


1975

Training Program for Teachers of English as a Second Language Service English Program/ American Peace Corps, Iran, 1974

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School for International Training

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Training Program for Teachers of English as a Second Language
Service English Program/American Peace Corps Iran

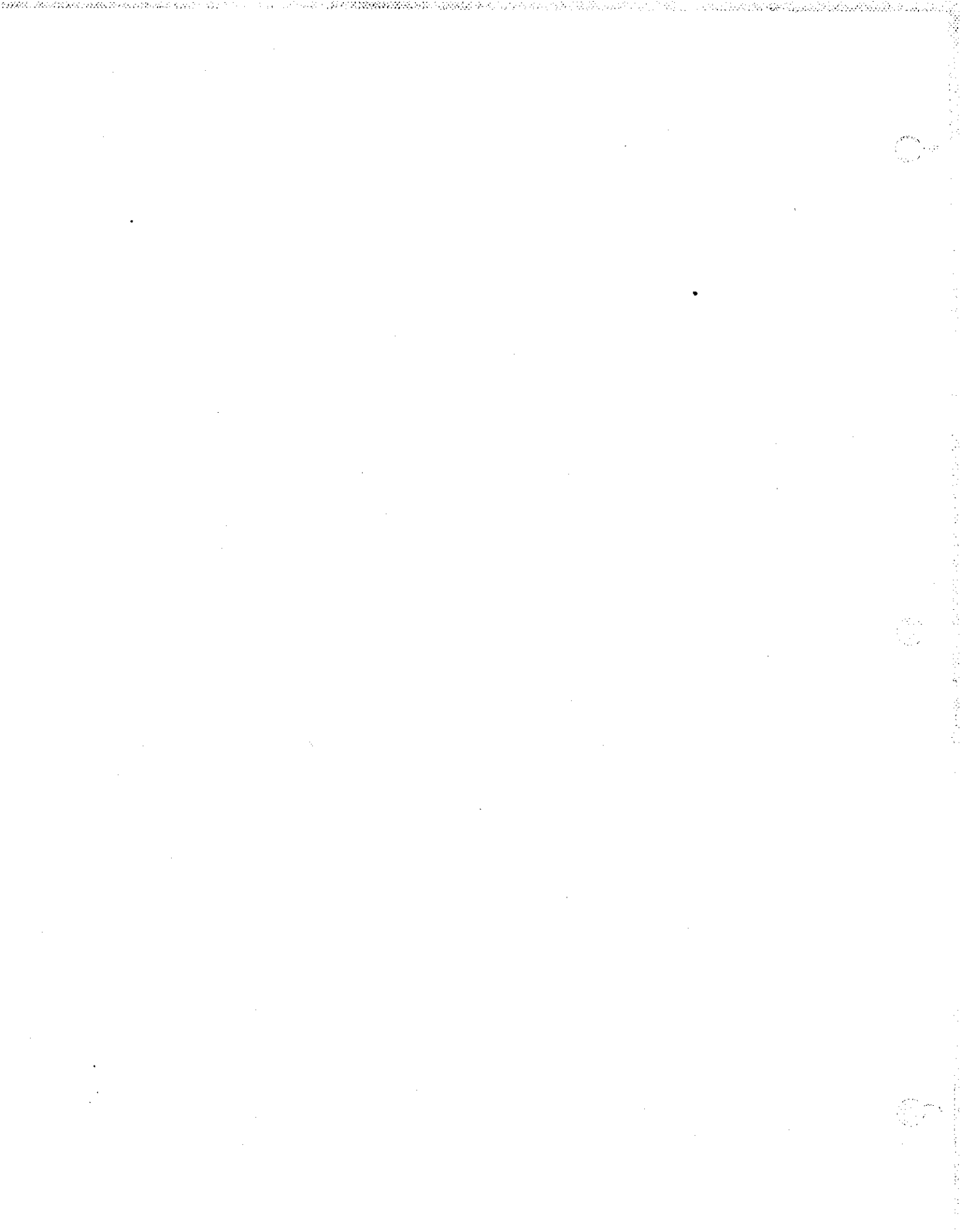
1974

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BA University of Minnesota 1967

Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching degree at the School for
International Training, Brattleboro, Vermont.

April/1975



This report by Van Nelson is accepted in its present form.

