which responded to the questions revealed that 87.87 percent "regularly" assigned more than four classes per day to English teachers; 81.81 percent of the schools "regularly" required English teachers to plan for more than two different courses per day.

Ratio of Students to English Teachers

Participants in the survey were asked to provide numbers of students in English classes in their schools. They were asked to provide the average numbers, the maximum numbers, and the minimum numbers of students in English classes in their schools. The 28 schools which responded provided the following data: the mean average was 16.8 students with a range of 8 to 22 students; the mean maximum was 22.89 students with a range of 10 to 33 students; and the mean minimum number of students was 10.22 with a range of 3 to 22 students. Table 9 illustrates the mean average, maximum, and minimum numbers of students in the enrollment categories.

Table 9. Enrollment in English Classes

Enrollment Categories	Mean Average Number of Students Per Class	Mean Maximum Number of Students Per Class	Mean Minimum Number of Students Per Class
High	18.1	24.7	12.4
Medium	18.27	24.7	10.7
Low	11.83	19.0	5.5

Note: Percentages are based upon 28 responses.

English Teachers' Out-of-Class Responsibilities and Compensation

One question of the instrument was designed to ascertain the kinds of out-of-class responsibilities that English teachers performed as well as the compensation they received for this work. There were seven categories of out-of-class responsibilities and one category of "other" identified by the question; these categories included "yearbook," "newspaper," "student council," "corridor duty," "lunch duty," "chaperoning," "speech/drama club," and "other." The "other" category with space left for respondents to identify the kinds of out-of-class responsibilities English teachers were engaged in provided the following "other" categories of responsibilities: "literary magazine," "class advisorship", athletic "coaching," "debate," "forensics," "committee work," and "compound duty."

Also in the question were three situations under which the categories might be listed: "never assigned," "assigned with extra pay," and "assigned without extra pay." Responses indicated that most secondary English teachers in the NE/SA schools who were assigned out-of-class responsibilities were assigned without extra pay. For all out-of-class responsibilities, except "student council," more teachers were assigned "without extra pay" than were

assigned "with extra pay" or "never assigned." Of the three possible situations, "assigned without extra pay" had the highest average of responses: "assigned with extra pay": an average of 11.87; "assigned without extra pay": an average of 17.5; and "never assigned": an average of 2.25. A breakdown of the responses concerning out-of-class responsibilities appears in Table 10.

Kinds and Frequency of English Program Evaluation

Participants were asked whether their programs had undergone an evaluation in the last five years. Of the 34 schools which responded to the question, 27 stated that their programs had been evaluated; six stated that their programs had not been evaluated; and one claimed not to know this information.

Of the 27 schools which indicated that their English programs had undergone evaluation in the last five years, 25 identified the kind of assessment. Eighteen claimed that the evaluation was for accreditation while 11 claimed the evaluation was for self-assessment.

Table 10. Out-of-class Responsibilities and Compensation

Responsibilities	Number of English Teachers		
	Never Assigned	Assigned with Extra Pay	Assigned without Extra Pay
a) yearbook	11	7	14
b) newspaper	10	4	18
c) student council	16	2	14
d) corridor duty	12	0	20
e) lunch duty	7	0	25
f) chaperoning	9	0	23
g) speech/drama club	7	5	20
h) other including the following:	23	0	6
literary magazine			
class advisorship			
coaching			
debate			
forensics			
committee work			
compound duty			

Note: Numbers are based on 32 respondents.

Use of Instructional Resources in the English Programs

The questionnaire was in part designed to elicit information as to the types of materials used in the secondary English programs. Data about the following three types of instructional resources were collected: curriculum guides, text books, and instructional models.

Curriculum guides. A question with several options was designed to find out whether the English departments had curriculum guides and to find out how they were developed. Thirty-three programs responded to the question. A list of the options with the numbers and percentages of responses appears in Table 11.

Some of the "other" responses included the following: "We are in the process of writing one (curriculum guide) now which will change our curriculum from elective system to English 9, 10, 11, and 12." "Our programme is largely determined by the 'O' level and IB examinations which our students take." "Grades 9-10 have to use books prescribed by the ICSE Board (Delhi) since they are the examining body for Grade 10 or books set for 'O' level."

Table 11. Description of Secondary English Curriculum Guides

Response Options	Number of Schools	Percent
Curriculum guide devised by the administration and/or School Board	1	3.03
Curriculum guide cooperatively developed by teachers and others in the school	27	81.81
Curriculum guide developed by another school and adapted for your school's use	2	6.06
Teacher's manuals for the textbooks used	12	36.36
No printed basic guide is available	3	9.09
Other	4	12.12

Note: Percentages are based upon 33 schools.

Text books. Participants were asked to identify the publishers of textbooks adopted for the teaching of grammar, literature, composition, and other areas of study in their secondary English programs. Twenty-nine schools responded to the question by identifying publishers. For the teaching of grammar, 14 publishers were identified; the most often reported (44.82 percent) was Warriner's Grammar and Composition, published by Harcourt Brace Jovanovich. Scott Foresman and Houghton Mifflin (13.79 percent each) were next in frequency. For the teaching of literature, seven different publishers were identified, but the most frequently identified publisher was Scott Foresman (48.27 percent) with Harcourt Brace Jovanovich the next most frequent (24.13 percent). For the teaching of composition, most schools (34.48 percent) reported using the Warriner grammar and composition text published by Harcourt Brace Jovanovich; nine different publishers were identified. For the "other" category which included reading, speech activities, specific writing skills, media, among other areas of focus, eight different publishers were provided. Very little repetition of publishers was found in this area. Thirty-one schools responded to the item on the questionnaire aimed at gathering data to describe the ways instructional materials were selected for use in individual programs. Each program provided an original response and some programs described more than one way publishing

companies were selected. The responses were clustered into four major categories. The method of sample copies being provided by publishers with teachers selecting together during departmental meetings was the most frequent method of selecting instructional materials; this method was used by 24 of the programs. Eleven schools reported that individual teachers selected instructional materials for their own classes without input from others. Two schools reported that the administration selected instructional materials for the teachers. Other comments that did not fit the three methods of selection discussed above included "inherited by current department," "by the one teacher who has been here the longest," and "committee reviews and recommends; principals vote; School Board votes."

Instructional models. Asked whether their English departments had adopted a particular instructional model, 18.75 percent of the 32 schools responding to the question marked the affirmative response. Six programs had adopted Mastery Teaching while one school had adopted the Montana Writing Project Composition Model in addition to Mastery Teaching. And one respondent noted Outcome Based Education as the adopted guide for instruction. An additional item on the questionnaire asked whether instructional models had been the subject of recent staff development workshops. Eleven responses indicated the affirmative.

Writing and Literature

Writing. Given four options, participants were asked to identify the frequency for which writing was assigned by English teachers in their schools. Thirty-three schools responded to the question. Most of the schools or 63.63 percent claimed that writing was assigned one or two times a week; 36.36 percent claimed that writing was assigned more than two times a week. The two choices, "once every two weeks" and "other," were not marked by any participants.

The kinds of writing assigned by English teachers were investigated by means of a question with a listing of kinds of writing and spaces left for participants to check those which applied. The following list contains the seven specific kinds of writing along with the numbers of the 33 responding schools which used those kinds of writing assignments: journal writing, 25 schools; creative writing, 30 schools; essay exams, 30 schools; expository writing, 33 schools; note taking, 27 schools; free writing, 21 schools; and writing related to literature, 30 schools. The additional category was provided in order to obtain additional information. Three schools responded to the "other" category and provided the following descriptions of writing assignments: "biographical sketches," "sentence imitation," and "new articles."

Literature. Participants were asked whether or not their secondary programs utilized recommended reading lists. Of the 33 schools which responded to the item on the questionnaire, 81.81 percent affirmed that their programs used reading lists while 12.12 percent claimed that their programs did not use recommended reading lists. Sixteen of 26 programs which responded to an item concerning adolescent literature being on the reading lists stated that this genre was on the lists; ten programs indicated that adolescent literature was not on their reading lists. Asked whether writers from the host country were represented on the reading lists, eight of 28 responding schools indicated that host country writers were on the lists while 19 claimed that they were not.

Respondents were asked to identify five of the most popular books read by high schools students. Books mentioned at least two times by the 20 schools responding to this question were the following:

Lee's To Kill a Mockingbird
 Golding's Lord of the Flies
 Steinbeck's Of Mice and Men
 Salinger's Catcher in the Rye
 London's Call of the Wild
 Herbert's Dune
 Zindel's The Pigman
 Orwell's 1984
 Steinbeck's The Pearl
 Twain's The Adventures of Huckleberry Finn
 Lermontov's A Hero of Our Time
 Rawl's Where the Red Fern Grows
 Orwell's Animal Farm

Evaluation of Students and Recognition of Outstanding Students

Participants were asked to describe the methods used by their programs to evaluate student progress. The item required the participants to identify each of four methods as "never used," "sometimes used," or "regularly used." Key responses included the following: the majority of schools (62.50 percent) reported never using final exams constructed in whole or in part by the department; 71.87 percent indicated that final exams constructed by individual teachers were regularly used; 37.50 percent reported never using standardized tests administered to all students in a given grade while the same number reported regularly using this method; and 78.12 percent of the schools claimed that competency tests developed locally were never used.