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Introduction

In 1974, the government of Iran requested additional Peace Corps volunteers to serve as teachers of English as a Second Language in the secondary schools of Iran. This paper is a report of the project undertaken to define the role of Peace Corps volunteers in the Iranian classrooms and to design a training program for newly arrived volunteers.

Prior to the training program a survey was made of each Peace Corps volunteer teaching English in Iran. This survey, carried out by oral administration of a questionnaire, provided information on the volunteers' jobs. The results of the survey were compiled into a Task Analysis. The Task Analysis is a specific, detailed description of the Peace Corps volunteers' role as teachers of English in the Iranian classroom. The Task Analysis was used to define the training objectives in specific terms.

The survey was completed in April and May of 1974. In early June the Task Analysis was completed. Staff training was held in Tehran, Iran, from June 11 - June 26. The staff used the Task Analysis as a basis for constructing the training program. On June 27 twenty-three people arrived in Iran to begin Peace Corps training. Training lasted a period of ten weeks (June 27 - September 4). Training was in two segments: Micro-teaching (teaching of only 10 students with peers present while studying teaching methods) and practice teaching .

(teaching classes of 50 students entire lessons). On the 4th of September, 1974, seventeen trainees were sworn in as Peace Corps volunteers.

The balance of this report contains the questionnaire, the Task Analysis, outlines of staff training, a description of the training program and an evaluation of the entire project.

The Questionnaire

Prior to designing the training program it was necessary to define the role of the Peace Corps volunteers teaching English in Iran. Each volunteer was visited at his respective site and observed teaching in the classroom. Also a questionnaire was given to each volunteer to gain concrete information about the skills they possessed and the methods they used to teach English. This questionnaire, which was based on Mary Finocchiaro's outline in The Foreign Language Learner, was invaluable as it allowed the volunteers to talk about their teaching in definable terms. The questionnaire was given orally and the responses of each volunteer were recorded.

For example:

Item I from the questionnaire:

"State why PC Iran is involved in TEFL."

Each volunteer was asked, "How often do you explain why PC Iran is in TEFL?"

"How important is this to you - as it affects you as an English teacher?"

"How difficult is it for you to state why PC Iran is involved in TEFL?"

Item II from the questionnaire:

"Determine the best methodology for your classroom, considering:

A. Text

Item II, A. (Cont.)

1. Do you consider the text when choosing a methodology?
2. If so, do you consider the text often?
3. If yes, do you find it difficult to consider the text?"

QUESTIONNAIRE

- I. State why PC Iran is involved in TEFL.
- II. Determine the best methodology for your classroom, considering the following:
 - A. Text
 - B. Students' Needs
 - C. Number of Students
 - D. Room
 - E. Pre-learned "Bad Habits" (Students')
 - F. Usual difficulties with English for Farsi Speakers
 - G. Level of Comprehension
 - H. Level of Production
 - I. Level of Motivation
 - J. Team Teaching
 - K. Availability of Supplies
 - L. Schedule
- III. Demonstrate knowledge of a variety of teaching techniques and combine them with the demands of the syllabus (text). Be familiar with the following:
 - A. Repetition Drill
 - B. Substitution Drill
 - C. Replacement Drill
 - D. Transformation Drill

III. (Cont.)

- E. Expansion Drill
- F. Reduction Drill
- G. Integration Drill
- H. Restatement Drill
- I. Paired Sentences
- J. Association Drill
- K. Progressive Replacement
- L. Directed Practice
- M. Translation
- N. Question/Answer Drill
- O. Visual Aids
- P. Role Playing

IV. State a philosophy of TEFL teaching and teach with harmony of philosophy and text.

V. Create and/or heighten the learning environment considering:

- A. Discipline
- B. Supplementary Materials
- C. Supplementary Activities (songs, games)
- D. Cheating
- E. Clear Presentations
 - 1. Gestures
 - 2. Actions

V. (Cont.)

3. English (precise)

4. Farsi

VI. Play a constructive role in "out-of-classroom" English activities.

A. Typing and Preparing of Materials

B. Duplicating of Materials

C. Working with Co-teachers

D. Leading English Clubs/Activities

E. Holding Special Classes for Students

F. Holding Special Classes for Teachers

G. Holding Special Classes for the Community

H. Tutoring

I. Organizing an English Newspaper

J. Writing and Correcting Tests

K. Grading Tests and Grading

L. Serving as Grammar "Expert"

M. Accepting Cheating Without Self-Image Loss

N. Preparing for Classroom Lesson Plans Considering:

1. Methods

2. Materials

3. Sequencing

4. Timing

VII. Be aware of the following TEFL activities:

A. Listening Objectives Desired of Students

1. Phonemic Sounds
2. Sequence of Words (pause/stress/intonation)
3. Function Words (a, the, ...)
4. Sound Deviations Due to Change of Grammatical Form
(unjust, just, justly,...)
5. Inflection (tense, plurality, possession,...)
6. Structural Groupings (verbal, prepositional)
7. Word-order Clauses - function and meaning
8. Meaning of Words Dependent on Context or Situation
9. Formulas, Introductory Words, Hesitations
10. Cultural Meanings

B. Skills Necessary for Respective Stages of Listening Activities

1. Modeling of Sounds, Sound Sequences, Introductory Patterns, with Contrasting of Stress and Pause
2. Giving Directions
3. Modeling Sentences for Grammar and Lexical Clarification
4. Giving Cues and Responses
5. Telling a Story
6. Telling about an Incident
7. Establishing Situations for Dialogues
8. Reading Poems

VII. B. (Cont.)

9. Giving a Dictation
 10. Giving Listening Comprehension Exercises
 11. Lecturing
 12. Giving Directions for a Test
 13. Giving Directed Practice Activities
 14. Encouraging Students to Listen to Each Other
 15. Presenting Dialogues (actions)
 16. Introducing Outside Speakers
 17. Utilizing Records and Films
 18. Utilizing Tape Recorders
 19. Presenting Interviews
 20. Directing Panel Discussions
 21. Introducing Language Games
 22. Presenting Role-Playing Activities
- C. Techniques Necessary to Have Students React as Speakers
1. Responding to Directions
 2. Formulating Directions
 3. Preparing Original Sentences
 4. Answering Questions
 5. Telling What's on a Chart, Picture, in the Room, etc.
 6. Telling a Story
 7. Taking an Active Part in a Dialogue

VII. C. (Cont.)

8. Reporting
 9. Summarizing a Story or Happening
 10. Role Playing
 11. Language Game Participation
 12. Discussions
 13. Dramatizing
- D. Aims of a Teacher of Reading
1. Extension of the Students' Experiences
 2. Sound and Meaning of New Words
 3. Sound - Symbol Correlation
 4. Comprehension Skills
 5. Increase Students' Speed
- E. Reading Exercises for Directing Classes
1. Reading What They've Memorized or Know Well
 2. Combining Known Words/Patterns for New Material
 3. Naming and Labeling Objects in and Around the Room
 4. Introducing New Words
 5. Presenting Particular Interest Reading Exercises
 6. Having Books - a Lot of Them
 7. Testing Comprehension in Each Stage of Reading Acquisition
 8. Using Pictures, Scenes to Stimulate Reading
- F. Objectives Enroute to Free Writing
1. Sound-Spelling Correspondence

VII. F. (Cont.)

2. Mechanics of Writing
 3. Letter Writing
 4. Organization and Expression of Idea
 5. Difference Between Reading and Writing
- G. Methods Involved in Directing Students to Write
1. Copying
 2. Writing Out Oral Sentences in Full
 3. Writing Out Sentence Patterns in Full
 4. Changing Sentences in Dialogues
 5. Adding New Structures to Old Dialogues
 6. Answering Questions
 7. Completing Series of Related Sentences
 8. Summarizing
 9. Outlining
 10. Letter Writing
 11. Writing Short Paragraphs Based on Pictures or Other Situations
 12. Writing Original Endings to Stories
 13. Simple Dialogue Writing
 14. Completing a Dialogue
 15. Combining Sentences
 16. Adding Connectors to Sentences
 17. Transforming Sentences

VII. G. (Cont.)

18. Proofreading
19. Taking Dictation
20. Taking Notes
21. Adding an Explanation
22. Placing Sentences in Logical Order
23. Studying Model Paragraphs
24. Paraphrasing a Paragraph
25. Writing a Paragraph Based on a Model
26. Free Paragraph Writing
27. Free Writing

The Task Analysis

The preceding questionnaire, which was administered to each Service English volunteer in the field, provided the statistical material necessary for the writing of the Task Analysis. The Task Analysis (T.A.) is a definition of exactly what a Peace Corps Service English volunteer in Iran does as an instructor of English. Before the training program, three T.A.s were completed: one for cross-culture, another for language (Farsi), and the third for Service English. The Service English Task Analysis served as a guide for the training staff when they determined what skills the trainees needed for teaching in Iran. Additionally, the T.A. provided ideas of how this particular training program might be changed from earlier ones.