Twenty-nine programs responded to the question which asked for an explanation of ways their schools recognized the outstanding achievements of students in English. A content analysis provided two major categories of responses: "publication of student work," 37.93 percent; and "annual award," 72.41 percent. One respondent stated that in his school there was no formal recognition of outstanding students. Some others provided these individual comments: "In an awards assembly at the end of the year, outstanding students are awarded certificates of recognition. Also a single outstanding English student is recognized at

graduation with a gift and citation of his name on the formal printed program." "'Best Writer' in each class, publication in Cultural Convention booklet." "Smiles, praise, and high grades!"

The Use of Microcomputers in the English Programs

Thirty-two programs responded to the question about microcomputers. Fifteen schools (46.87 percent) indicated that microcomputers were used in their English programs while the majority (17 schools) indicated that they were not used. The largest number of microcomputers was found in high enrollment schools while the smallest number was found in medium enrollment schools.

With a list of six specific uses for microcomputers, one item on the questionnaire asked participants to identify the ways microcomputers were used in their English programs. Table 12 itemizes the uses of microcomputers in the fifteen schools. Fourteen of the schools used microcomputers for student publishing; 12 used microcomputers for teaching editing skills; and seven used microcomputers for drill and practice of grammar rules. Most of the additional uses elicited by the "other" category provided by the questionnaire item related to the teaching of wordprocessing skills.

Table 12. Uses of Microcomputers

Responses	Number of Schools	Percent
For drill and practice of grammar rules	7	46.66
For teaching editing skills	12	80.00
For student publishing	14	93.33
For keeping teachers' records	6	40.00
For developing instructional materials	5	33.33
For playing games and simulations	5	33.33

Note: Numbers and percentages are based upon 15 schools.

A further breakdown of responses showed that one English program used microcomputers for all six specific purposes; three programs used microcomputers for five of the six purposes; seven used them for three of the six purposes.

Use of Local Culture Themes and Materials

In order to find out the extent to which the surveyed English departments included the culture of the host countries in their programs, one item on the instrument asked whether the programs used local culture themes;

another item requested identification concerning the kinds of themes or materials used. Twenty-seven of the 32 schools which responded to the set of questions indicated that their programs used local culture themes. As discussed in the previous section on literature programs, eight schools included the works of host country writers on their reading lists.

The most common local culture theme, used by 14 English programs, concerned national holidays of the host countries; the next most common theme, used by 13 programs, involved religious days of the host countries. Folktales (12 schools) and local myths (11 schools) followed. Two categories--biographies or stories of local heroes and local history--were used by three schools and two schools respectively. Responses to the "other" category (eight schools) revealed among others the following responses: "We do extensive projects relating to trekking in the dessert." "Our school comprises 42 nationalities; often writing assignments are arranged so that students can present their own countries." "Relating literature assigned to cultural, social, religious values of host country."

Strengths, Weaknesses, and Unique Features of the English Programs

Strengths. Thirty-two participants responded to the question concerning strengths of their English programs.

The question offered five specific options and one "other" option. The majority of the respondents (96.87 percent) perceived the qualified, experienced, and dedicated staffs of their schools as a strength while 78.12 percent reported the supportive and effective administration and the intelligent, industrious, and enthusiastic students as strengths. Few perceived the host-country cultural environment and the community as strengths. Some of the comments reported in the "other" category included "lack of distractions such as television," "small classes and close relationships among students and between staff and students," and "teachers' freedom to choose methods."

Weaknesses. A smaller number of participants chose to respond to the question concerning major weaknesses of their English programs than did the number of participants responding to the question concerning strengths. Four specific categories of weaknesses and one "other" category were offered by the question. None of the participants considered the administration, including the School Board, Superintendent, Principal, and Department Head, to be a major weakness. Eight participants (27.58 percent) considered the indifferent community a major weakness while seven participants (24.13 percent) perceived the lack of resources as a major weakness, and six schools (20.68 percent) saw the inadequate facility as a major weakness.

The majority (48.27 percent) of the responses were in the "other" category which requested individual and specific explanations. The following weaknesses and explanations were provided: "I'm about the 10th teacher of English in ten years . . . So continuity." "Lack of contact with other English teachers. . . . Lack of continuous and supportive and critical supervision--I have no doubt that I need lots of help." "The non-availability of texts locally is a problem and we do experience long delays when ordering from abroad." "Lack of written guides, tests, etc."

Unique features of individual programs. Twenty programs were represented by responses to the question concerning unique features. Four participants perceived no unique features in their English programs while the remaining 16 participants identified unique features which were grouped in the following categories: instructional practices, school organization, staff, students, other resources, and school curriculum. The largest number (25.0 percent) perceived their instructional practices as unique while 20.0 percent considered their staffs unique. Some of the explanations of unique features gleaned from the data follow: "We have a yearly English week when English in all its varieties is emphasized. Last year, for example, each English class wrote a novel, with each student assigned a pre-set chapter." "The emphasis upon Humanities in the 12th

grade literature unit." "Every teacher teaches math. Every school day begins with a math class for each student."

Professional Concerns of English Teachers

This section presents data dealing with professional concerns including the provisions for professional development opportunities for English teachers in the NE/SA schools. The major topics covered in this section include recruitment and contract extensions of English teachers, English department meetings, kinds and frequency of English program evaluation, English teachers' attendance at conferences and enrollment in university courses, English teachers' membership with professional educational societies, and supervision of English teachers.

Recruitment and Contract Extensions

In order to find out more about the kinds of teachers teaching English in the NE/SA schools, a question was designed to examine some of the ways English teachers were hired. An additional question was designed to find out how often foreign-hired English teachers, that is teachers hired from abroad (usually from the US or the UK) for a contracted period, signed up for contract extensions.

Responses from 34 participants were obtained for the question concerning the ways English teachers were recruited by the schools. Half of the schools utilized more than one way of recruiting English teachers but the major or most common means of recruiting, as reported by 85.29 percent, was for someone representing the schools--such as the superintendent, a principal, or a board member--to travel to the West to attend recruiting fairs. In 38.23 percent of the schools, applications were received in the mail and the applicants were requested to visit the schools for interviews. In 14.70 percent, the persons responsible for hiring teachers learned of effective English teachers in other schools and actively recruited those teachers for positions with their schools. Providing a clearer picture of the ways English teachers were hired in some of the schools, the comments provided in the "other" category included some of the following remarks: "'Local hires' (spouses work for Embassy, AID projects, etc.) drop by school to see if positions are open" "Local advertising--newspaper or word of mouth." "Locally hired--usually wives of overseas employees in non-school related jobs."

Of the 34 schools which responded to the question concerning contract extensions of foreign-hired teachers, 20 percent indicated that their schools did not recruit English teachers out of the country. Of those schools that did

employ foreign-hired English teachers, 59.25 percent reported that their foreign-hired English teachers "frequently" signed up for contract extensions. Two schools reported that such teachers "never" extended their contracts while another two schools reported that the foreign-hired English teachers "rarely" extended their contracts.

English Department Meetings

Three categories of responses were obtained from the question concerning English department meetings. Of the 33 schools which responded to the question, 57.57 percent claimed that their English teachers met regularly for departmental meetings; 24.24 percent stated that their English teachers did not observe regular meetings while 18.18 percent stated that the question was not applicable for their schools as there was only one English teacher in each of their programs. The eight schools which did not have regularly scheduled meetings had as many as three to six English teachers.

The 19 schools which claimed to have regular departmental meetings provided data describing the frequency of the meetings. Eight of the schools had regular English department meetings once a month; four schools had meetings once a week and four schools had meetings every two weeks. Three schools had meetings once a quarter.

Participants who indicated that their departments did not have regularly scheduled meetings were asked to identify the bases for scheduling department meetings. Six of the nine who claimed that their departments did not have regularly scheduled meetings identified more than one basis for scheduling meetings. Five stated that meetings were scheduled whenever the department head wished to schedule meetings; six stated that meetings were scheduled whenever a problem arose which needed the attention of all English teachers; and seven identified "other" bases for scheduling meetings. Some of the "other" responses included the following: "Teachers meet informally in the English resource room almost daily"; "Only two of us, so once a week, informally, to toss around ideas, approaches."

English Teachers' Attendance at Conferences, Workshops, and University Courses

One question on the instrument elicited information about the kinds of professional development English teachers engaged in. All 29 schools responding to the question indicated that at least some English teachers in their programs within the two years prior to the collection of data for this study had either completed a university Education or English course or had attended a professional conference. Of the 131 English teachers in the 29 schools, 19.08 percent had completed college English courses, 26.71

percent had completed college Education courses, and 70.22 percent had participated in English-teaching conferences or workshops.