It is important to note that the final T.A. is shorter than the original questionnaire because numerous teaching methods were just not being used in Iran by Service English volunteers. The completed Task Analysis was presented to the Service English co-ordinator and staff as a guide for the minimal level of competence that a trainee must achieve to become a Service English volunteer in Iran.

Key to Service English Task Analysis

FREQUENCY (F)

1. Daily
2. Several times a week
3. Weekly
4. Monthly
5. Occasionally
6. Seldom

IMPORTANCE (I)

1. Very important
2. Moderately important
3. Marginal
4. Unimportant

DIFFICULTY (D)

1. Impossible
2. Extremely difficult
3. Difficult
4. Moderately difficult
5. Easy

For example:

To explain choice of methodology referring to:

II. A. The Text

$\frac{F}{1}$ $\frac{I}{1}$ $\frac{D}{4}$

The text was referred to daily - F/1

The text was considered of great importance - I/1

Consideration of the text was considered moderately difficult - D/4

Service English Volunteer

Task Analysis

A Service English Volunteer Will:

I. Be able to state why Peace Corps Iran is involved in TEFL and why he is a Peace Corps TEFLer in Iran.

II. Explain his choice or methodology referring to the following:

	<u>F</u>	<u>I</u>	<u>D</u>
A. The Text	1	1	4
B. Needs of the Students	1	1	4
C. Number of Students in a Classroom	5	2	4
D. Classroom Facilities	2	2	4
E. Pre-learned Bad Habits	6	3	3
F. Innate Difficulties for Farsi Speakers			
G. Students' Level of Comprehension	1	1	4
H. Students' Level of Production	1	1	4
I. Students' Level of Motivation	1	1	2
J. Availability of Supplies (Chalk, Paper, Desks)	6	3	4
K. Teaching Schedule	5	3	3

III. Create and/or heighten the learning situation by:

A. Demonstrating the Ability to Deal with Discipline Problems	1	1	1
B. Listing Sources of Supplementary Materials	6	2	4

III. (Cont.)	<u>F</u>	<u>I</u>	<u>D</u>
C. Implementing and Listing Supplementary Activities (Games, Songs, etc.)	4	2	2
D. Stating the Iranian Concept of "Cheating" and How It Differs from the American Concept	2	1	1
E. Demonstrating the Ability to Make Oneself Understood by:			
1. Gestures	1	1	3
2. Actions	1	1	3
3. English (Clear Precise Presentation)	1	1	3
4. Farsi	1	1	3
IV. Organize, Conduct and/or Take Part in the Following Activities Outside the Classroom			
A. Typing and Writing of Materials	6	2	4
B. Suplication of Materials	6	3	4
C. Working with Co-workers	3	2	2
D. English Clubs	6	4	1
E. Extra Classes for Students	3	2	3
F. Extra Classes for Teachers	3	2	3
G. Extra Classes for Community	4	2	3
H. Tutoring	3	3	4
I. Writing and Correcting Tests	5	2	3
J. Grading Tests and Grading	5	2	3

IV. (Cont.)	<u>F</u>	<u>I</u>	<u>D</u>
K. Serving As Grammar "Expert"	2	3	1
L. Preparing for Class Session	1	1	3
1. Methods			
2. Materials			
3. Sequencing			
4. Timing			
V. Demonstrate a variety of teaching techniques/methods and combine them with the demands of the text. Among these techniques will be the following:			
A. Repetition Drill	1	1	4
B. Substitution Drill	1	1	4
C. Replacement Drill	2	2	4
D. Transformation Drill	1	1	4
E. Expansion Drill	3	2	4
F. Reduction Drill	3	2	4
G. Integration Drill	4	2	4
H. Restatement Drill	4	2	4
I. Progressive Replacement	5	2	4
J. Directed Practice	3	2	4
K. Translation	1	2	3
L. Question/Answer Drill	1	1	4
M. Role Playing	5	2	4

V. (Cont.)	<u>F</u>	<u>I</u>	<u>D</u>
N. Visual Aid Collection, Production and Use	2	2	4
O. Association Drill	6	3	4
VI. Demonstrate the following techniques necessary to increase the listening ability of students			
A. Modeling Sounds, Sound Sequences, Introductory Patterns with Contrasts of Stress and Pause	1	1	4
B. Giving Directions in English	1	2	3
C. Modeling Sentences for Grammatical and Lexical Clarification	1	1	4
D. Giving Cues or Asking Questions to Stimulate Responses	1	1	4
E. Reading Poems	6	3	2
F. Telling About an Incident	5	3	2
G. Establishing a Situation for a Dialogue	3	2	3
H. Giving a Dictation	3	2	4
I. Giving Listening Comprehension Exercises	3	1	3
J. Giving Oral Instructing Directed Practice Activities	3	2	3
K. Encouraging Students to Listen to Each Other	2	1	3
L. Presenting Dialogues	3	2	3
M. Presenting Language Games Which Stress Listening	4	2	2
N. Introducing Role Playing Activities	5	2	2

VII.	Demonstrate the techniques necessary to have	<u>F</u>	<u>I</u>	<u>D</u>
	students react as speakers in the following ways:			
	A. Responding to Directions	1	1	3
	B. Formulating Directions	3	1	2
	C. Preparing Original Sentences	2	1	2
	D. Answering Questions	1	1	3
	E. Telling What's on a Chart, a Picture, in the Room...	1	2	4
	F. Taking an Active Part in a Dialogue	1	1	3
	G. Role Playing	3	2	2
	H. Taking Part in Language Games	4	3	2
VIII.	Direct classes of students in the following reading exercises:			
	A. Reading What They've Memorized or Know Well	1	2	3
	B. Combining Known Words/Patterns for New Materials	3	1	3
	C. Naming and Labeling Objects in and Around the Room	3	2	4
	D. Introducing New Words	1	1	3
	E. Testing Comprehension in Each Stage of Reading Acquisition	3	2	2
	F. Using Pictures and/or Scenes to Stimulate Reading	3	2	3

IX.	Direct classes in the following writing exercises:	<u>F</u>	<u>I</u>	<u>D</u>
A.	Copying	1	1	4
B.	Writing Out Oral Sentences in Full	3	1	3
C.	Writing Out Sentence Patterns in Full	1	1	3
D.	Changing Sentences in a Dialogue	6	3	2
E.	Adding New Structures to Old Dialogue	6	3	2
F.	Answering Questions	5	1	3
G.	Completing Series of Related Sentences	5	3	3
H.	Writing Letters	6	4	1
I.	Writing Short Paragraphs Based on Stimulation	6	2	1
J.	Adding Connectors to Sentences	5	3	3
K.	Transforming Sentences	2	2	3
L.	Placing Group of Sentences in Logical Order	3	2	2
M.	Proofreading	6	3	2
N.	Studying Model Paragraphs	5	3	2
O.	Writing Paragraph Based on Model	6	3	1

Orientation for the Service English Co-ordinator

Prior to training the staff, an orientation was held for the co-ordinators of each component of the training program (cross-culture, Farsi and Service English). This session, held from the 5th through the 10th of June, was to establish criteria for planning of the training program. The Service English Co-ordinator was a former TEFL Peace Corps Volunteer in Iran. Each co-ordinator was instructed to oversee his respective staff's design for the training program. Each training design was to meet the following criteria: (1) The job of the volunteer should be defined in objective, measurable terms (a Task Analysis); (2) Training should be designed to allow trainees to reach the objectives of the Task Analysis; (3) Each training exercise should be constructed in a sequential approach to an objective; (4) The performance of each trainee should be evaluated in terms of attaining an objective of the training exercise or not; and (5) Constant knowledge of results concerning the trainee's participation in training should be given to the trainee. These criteria, if met, ascertain that for a particular hour and day the staff would be able to define what objective is being pursued in graduated sequence that is both observable and conducive to evaluation. The Task Analysis had been completed for Service English prior to this orientation. The Service English co-ordinator was instructed to use the Task Analysis with his staff as an aid in attaining objectives 2 - 5.