English Teachers' Membership with Professional Educational Societies

Participants were asked if their schools subscribed to one or more professional English-teaching journals. The responses from 32 schools revealed that 78.12 percent did subscribe. Only 10 schools (32.25 percent of the 31 responses) reported membership with NCTE (the National Council of Teachers of English). Half of the schools with membership with NCTE reported that their membership fees were paid by the schools.

Supervision of English Teachers

Four questions on the instrument required information about supervision of English teachers. The first item asked whether English teachers were regularly supervised; of the 33 schools which responded, 75.75 percent indicated that there was regular supervision in their schools. Participants were asked to identify the roles of supervision (major, minor, or no role) of the following administrative personnel: Superintendent, Principal, Instructional Supervisor, Vice-Principal, and English Department

Coordinator. All 25 schools which indicated that there was regular supervision in their English programs responded to this question and, in addition, confirmed that no other person participated in any supervisory activities. The office identified by most schools (76.0 percent) as having the major role was that of the Principal. None of the schools which had Principals reported that the Principal had no role in supervision. Seven schools reported the Superintendent as having a major role in supervision while five schools claimed the Superintendent had a minor role. In 16.0 percent of the schools, the Vice-Principal had a major role, and the English Department Coordinator had a major role in 12.0 percent. In only two schools were there Instructional Supervisors, and in both cases the Instructional Supervisors had major roles in supervision of English teachers.

Participants were asked to identify the purpose(s) of supervision in their schools. Twenty-four of the 31 schools (77.41 percent) which responded to the item on the questionnaire reported that the purpose of supervision in their schools was both to improve quality of instruction and to evaluate teacher performance and effectiveness. Four schools reported that the only purpose of supervision in their schools was for evaluation while three schools indicated that the only purpose of supervision in their schools was to improve the quality of instruction.

Twenty-four participants offered brief descriptions of the methods used in supervision of English teachers. While the qualitative data on the methods of supervision used in the schools widely varied, three major clusters of methods were discerned. These clusters included the method of single observation of instruction in the classroom, conferences or discussions and/or review of unit and lesson plans, and a combination of conferences and observations. Nineteen participants (79.16 percent) reported that observation was the method of supervision used in their schools; 12 participants (50.0 percent) indicated that conferences and/or discussions were used for supervision. English teachers in 11 programs (45.83 percent) were supervised by a method which utilized both conferences and classroom observations.

Some of the most succinct descriptions of supervision in the data included the following: "The principals observe each teacher at least once a year and submit a written report to the teacher with a copy for his/her file. The quality of the supervision varies according to the principal's qualifications." "Classroom visits, both announced and unannounced followed by a discussion with the teacher--including criticism, advice and support. The supervision is good but so infrequent (once or at most twice a year) that it ends up being more a time for evaluating job performance rather than helping the teacher. With only 2

teachers, both relatively inexperienced (only 7 years of teaching each) we could use more help from experienced people." "There is a pre-observation session followed by the observation and a post-observation session. There are also informal, unannounced observations." "Lesson notes reviewed weekly. Classroom observation of lesson followed by discussions. This school is so small that supervision is practically constant in a non-threatening way."

CHAPTER 5

SUMMARY, ANALYSIS, AND RECOMMENDATIONS

Summary

The overseas schools located in the Near East South Asia (NE/SA) region enroll thousands of American students and employ hundreds of professional American educators. The description of the education these students receive as well as the conditions under which the professional educators work is important to the literature on American education just as is the description of their counterparts in the United States. This study examined the English programs of 35 of the 39 regional member NE/SA schools with secondary programs for the academic year 1986-87. Until this study there had been no other descriptions of secondary English programs in NE/SA or in any other overseas schools.

A questionnaire was designed to gather data about the secondary English programs in the NE/SA region. The questionnaire, containing 65 items concerned with the organization of the secondary programs, the English programs, and the professional concerns of secondary English teachers, was mailed to 39 schools. Thirty-five schools (89.74 percent) returned the questionnaires. The findings and implications of this study were derived from the data obtained from the returned questionnaires and checked

against data collected from the NE/SA Directory 1986-87, the ISS Directory, the Directory of the Office of Overseas Schools (A/OS), US Department of State, and the fact sheets prepared for the Overseas Placement Service for Educators, University of Northern Iowa in 1987.

This analysis of the findings is organized according to the order of the research questions as they were presented in Chapter 1. The organization of this analysis also follows the order of the data presentation in Chapter 4: (1) the similarities of the secondary programs in relation to the teaching of English among the NE/SA schools, (2) the similarities of the secondary English programs, and (3) the similarities among the schools in providing for the professional development of English teachers.

Analysis

The Organization of Secondary Programs in Relation to the Teaching of English

Although the secondary programs in the 35 schools in the NE/SA region had many similarities, the ways some of the programs were organized to facilitate the teaching of English differed. The major similarities of the programs consisted of the variety of nationalities of students enrolled, the types of curricula offered (including the extra-curricular offerings), and the requirements for

graduation. Major differences involved the numbers of students enrolled in the schools and the nature and amounts of resources available to the English programs. Although each of the programs indicated access to a central library, not all of them had ESL or remedial reading programs. Only a few programs relied upon correspondence courses. High enrollment, resulting in more revenue, was not necessarily an indicator of large amounts of resources facilitating the teaching of English. The prevalent use of the US curriculum indicated that most students enrolled in the NE/SA schools received an education comparable to that which students enrolled in schools in the US received. The following section summarizes the findings pertaining to the organization of the secondary programs.

Enrollment and types of curricula. Though the range of enrollment was from 89 to 2,640 students, the average enrollment for the schools studied was 648.8 students. The enrollment data indicated that all of the schools were multinational: students from more than one country attended each school. The majority of students (approximately half) were third-country nationals (i.e., they were from countries other than the US or the host country) while 40.5 percent of the students were American. The smallest number of students served by the schools was from the host countries. An analysis of the enrollment data revealed that all of the

schools were similar in that they enrolled American students and most of them (31 of the 32 for which the enrollment could be categorized) enrolled students from third countries. The analysis also revealed that 24 of the 32 schools (75 percent) enrolled students from the host countries. A pattern which emerged from the analysis was that the only schools which did not enroll host-country students were in Saudi Arabia and in India. Of the six schools in Saudi Arabia, only one--a company-operated school--enrolled students from Saudi Arabia, and only one of the four schools in India enrolled Indian students.

Although there were several kinds of curricula used in the schools, a major similarity was that most of them (88.57 percent) used the US curriculum. Some of the schools followed one or a combination of the following other kinds of curricula: the UK curriculum, the IB curriculum, or the host country curriculum. An analysis of the data on curricula followed by the different schools revealed that only those schools in the high or medium enrollment categories followed the IB curriculum and schools which offered the IB curriculum also offered the US curriculum and included grade 12 as part of their secondary programs.

The enrollment figures coupled with the kinds of curricula offered by the schools indicated that even though the majority of students were not American, most of the students were exposed to the US curriculum. This

finding--that a major emphasis of the schools was on preparing students in the NE/SA schools for American institutions--is in consonance with the objectives for overseas schools as found in the literature reviewed in Chapter Two. Students from a variety of countries encountered American values, perspectives, ideals, and philosophies through the instructional practices, materials, and organization of their schools.

Grades and required semesters of English. Because of the needs of individual communities, financial resources, enrollment, and other reasons, some of the schools did not offer a complete secondary program (grades 7 through 12). Over half of the schools included grade 12 as part of their programs; a little more than a third of the schools offered grades up to grade 9 or less. The analysis revealed no distinct patterns relating grades with enrollment or grades with curricula.

English was a required subject in all of the schools studied. The number of required semesters of senior high English ranged from two semesters to ten; most of the schools (89.47 percent) with grades 9 through 12 required eight semesters or the equivalent of four years of study.

Length of class periods and number of instructional periods. The number of instructional periods in the schools' daily schedules ranged from five to ten; most of

which were 45 minutes or longer. As expected, those schools which had fewer instructional periods also had longer instructional periods. The analysis did not suggest any relationships between the number of minutes of instructional periods and types of curricula, grades, or enrollment categories.

Courses and extra-curricular offerings. Similarly yearbook, newspaper, and dramatic presentations were included in some form in the programs of most of the surveyed schools. Only those schools which followed the US curriculum offered yearbook. While many schools offered newspaper, it was offered as an elective course more frequently than as an extra-curricular course. The schools were alike in that in all of them dramatic presentations were provided for student involvement. Although there were differences in the forms in which yearbook, newspaper, and dramatic presentations were offered by the schools, no clear patterns relating these offerings with enrollment or grades were revealed by the analysis.

Resources and programs facilitating the teaching of English. Although all of the schools in the study had libraries, the range of books, according to enrollment, revealed that enrollment was not necessarily a controlling factor in the number of books in a school library. For example, both the smallest and largest numbers of books

(1,100 and 101,782 respectively) were reported by schools in the high enrollment category.

The major materials in the libraries consisted of reference books, non-fiction resource books, and works of fiction. The greatest number of books in the total libraries consisted of the non-fiction resource books while fiction books made up the second largest category. From an analysis of the data on libraries, no patterns relating the kinds of curricula, grades, countries, or enrollment were evident.

Few schools relied upon correspondence courses as part of their English programs. Those schools which used correspondence courses did so for such reasons as to accelerate graduations, to allow students to make up failed credits, and to allow students to earn credit for studying material that was not offered as part of their school's curriculum. All of the reasons given for using correspondence courses were related to enrollment and staffing. Because of the small number of English teachers in some schools, students who desired to make up credits or to earn additional credits had few options; correspondence courses provided the opportunity for some. Analysis also revealed that correspondence courses were part of the English programs of only those schools which followed the US curriculum and which included grade 12.

Because NE/SA schools, like most other overseas schools, enrolled students from a variety of countries, they provided attention to those students who did not speak English as their native language. Most of the respondents in this study indicated that their schools had programs for ESL. Only a third of the schools, however, had teachers on their staffs who were trained to teach ESL.

Most of the schools reported that they had special programs for students needing remedial reading instruction. A small majority of these schools indicated that specialists hired to work with students with reading problems were on their staffs. Other schools indicated that remedial reading attention was given to students in ESL classes, to students in tutorial situations, or to students in extra English classes. The inclusion of remedial reading programs (like the ESL programs) was independent of grades, enrollment, and curricula.

Over a third of the schools offered Advanced Placement (AP) English to their senior students. Several schools with students in grade 12 did not offer AP English. Of the schools offering AP English, all followed the US curriculum, and some followed the IB or the UK curriculum in addition to the US curriculum.

The English Programs

The English programs in the NE/SA schools were similar in many ways. In all of the schools which provided information concerning the certification status of English teachers, there were some certified English teachers, most of whom were certified by US agencies. Although the workloads of most of the English teachers were similar in the number of preparations and courses for which they were responsible, some of the English teachers taught courses outside of the English departments. Teachers in low enrollment schools seemed to have heavier workloads than teachers in schools with higher enrollments. Most of the English programs followed printed curriculum guides, but only a few had adopted instructional models. One major similarity among the schools was that most of them had assessed their English programs through self assessment or accreditation in the last five years, and most of them were accredited by the Middle States Association of Schools and Colleges.

Although most of the schools utilized American-published instructional materials, some of the schools reported different processes for selecting instructional materials. In all programs of the study, teachers assigned writing at least once a week. The literature component of most programs utilized reading lists which included a variety of

literature. The outstanding achievement of English students was recognized by annual awards and through publication in school newspapers and literary journals. Microcomputers were used in about half of the schools--primarily in those with high enrollments and those with grades 7 through 9.

Most respondents credited students, faculty, and administration as the major strengths of their programs. As for weaknesses, there were very few specific weaknesses reported for English programs. Most of the weaknesses that were reported dealt with perceived weaknesses of the schools, not with weaknesses specifically related to the English programs (e.g., several schools in the low enrollment categories reported resources and facilities as major weaknesses). The data on the English programs revealed more positive statements than negative ones

English teachers. Most of the secondary programs in NE/SA schools (79.59 percent) employed certified English teachers. Though the large majority (70.94 percent) of English teachers were certified by American agencies, many of the schools employed English teachers certified by host countries or by third countries. An analysis revealed that American-certified teachers were employed by all of the schools except those which followed only the UK curriculum; in two of these schools, however, English teachers certified by host countries were employed. Only schools in India and

Iraq employed English teachers certified by the host countries. The schools in the high enrollment category employed the most English teachers, and the highest percentage of American-certified English teachers was in the low enrollment category.

The workload of NE/SA English teachers was found to be similar among most of the schools. The majority of the schools (87.87 percent) regularly assigned their English teachers to teach more than four classes each day while 81.81 percent regularly required their English teachers to plan for more than two different preparations. Over half of the schools depended upon some of their English teachers to teach subjects other than English. Four schools required all of their English teachers to teach subjects other than English. These same four schools also required their English teachers to teach more than four classes and prepare for more than two classes each day; they were also responsible for such extra duties as sponsoring yearbook, newspaper, and student council. As three of these four were in the low enrollment category, there seemed to be a pattern that in low enrollment schools English teachers were required to exceed what would be considered by American standards as a normal working load.

Due to the wide range of school enrollments and numbers of English teachers, the enrollments in English classes varied considerably in the NE/SA schools. Though enrollment

in English classes ranged from three to 33, no school reported a higher class average than 22 students in an English class. The average number of students enrolled in English classes throughout the NE/SA region was 17 students, below the number of 20 students recommended by the National Council of Teachers of English.

Many of the English teachers were assigned out-of-class responsibilities such as yearbook, newspaper, student council, or various clubs such as speech, drama, and debate. Few schools provided compensation for the extra duties assigned to English teachers. The analysis did not reveal any patterns which could be generalized to denote any specific country, enrollment category, or curriculum as having more out-of-class responsibilities for English teachers or as compensating English teachers for their out-of-class work in different ways.

English department leadership was found in less than half of the schools. Most of these schools allowed time within the school day for the department heads to perform administrative duties. Some of the schools which did not have department leadership had as many as eight English teachers. As a consequence of having few English teachers, some schools did not need department heads; for example, five of the departments which each had one English teacher did not have department heads.

Instructional resources. All but three of the schools utilized some kind of guide for determining the content to be taught in English classes. The most common were curriculum guides developed cooperatively by teachers and others in the schools. Several teachers depended upon the teacher's manuals for textbooks used in their classes. The analysis revealed that two of the three programs which did not use curriculum guides had certified teachers, and the teachers in two of the schools were regularly supervised.

Of the few schools which had adopted instructional models for their English departments, all had adopted Mastery Teaching. Only schools following the US curriculum had adopted instructional models and these schools were in either the high or the low enrollment categories. Approximately a third of the respondents--with various categories of enrollment, curricula, and grades--reported that instructional models had been the subject of recent staff development workshops. Because of the high turnover rate of teachers in the overseas schools, it was expected that more schools would have found the adoption of instructional models as a means of reducing continuity problems and of improving instruction.

Though a variety of textbooks was used in the different schools, most of the textbooks were published by American firms. The most common text used for the teaching of

grammar and composition was published by Harcourt Brace Jovanovich. The most frequently reported literature text was published by Scott Foresman. As expected, the schools with curricula other than the US curriculum were the ones which did not use American-published instructional materials.

When adopting new textbooks, most of the English departments were provided sample copies of textbooks for teachers to review before selecting books during departmental meetings. Some schools reported that their teachers were given the responsibility of selecting their own instructional texts, and others reported that instructional materials were mandated by the administration.

Instructional programs. Writing and literature were the two instructional areas emphasized by this study. The schools were all similar in that none of them reported that writing was assigned less than once a week; more than a third of the schools reported that writing was assigned more than twice a week. The most often assigned types of writing were expository, creative, free, journal, and writing related to literature.

The literature component of the instructional programs involved the use of novels, anthologies, and--for some of the schools in India, Sri Lanka, and Greece--works by writers from the host countries. Most of the schools used

reading lists and over half of these included works of adolescent literature in addition to standard classics. Students in the NE/SA schools seemed to come into contact with a rich sampling of literature, and as adolescent literature was represented in the area, many of them were exposed to literature written especially for them. The most popularly read books included Lee's To Kill a Mockingbird, Golding's Lord of the Flies, Steinbeck's Of Mice and Men, Salinger's Catcher in the Rye, London's Call of the Wild, Herbert's Dune, and Zindel's The Pigman.

Evaluation of student work and recognition of outstanding students. Most of the teachers in NE/SA schools designed their own tests and exams to evaluate their students in their classes. A few schools used exams prepared by the school boards, English departments, or outside agencies. Half of the schools administered standardized achievement tests. Apart from the fact that more schools following the UK curriculum used locally made competency exams than schools following other curricula, the analysis did not reveal any patterns linking grades, countries, or enrollment with methods English teachers used to evaluate their students' work.

The most common forms of recognizing the outstanding achievement of English students were annual awards and publication of student work. The data provided no patterns

on which to form generalizations about the kinds of awards given to students in grades nine through 12 or to students in grades seven through nine.

Use of microcomputers. Less than half of the surveyed schools used microcomputers in their English programs. Those departments that used microcomputers did so for various purposes, including the teaching of editing skills, student publishing, bookkeeping, and drill and practice of grammar rules. More schools in the high enrollment category used microcomputers in their English programs than did schools in other enrollment categories.

Different curricula were represented by schools which used microcomputers in their English programs. Although most of these schools followed the US curriculum, some of the schools using microcomputers in their English programs followed the UK curriculum and the IB curriculum. Neither of the two schools following the local curricula utilized microcomputers in their English programs. More schools with high enrollments used microcomputers in the English departments than schools with medium or low enrollments. The analysis also revealed that those programs which did not use microcomputers were (with one exception) programs in schools which included grades 7 through the final grade (10, 11, or 12). More schools with lower grades in their secondary programs used microcomputers than did schools with

upper grades or with composite (grades 7 through 12) programs.

Use of local culture themes and materials. Most of the NE/SA schools--schools in almost all of the countries included in the NE/SA region--included local culture themes in their English classes, themes which concerned national holidays, religious days, folktales, and local myths. The schools which used themes from the local cultures represented all of the categories of enrollment, the types of curricula, and almost all of the combinations of grades.

Approximately a fourth of the schools used the literary works of writers from host countries in their English programs. These schools were in the countries of Greece, India, Israel, Pakistan, and Sri Lanka. All of the schools which utilized this resource included grade 12, included works by host country writers on recommended reading lists, and followed the US curriculum. Most of the schools offering the IB curriculum also used this resource.

Strengths and weaknesses. The NE/SA schools were similar in that most of them perceived their major strengths as qualified, experienced, and dedicated staffs; supportive and effective administration; and intelligent, industrious, and enthusiastic students. Most of the schools indicated several strengths. The independent and isolated nature of some of the schools was also noted as a strength by some of

the schools. Because most of the schools were not part of large bureaucratic systems, decisions could be made efficiently and according to the peculiar needs of each school. The analysis of the data did not reveal any clear patterns relating the perceived strengths of the English programs with curricula, enrollment categories, or countries.

Several similarities existed among the schools regarding perceived weaknesses. The major weaknesses concerned lack of resources, indifferent communities, and inadequate facilities--all problems associated with the total school and not just the English program. While none of the schools indicated that the administration was a weakness of their programs, six schools--most of which perceived several strengths in their programs--did not indicate any weaknesses. The only pattern evident from comparison with data on curricula, countries, and enrollment was that more schools in the low enrollment category indicated lack of resources as a weakness than did schools in other enrollment categories.

Some of the schools indicated that because their English teachers had few opportunities to discuss professional topics with teachers in other schools, alienation from other schools was a weakness. Of major concern to a few of the respondents who offered "other" comments was the lack of continuity of their English

programs. This problem was primarily due to the transient nature of the foreign-hired English teachers who relocate to different schools and different countries after completing their two-year contracts. Three of the schools which indicated lack of continuity as a weakness were the same schools which did not have curriculum guides and which did not use instructional models for their English programs. Noting fewer weaknesses than strengths, the respondents to the survey held positive feelings for their English programs.

Unique features of English programs. Categories of unique features which were described by approximately half of the respondents were these: instructional practices, school organization, staff, students, school curriculum, and resources. Compared against the grades included in the school programs, the categories of unique features revealed that more schools with lower grades provided more class time for language arts than schools in other categories of grades. One respondent noted, "Each 7th grade student receives 110 minutes of language arts per day." Another respondent reported that students in their 7 through 9 grade program receive "A double period of language arts and writing."

Most of the data concerning the unique features of the English programs in the NE/SA schools are congruent with the

conclusion drawn from the review of literature that there is great diversity among overseas schools. Though there were similarities among the English programs, most of the English programs in the NE/SA schools maintained a great degree of individuality.

Professional Concerns of English Teachers

Many similarities among the schools dealt with the professional concerns of English teachers. Those schools which employed foreign-hired English teachers recruited them in similar ways and most of the foreign-hired English teachers seemed satisfied enough to renew their contracts. Most of the schools with several English teachers held regularly scheduled departmental meetings; those programs which did not hold regularly scheduled meetings had few English teachers or held meetings whenever specific needs required the attention of the English department.

Many of the NE/SA English teachers took university courses and attended professional conferences in order to upgrade their qualifications. The highest percentage of English teachers attending university courses was in the low enrollment category, and more English teachers attended university Education courses than university English courses. Most of the schools surveyed reported that some of their English teachers had attended professional

conferences. Though most of the schools subscribed to professional journals, few of the English teachers held membership in professional English teaching organizations such as the National Council of Teachers of English.

Although there were different purposes for the supervision of English teachers, most of the teachers were supervised through observation and by the school principal. Just as a few schools reported that English teachers were not supervised, a few schools reported that their English teachers were regularly and frequently supervised through classroom visitations, conferences, review of teaching materials, and progress reports.

Recruitment and retention of English teachers. There were several similarities among the NE/SA schools pertaining to their methods of hiring qualified English teachers. The most common method of recruitment was for someone representing a school to travel to the West to attend recruiting fairs and interview interested applicants. This method was reported by most of the high and medium enrollment schools and a few of the low enrollment schools. No clear patterns concerning curricula and grades or the certification status of English teachers were apparent.

In only a few schools did the personnel responsible for the hiring of English teachers actively recruit individuals who they knew were effective as teachers at other schools.

In many cases English positions were filled by qualified individuals such as dependents of US Foreign Service employees who lived in the area. In several situations (mostly in the low enrollment category) expatriate teachers were considered locally-hired if they were hired within the host country.

Several similarities were revealed by the data on contract extensions. While some of the respondents indicated that foreign-hired English teachers never or rarely extended their contracts, more than half of the respondents reported that their foreign-hired English teachers frequently signed up for contract extensions. The implication is that most of the English teachers hired from outside the country enjoyed their work and living conditions well enough to extend their contracts.

Four schools indicated that their foreign-hired English teachers rarely or never signed up for contract extensions. These four were similar in that they all followed the US curriculum, and three of the four included only grades 7 through 9 in their secondary programs. Few schools in the low enrollment category had English teachers who extended their contracts, but there were no clear patterns which showed a relationship among contract extensions, curricula, and grades.

Several schools had no foreign-hired English teachers. Most of these schools followed the UK curriculum and more

were in the low enrollment category than in each of the other two enrollment categories. All of the schools which did not have foreign-hired English teachers did employ certified teachers.

The major generalizations regarding contract extensions of foreign-hired English teachers were the following: (1) most of the schools which employed foreign-hired English teachers had frequent contractual renewals; (2) fewer schools in the low enrollment category had frequent contractual renewals than did schools in other enrollment categories; and, (3) most of those schools which did not employ foreign-hired English teachers did employ certified English teachers.

English department meetings. More than half of the schools held regularly scheduled English department meetings which met at least once a month. Some of the schools reported that they did not have meetings because there was only one English teacher in each of their departments; some of the respondents commented that because of the small sizes of their departments, their English teachers met almost daily on an informal level to discuss various English-teaching concerns. Most of those schools that did have regularly scheduled meetings were in the high enrollment category and most of them held departmental meetings at least once a month. All of the schools which

followed the IB curriculum held English department meetings on a regular basis, usually once a month.

English teachers' enrollment in university courses and attendance at conferences. A major similarity of the NE/SA schools was that English teachers in all of the schools seemed to participate in professional development opportunities. Many of the 147 English teachers included in this study had enrolled in university English courses or university Education courses within the two years prior to the collection of the data. The same number of schools was represented by those teachers who had attended English courses and by those teachers who had attended Education courses. Approximately twice the number of teachers had enrolled in university Education courses than in university English courses. In the analysis there were no patterns which linked the teachers involved in taking either kind of university courses with the curricula or grades of the schools. More teachers from the high enrollment schools were involved but the highest percentage of teachers enrolled in university courses was in the low enrollment category.

English teachers in most of the NE/SA schools attended professional conferences. The highest number of schools represented by teachers attending conferences as well as the highest number of teachers in attendance was in the high

enrollment category. There were no patterns in the analysis which might suggest that more teachers with certifications attended conferences or that more teachers from schools following any particular curricula or having any particular grades attended such conferences.

No patterns relating the accreditation status of the schools with teachers' attendance in university courses or at conferences were evident from the analysis. The only generalizations that could be made from these data were (a) teachers in most of the schools participated in professional development opportunities, (b) more teachers enrolled in Education courses than in English courses, and, (c) the highest percentage of schools represented by teachers participating in professional development was in the low enrollment schools.

English teachers' membership with professional organizations. The English departments were similar in that most of them subscribed to professional English-teaching journals. Few of them, however, belonged to NCTE (National Council of Teachers of English). The enrollment appeared to be closely related to subscriptions to professional journals but not to membership in professional organizations. While most of the schools (regardless of grades and curricula) with medium and high enrollment subscribed to professional journals, few of the schools with low enrollment subscribed

to professional journals. No patterns relating grades, enrollment, certification, or school accreditation with membership with NCTE were evident. All but one of the schools that held membership with NCTE followed the US curriculum and in some cases the IB curriculum; one school, however, followed a local curriculum.

Because of the few activities and services provided for overseas teachers by professional organizations and because the schools may not have encouraged membership with professional associations and subscription to professional journals, many English teachers in the NE/SA schools may not have been informed of a variety of activities, developments, teaching materials and methods of concern to them and their professions. One respondent noted that the English Journal, the major English-teaching journal for secondary programs published by NCTE, failed to include articles of use and of interest to English teachers in overseas schools.

Supervision of English teachers. Similarly, most of the English departments had some form of regular supervision, and most of it was performed by the school principal. In a few situations, the English department head had a major role in supervision. The major similarities of the programs which did not have regular supervision included the use of the US curriculum, grades 7 through 12, and low enrollments. As stated earlier, two of the three programs

which did not follow curriculum guides did have regular supervision.

Two purposes were reported for supervision: to improve the quality of instruction and to evaluate teacher performance and effectiveness. Most of the schools reported both purposes. A very small number of respondents indicated that the purpose of supervision in their schools was only to improve the quality of instruction. No clear patterns on which to form generalizations about particular traits of schools identifying purposes of supervision were evident from the analysis.

The most common method of supervision in the English programs was through observation. Some teachers were evaluated on the basis of conferences and discussions; others were supervised on the basis of their lesson plans. Less than half of the English teachers were supervised with the clinical model of a pre-observation conference followed by a data-collecting observation and then a follow-up conference.

Recommendations

Recommendations for the Schools

The findings of this study led to several recommendations for improvement of secondary English programs in

schools in the NE/SA region. The recommendations which follow are congruent with suggestions and recommendations included in various educational reform reports, research studies, and publications of specialists in education.

1. All of the respondents to the survey indicated that English was a required subject in their schools, but the number of semesters of English courses required for graduation ranged from two to ten. For some schools the English requirements for graduation should be increased. The minimum preparation in English studies leading to high school graduation should be eight semesters or four years of daily classes (Boyer, 1983; Goodlad, 1984).

2. Many of the schools reported that their students did not have opportunities to participate in dramatic presentations, yearbook, newspaper, or other activities related to the English classroom. All of the schools should provide opportunities for students to participate in such activities either as required courses, as elective courses, or as extra-curricular activities.

3. Although most of the schools offered ESL courses for students who were not native speakers of English, only a third of the schools employed trained ESL teachers. It is recommended that all of the schools enrolling students who are not proficient in English and whose native language is not English have ESL programs and that they employ qualified

ESL professionals to design and implement ESL programs that meet the needs of their students.

4. Many of the schools reported that their students who lacked reading skills received remedial instruction in reading. Few of the programs indicated that trained and qualified reading specialists were on their staffs. All of the surveyed schools should have remedial reading programs for students who lack reading skills and they should employ specialists trained in the teaching of reading at the secondary level.

5. Some of the schools reported that English teachers taught as many as six classes, taught subjects other than English, had as many as six preparations, and taught as many as 33 students in a class. In order for them to be able to perform to their best without undue stress and pressure caused by overload, secondary English teachers should be responsible for no more than 100 students in no more than four classes of secondary English with as few lesson preparations as possible. This recommendation is in accordance with the work of Boyer (1983),Sizer (1983), and Cahen, et al. (1983). At the November 1976 Board of Directors meeting, the National Council of Teachers of English adopted the official policy recommending that the maximum student load for English teachers should be 100 students and four classes (Applebee, 1977).

6. In addition to their classroom teaching, many NE/SA English teachers were engaged in such activities as sponsoring literary magazines, yearbooks, school newspapers, drama, speech, and debate clubs, and monitoring corridors and lunch rooms. As this study concerns the teaching of English, it is recommended that English teachers be exempt from such time-consuming activities so that full attention can be on the teaching of English. In order for extra-curricular activities to remain part of the school offerings, parents and others in the communities should be encouraged to participate in school yearbooks, newspapers, literary magazines, various clubs and other activities. According to Boyer (1983), teachers should not, under any circumstances, be required to participate in any non-instructional activities such as monitoring hallways, lunchrooms, or recreational areas. Any English teacher assigned to perform work other than the teaching of English should receive adequate compensation.

7. Several of the schools which employed more than three English teachers indicated that their English teachers did not have a leader recognized as their department head. It is recommended that all departments with three or more English teachers have one English teacher appointed as the department leader and that leader should be released from some classroom duties in order to pursue departmental leadership functions.

8. Eight of the schools indicated that their English departments did not hold regular meetings and only scheduled meetings whenever some need existed for English teachers to meet. Research studies done by Little (1982) and Tye and Tye (1984) discuss the importance of departmental meetings in the context of collegiality; these studies strongly favor regular meetings for teachers to improve professional relationships, share strategies, discuss students, and interact on various departmental matters.

All English departments in the NE/SA schools which have three or more English teachers should have regularly scheduled departmental meetings as often as possible. Those secondary English departments consisting of one or two English teachers should arrange to meet with teachers in other departments so that collegiality among teachers can be improved and so that teachers will have opportunities to discuss professional concerns. Departmental meetings should be used so that teachers can discuss curricular matters, students, instructional methods and practices, and other professional as well as social concerns.

9. It seems apparent from the findings (i.e., in at least three of the NE/SA schools there were no curriculum guides for their English programs, and teachers in twelve schools relied upon teachers' manuals to guide their teaching) and from the standing philosophy of the National Council of Teachers of English (1986), all of the English

teachers in the NE/SA schools should have access to detailed curriculum guides. The curriculum guides should provide continuity and prevent unnecessary repetition of instructional content and provide guides for new teachers unfamiliar with the programs. Including the goals and objectives of the secondary English programs, the curriculum guides should detail courses offered by the programs, instructional content of each course, materials used for each course, and suggested schedules for teaching the content. The development of curriculum guides should be a continual process which includes frequent assessment along with such other stages as consulting, planning, scheduling, writing, and reviewing.

10. Few of the NE/SA schools indicated that instructional models had been adopted by their English departments, and several schools indicated that continuity was a weakness in their programs. In accordance with the work of Goodlad (1984), Joyce and Well (1986), and Sizer (1983), it is recommended that the English departments in NE/SA schools investigate different instructional models and consider adopting models for instructional purposes. The use of teaching models could help alleviate some of the problems caused by frequent teacher turnover (lack of continuity) and by the lack of standardization in the professional training English teachers in the NE/SA region have undergone. The NE/SA schools, employing English

teachers trained in various countries and following different curricula, should provide opportunities for their English teachers to become familiar with different kinds of teaching models.

11. It is recommended that each school should hold regular staff development sessions in order to introduce different instructional models and to provide opportunity for teachers to practice the models before implementing them in their classrooms.

12. The NE/SA Regional Office should coordinate programs by which specialists in the use of various models visit the schools for staff development sessions. The Regional Office should also facilitate opportunities for NE/SA teachers trained and experienced in using various models to share their skills in the uses of models with teachers in other schools in the region.

13. Although English teachers utilized several means of evaluating their students' achievement, only half of the English departments regularly used standardized tests to diagnose student achievement. Approximately a third of the schools reported that standardized tests were never used in their English departments. Congruent with the recommendations of Nation at Risk (1983), all of the English departments in NE/SA schools should diagnose student achievement regularly. An evaluation system consistent with school-wide goals and departmental objectives should be

designed for each school. The evaluation systems should utilize both exams prepared by teachers specifically to evaluate students on the content covered in their classes as well as objective, external exams to provide standards by which students, teachers, and curricula can be measured.

14. Less than half of the NE/SA schools utilized microcomputers in the English classroom. As the College Board Equality Project's Academic Preparation in English (1985) and the reform report A Nation at Risk (1983) point out, microcomputer technology exists in almost all areas of work and scholarship. Because of the extensive availability of microcomputer technology, English teachers should become familiar with the uses of microcomputers in the English classroom. All NE/SA schools should provide microcomputers for their English departments so that teachers and students can use them for various purposes and at various times. Ideally students and teachers should be able to use microcomputers before, during, and after their classes. At the high school level, teachers should especially teach wordprocessing skills. They should also learn to use microcomputers for wordprocessing, for recordkeeping, and for designing and preparing instructional materials.

15. Though several schools utilized materials and themes from local cultures, it is recommended that all English programs in NE/SA schools expand their use of such local resources as the works of local writers, lectures by

distinguished, local citizens, performances of local performing artists, and field trips to local libraries and galleries.

16. Among the weaknesses indicated by the schools were comments regarding the isolation of English teachers. In order to rectify this weakness, it is recommended that the English teachers in the region have more opportunities to meet with English teachers from other schools. The NE/SA Office should coordinate programs for English teachers to share instructional methods, ideas, and materials by way of newsletters, conferences, workshops, and meetings for the English teachers of different schools.

17. Though many of the schools subscribed to professional English-teaching journals, few teachers held membership in professional societies. The schools should encourage English teachers to join professional organizations by paying fees, and they schools should encourage active membership by providing time for English teachers to prepare for conference presentations and workshops, by sending delegates to professional conferences, and by providing incentives for teachers to submit articles for publication.

18. Based upon the findings, it is recommended that all of the NE/SA secondary English departments should have specific goals and objectives which are reflected in the teacher evaluation systems. Teachers should be evaluated as

often as necessary to meet the objectives of their evaluation systems. Moreover, supervision, with its major purpose of improving instruction, should involve administrators, department leaders, and other teachers in a process that not only provides feedback to teachers but also recommends and carries out plans for improvement. These recommendations are in accordance with the work of Wise (1984) and Alfonso and Goldsberry (1982).

Recommendations for Future Research

The findings of this study led to the following recommendations for future research:

1. Further research should be done on the quality of the secondary English programs in the NE/SA region. As this study described some of the conditions under which English was taught in secondary programs in the NE/SA schools, a subsequent study which investigates the quality of the English programs would in conjunction with this study provide a comprehensive look at the secondary English programs in NE/SA schools. Such a study might describe the goals and objectives of the secondary English programs, the content of the curricula, the processes and methods of instruction, the uses of resources and facilities, the expectations teachers hold for students, student performance on standardized tests, and the degree of satisfaction

teachers have for their work and the degree of satisfaction students have for their English studies.

2. Similar studies describing the secondary English programs in other regions of the American overseas schools should be conducted so that administrators, teachers, curriculum planners, and other concerned parties will have a composite picture of the way English is taught in overseas schools around the world.

3. The findings of this study should be compared to the findings of similar studies done in other regions of overseas schools.

4. Studies concerned with the problems involved with the teaching of secondary school English in non-native English-speaking environments should be conducted.

5. Studies should be conducted on the services and the priority of such services that professional English teaching organizations and other professional educational organizations can provide for overseas schools.

6. A longitudinal study should be conducted to describe the academic successes (or failures) of graduates of the NE/SA schools who enter US institutions of higher education.

7. The methods of recruiting English teachers should be investigated as well as the qualities of the schools which retain more foreign-hired English teachers and which lose more foreign-hired English teachers.

8. The professional and personality characteristics of English teachers who have frequently extended their contracts should be researched.

9. A study investigating the impact of involving US secondary English programs with the secondary English programs of overseas schools should be conducted. The involvement could consist of the sharing of instructional methods, the sharing of knowledge about trends in teaching English, and the sharing of materials. In short, a study on English department pen pals could encourage mutual development through sharing.

10. Studies should be conducted to assess the cognitive and affective impact of the use of the literary works of host country writers (or the translation of their works) on students in English classes in overseas schools.

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APPENDICES

Appendix A

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of
Education

Curriculum and
Instruction

November 25, 1986

English Teachers
c/o Administrators of 39 Overseas Schools
Near East South Asia Region

Dear English Teacher:

I hope you can participate in my dissertation on the status of secondary English teaching in Near East/South Asian overseas schools. Because I, too, have taught English in overseas schools (in Iran, in Saudi Arabia, and in Pakistan), I know how busy you are. I really appreciate your willingness to help me.

What I intend to do is to compare all the NE/SA schools' English programs with each other and with external criteria (e.g., recommendations set by NCTE and other professional organizations). A summary of the findings of this study should provide an information base for future decision-making by curriculum planners, evaluators, administrators, and teachers in the NE/SA region and can be shared with you and your school.

Please do not feel that you must identify yourself. The specific information you provide about your school's English program will remain confidential; only the general findings will be shared with the schools in the NE/SA region, with the NE/SA regional office, and with other interested organizations.

When you complete the questionnaire, please return it to me in the enclosed self-addressed envelope by January 15, 1987. To cover postage, I've enclosed \$2.00. The return of the completed questionnaire will indicate to me that you consent to my using the information as part of my study.

I sincerely thank you for your participation. Without your help I would not be able to complete my dissertation.

Sincerely yours,

John R. Aydelott
Graduate Assistant

P.S. If you would like a copy of the results, please be sure to answer question 65.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of
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Curriculum and
Instruction

November 25, 1986

39 Different Overseas School Administrators
Overseas Schools
Near East/South Asian Region

Dear Administrator:

Following up on my previous correspondence with you, I have enclosed a copy of my questionnaire for secondary English programs in NE/SA schools; I have also enclosed an addressed envelope and money for return postage. Please give the enclosed materials to the teacher (preferably an English teacher and even more preferably the English Department Head) who will complete the questionnaire and return it to me. I greatly appreciate your school's participation in my research project and look forward to learning more about your English program.

Last spring, during the initial stages of my dissertation, I wrote to Dr. Stanley Haas, Executive Director of the NE/SA Council, to ask for approval to survey the NE/SA schools. In a letter dated May 13, 1986, Dr. Haas confirmed that the NE/SA Board of Directors had approved my proposal. I have agreed to share the general results of my study with the NE/SA office as well as with all participating schools. The National Council of Teachers of English is also interested in learning about the English programs in overseas schools.

Thank you for your assistance and cooperation. I do appreciate all your effort and apologize for the bother.

Sincerely yours,

John R. Aydelott
Graduate Assistant

enclosures

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of
Education

Curriculum and
Instruction

November 3, 1986

39 Different Overseas School Administrators
Overseas Schools
Near East/South Asia Region

Dear Administrator:

Please consider this a letter of introduction for a research project which I am conducting in the NE/SA region. For my doctoral dissertation, I plan to collect information on the way English is taught at the secondary level in NE/SA schools; the information which I collect from your school will be compared with information from other schools in the NE/SA area and with "typical" secondary English programs across the US

In approximately two weeks, I will be sending to your school a packet containing a survey questionnaire with instructions. Please assign one of your English teachers (preferably the English Department Coordinator) to fill out the questionnaire which should take about forty-five minutes to complete.

If you can spare a copy of your school's handbook, English curriculum guides, and/or any general or specific information about your school's secondary English program, I would greatly appreciate having it.

Thank you for your cooperation and assistance. You will be hearing from me soon.

Sincerely,

John R. Aydelott
Graduate Assistant

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of
Education

Curriculum and
Instruction

January 26, 1987

Administrators of Schools Who Did Not Respond
to the Earlier Communication
Overseas Schools
Near East South Asia Region

Dear Administrator:

Though I realize that you and the teachers in your school are very busy, I really would appreciate someone from your school helping me with my research on the way English is taught in secondary programs in NE/SA schools. For my study, secondary includes middle or junior high school as well as high school.

If your school has already responded to my questionnaire which was sent to you in late November, please accept my gratitude for your assistance. I look forward to receiving your response. If your school has not yet responded, I would like to ask you to have someone complete the enclosed questionnaire and send it back to me by February 28, 1987. To date, I have received responses from over 50 percent of the NE/SA schools. Your participation will make my study considerably more significant.

Thank you for your cooperation and assistance.

Sincerely yours,

John R. Aydelott
Graduate Assistant

enclosures

Appendix B

SURVEY OF SECONDARY ENGLISH PROGRAMS
IN NEAR EAST SOUTH ASIAN INTERNATIONAL SCHOOLS

General Instructions

1. Please describe your secondary English program: grades 6 (only if grade 6 is excluded from the elementary program), 7, 8, 9, 10, 11, and/or 12.
2. Please answer all items as completely as possible. If an item does not apply to your school's program, write "n/a."
3. Wherever appropriate, add additional information. If necessary attach extra pages.
4. Enclose copies of curriculum guides, handbooks, departmental goal statements, reading lists, etc. if they are available and you believe they would be useful for me.
5. If it will help you to make your information more accurate, please feel free to get information from the Administration or Counseling Office.

Enter checks or the correct numbers in the appropriate spaces below:

1. What grades are included in your secondary program?

_____	grades 7 - 12	_____	grades 7 - 9
_____	grades 6 - 8	_____	grades 6 - 12
_____	other (please specify grades below)		

2. Percentage of last year's graduates going to college this year:
- in the States: _____%
- in the host country: _____%
- in a country other than the
US or the host country: _____%
3. Semesters of senior high school English required for graduation: _____ semesters
4. Number of teachers in English department: _____
5. Number of full-time English teachers: _____
6. Number of teachers with teaching assignments other than English teaching: _____
7. How often are English teachers assigned other subjects (e.g., math, art, social studies, etc.) to teach?
- _____ never _____ rarely _____ sometimes _____ regularly
8. How often are English teachers assigned more than four classes per day (including classes in other subjects)?
- _____ never _____ rarely _____ sometimes _____ regularly
9. How often do English teachers have more than two different preparations per day?
- _____ never _____ rarely _____ sometimes _____ regularly

10. Number of students in English classes:

_____ average _____ maximum _____ minimum

11. Number of English classes with the following enrollments

grades: 6 7 8 9 10 11 12

above 20 _____

11 - 20 _____

below 11 _____

12. What is the average length of class periods?

_____ minutes

13. Number of instructional periods in the school day: _____

14. Indicate whether the following are offered as electives, as extra-curricular activities, as part of required courses, or not offered:

	elective	extra- curricular	required	not offered
yearbook	_____	_____	_____	_____
newspaper	_____	_____	_____	_____
dramatic presentations	_____	_____	_____	_____

15. Indicate whether the following out of class responsibilities are never assigned to English teachers (1), assigned with extra pay (2), or assigned without extra pay (3):

yearbook	_____	newspaper	_____
student council	_____	speech or drama clubs	_____
corridor duty	_____	lunch duty	_____
chaperoning	_____	other (please specify)	_____

16. Number of English teachers with

US teaching certification teachers

host country teaching certificate _____ teachers

third-country teaching certificate _____ teachers

no teaching certificate teachers

17. Number of English teachers who within the last two years

completed a college English course _____ teachers

completed a college Education course teachers

attended an English teaching conference
or workshop _____ teachers

participated in an English teaching
conference or workshop _____ teachers

18. How are English teachers usually recruited? (check any which apply)

Someone representing the school (e.g., the Superintendent, a Principal, etc.) travels to the West to attend recruiting fairs.

Applications are received in the mail and decisions are made on the basis of the applications, not on interviews.

Applications are received in the mail and the applicants are requested to visit your school for interviews.

_____ The person responsible for hiring English teachers learns of effective English teachers in other schools and actively recruits those teachers for jobs with your school.

_____ Other (please explain below)

19. How often do foreign-hired English teachers sign up for contract extensions?

_____ never _____ rarely _____ sometimes _____ frequently

20. Does your school subscribe to one or more professional English-teaching journals?

_____ yes _____ no

21. Do any English teachers on your staff belong to NCTE?

_____ yes _____ no

22. If yes, does your school pay membership fees?

_____ yes _____ no

23. Do English teachers meet for regularly scheduled department meetings?

_____ yes _____ no

24. If yes, how often are the meetings scheduled?

_____ once a week _____ every two weeks
_____ once a month _____ once a quarter

25. If English teachers do not meet regularly, how are meetings scheduled?

_____ whenever the department head wishes to schedule meetings
_____ whenever a problem arises which needs the attention of all English teachers
_____ other (please explain)

26. Are teachers regularly supervised in their work (including classroom visits)?

_____ yes

_____ no

27. If yes, indicate whether each of the following plays no role (1), a minor role (2), or a major role (3):

_____ Superintendent

_____ Principal

_____ Instructional Supervisor

_____ Vice-Principal

_____ English Department Coordinator

_____ other (please specify)

28. If there is supervision in your school, what is its purpose?

_____ to improve the quality of instruction

_____ to evaluate teacher performance and effectiveness

_____ both the above

29. Briefly describe the method(s) used by the person or people responsible for instructional supervision and comment on the quality of the supervision.

30. Is the English department head given time out of class for supervisory and/or administrative responsibilities?

_____ yes

_____ no

31. Do correspondence courses constitute any portion of the instructional program for students in the secondary school?

_____ yes _____ no

32. If yes, please describe:

33. Which of the following best describes the basic guide for the secondary English program?

_____ Curriculum guide devised by the administration and/or School Board

_____ Curriculum guide cooperatively developed by teachers and others in the school

_____ Curriculum guide developed by another school or group and adapted for your school's use

_____ Teacher's manuals for the textbooks used

_____ No printed basic guide is available

_____ Other (please describe below)

34. Has your program undergone an evaluation (e.g., an accreditation study, a self assessment, etc.) in the last five years?

_____ yes _____ no _____ don't know

35. If yes, briefly describe the process followed and comment on the extent to which the results were used to revise the curriculum.

36. If your program has adopted a series of textbooks, identify the publishers:

for grammar: _____

for literature: _____

for composition: _____

other: _____

37. Briefly describe below the way these publishers were selected.

38. Has your school or department adopted a particular instructional model (e.g., Mastery Teaching, Mastery Learning)?

_____ yes _____ no

39. If yes, please identify the model and comment below on its use.

40. Has this or other models been the subject of recent staff development workshops?

_____ yes _____ no

41. Indicate whether each of the following methods of evaluating student progress is never used (1), sometimes used (2), or regularly used (3) by your department:

_____ final exams constructed in whole or in part
by the department

_____ final exams constructed by individual teachers

_____ standardized tests administered to all
students in a given grade

_____ competency tests developed locally

42. Does your school offer AP English?

_____ yes _____ no

43. What percentage of students took the exam last
year?

_____ students

44. Does your school have an ESL program separate from the
English department?

_____ yes _____ no

45. If yes, how many secondary students are
in the ESL program?

_____ students

46. Are regular classroom English teachers trained to teach
ESL in their regular classrooms?

_____ yes _____ no

47. Are special provisions made for remedial reading instruction for students who are more than a year below expected reading achievement level?

_____ yes

_____ no

48. If yes, where is the remedial instruction given:

_____ in the classroom by the classroom teacher

_____ in the classroom by a reading specialist

_____ in a special reading room by a reading specialist

_____ in summer reading programs

_____ other (please specify below)

49. How does your school recognize the outstanding achievements of students in English?

50. How frequently is writing usually assigned by English teachers?

_____ more than two times a week

_____ one or two times a week

_____ once every two weeks

_____ other (please explain)

51. In so far as you know, what kinds of writing are students assigned to do (check all which apply)?

- | | |
|--|---|
| ☐ Journal writing | ☐ creative writing |
| ☐ essay exams | ☐ expository writing |
| ☐ note taking in class | ☐ free writing |
| ☐ writing related to literature study | |
| ☐ other (please describe) | |

52. Are microcomputers used in the English classrooms?

☐ yes ☐ no

53. If yes, for what purpose(s) are they used (check all which apply):

- | | |
|--------------------------|---|
| ☐ | for drill and practice of grammar rules |
| ☐ | for teaching editing skills |
| ☐ | for student publishing (e.g., student newspapers, newsletters, or literary magazines) |
| ☐ | for keeping teachers' records |
| ☐ | for developing instructional materials |
| ☐ | for playing games and simulations |
| ☐ | other (please describe) |

54. Are local culture themes used in the English classrooms?

_____ yes _____ no

55. If yes, identify the kinds of themes used:

- _____ folktales
- _____ local myths
- _____ biographies or stories of local heroes
- _____ national festivals
- _____ religious days
- _____ other (please comment)

56. Are there recommended reading lists for the secondary English program?

_____ yes _____ no

57. If yes . . .

Are writers from the host country represented on the lists?

_____ yes _____ no

58. Is adolescent literature (works such as S. E. Hinton's The Outsiders, Paul Zindel's The Pigman, and Robert Cormier's The Chocolate War, written especially for adolescents) included on the lists?

_____ yes _____ no

59. Identify five of the most popular books read by high school students.

60. What is the approximate number of total library books available in central and classroom libraries?

_____ total library books

61. Of the total number of library books, what is the approximate percentage of:

_____ reference books

_____ non-fiction resource books

_____ fiction books

62. What do you feel are your program's greatest strengths?

_____ qualified, experienced, and dedicated instructional staff

_____ supportive and effective administration

_____ interested and involved community

_____ rich cultural environment

_____ intelligent, industrious, and enthusiastic students

_____ other (please specify below)

63. What do you feel are your program's greatest weaknesses?

- _____ lack of resources--including money, well-qualified teachers, teaching materials, aids, etc.
- _____ inadequate facility--including buildings, classrooms, play areas, etc.
- _____ insupportive administration--including School Board, Superintendent, Principal, Department Heads, etc.
- _____ indifferent community--parents and others do not seem to care about the education of students
- _____ other (please specify)

64. What features of your English program are unique to your school?

65. A summary of the findings will be sent to your school. If you personally would like a separate copy, provide your name and address in the space below.

Mr./Ms./Dr. _____

address: _____

Though I have burdened you with a long survey (and I do again thank you for your help), I would appreciate any additional written commentary you feel might be helpful to me. Notes about present or anticipated problems, about likely changes, about, really, anything at all will provide me a useful, personal flavor. I do appreciate your help.

Please be assured that, even if you provided your name in question #65, your responses, in the summary and in the questionnaire, will be kept completely confidential.

Thank you again.

VITA

John Robert Aydelott was born in Centerville, Tennessee, on February 6, 1953. He attended the local elementary, junior high, and high schools and graduated from Hickman County Senior High School in May, 1971. He enrolled at Tennessee Technological University in Cookeville, Tennessee, in the Fall of 1971. In 1975, he graduated with a BS in Music Education with a minor in English.

In the Fall of 1975, he accepted a teaching position with the Hickman County Public School System. He taught ninth grade English. In June of 1976, he signed a contract to teach English as a Second Language with the Imperial Iranian Air Force Language Training School in Tehran, Iran. He left Iran in January, 1978, and enrolled at Tennessee Technological University as a graduate student in the Department of English. While studying towards an MA in English, he worked as a graduate teaching assistant assigned to freshman composition classes for international students. He graduated with an MA in English in the Spring of 1980.

In September, 1980, he accepted a contract to teach English as a Second Language in Tabuk, Saudi Arabia. In March, 1981, he was promoted to Senior Instructor; and in September, 1981, he was promoted to Supervisor of English Language Training. Upon completion of his contract in Saudi Arabia, he accepted a teaching position with the Lahore

American Society School in Lahore, Pakistan. In Lahore he taught high school English, humanities, and elementary music.

After two years of teaching in Pakistan, he returned to Tennessee Technological University to enroll in courses in order to renew his Tennessee State teaching certificate. In the Fall of 1985, he enrolled in the EdD program at The University of Tennessee in Knoxville. Assisting with the Field Experience Program, he worked as a graduate assistant with the College of Education. He graduated with an EdD in Curriculum and Instruction with specialization in English Education in August, 1988.

He is a member of the National Council of Teachers of English, Teachers of English to Speakers of Other Languages, American Education Research Association, Phi Delta Kappa, and Phi Kappa Phi.