The staff training followed directly upon this session for the co-ordinators. The orientation proved valuable in consolidating objectives and methods of training for the co-ordinators.

Training for the Service English Staff

Training for the Service English staff was held from June 11th through June 27th in Tehran, Iran. The staff was ^{composed} comprised of six people in addition to the co-ordinator: two former TEFL volunteers from Afghanistan, two Iranian teachers of English and two TEFL volunteers from Iran. The Task Analysis was introduced as a guide to the objectives of the training program. The staff planned a training program which would facilitate meeting the objectives within the Task Analysis. The following outline for the training period was devised:

June 30 - July 11:

Introduction of methods and texts to trainees

Micro-teaching for purposes of demonstration and practice

June 13 - August 14:

Trainees teaching one-hour lessons to complete classes

August 14 - August 28:

Trainee field trips to prospective sites

August 28 - September 4:

Discussion of school schedule, individual teaching schedule, testing, holidays

September 4:

Close of training

The staff after completing the above schedule gave demonstrations amongst themselves of foreign language teaching methods. Discussions

were held as to the best way to present the various methodologies to the trainees. A group of native English speakers living in Tehran was recruited to make up a class studying Farsi. From June 15 to June 19 the staff practiced foreign language teaching techniques with this class. Farsi lessons were given and the staff and class evaluated the presentations and methods used.

The staff completed the training session preparing lesson plans for teaching TEFL methods. On June 22 the staff traveled to Borujerd, Iran. The staff continued discussions on reading and writing exercises, Iran's Graded English textbook series, testing and the general school system of Iran.

Introduction to Training Program

The Service English Training Program consisted of two segments. The first of which began July 2 and lasted nine days. The second segment of the program began July 13 and ended five weeks later. During this training period each trainee was given optimal teaching hours in as realistic a situation as possible with Iranian students of the first, second, and third years of the Guidance Cycle. These are the grade levels each volunteer is now teaching as of September 21, 1974.

The first segment, pre-practice teaching, was based on "micro-teaching." There were two and a half hours of TEFL daily during this nine-day period. The trainees were divided into groups of four or five, each group working with one teacher trainer throughout pre-teaching and the first week of practice teaching. The teacher trainer demonstrated a technique with a small Iranian class of 10 students (micro-teaching). Each trainee then practiced this technique with the micro-class. The techniques and materials used in micro-teaching led directly into the practice teaching.

Practice teaching was the second phase of the TEFL training. The five-week period from July 13th to August 15th involved a system of rotation for each trainee between first, second, and third year guidance cycle students. In each class were approximately fifty students, corresponding to classes the trainees would be teaching as volunteers. The rotation of teacher trainers, individual trainees

within groups and classes allowed the trainees to see as many variations as possible of teaching style. At the completion of practice teaching each trainee had taught all three grade levels of the guidance cycle and experienced many of the joys and traumas of the Iranian classroom.

Training Objectives of
the Pre-teaching Segment

On the first day of practice teaching each trainee will be able to successfully teach an integrated English lesson to an Iranian class of fifty students (first, second, or third year guidance cycle).

1) An integrated lesson will consist of three important language skills: oral skills, reading, and writing. These will be presented to the students by minimally utilizing:

1. a repetition drill
2. a substitution drill
3. a transformation drill
4. a question-answer drill
5. visual aids
6. reading, letter and/or word recognition drills
7. dictation and writing drills
8. the italic alphabet

2) A trainee will be able to evaluate his success by having the students

- a. repeat an English sentence without an oral cue
- b. substitute a word in a sentence with the teacher designating the place of the word
- c. answer a question correctly in English
- d. transform sentence from positive to negative, declarative to interrogative and vice-versa without aid

vice

- e. read a passage aloud and answer questions correctly about the text
- f. identify a letter of the Latin alphabet, or a word from a visual cue
- g. write a letter or letters of the Latin alphabet, English words or sentences in italics correctly either in a notebook or on the blackboard from an oral cue
- h. participate in "real" communication using the English language

Pre-Practice Teaching

Trainees need to learn the basic skills of TEFLing before the beginning of practice teaching. With more control over techniques and their application, the trainee is free to deal with discipline problems immediately in full classes. The following fundamentals of lesson planning must be learned: (1) what material to teach and why it should be taught at a certain point; (2) how the material should be taught, in terms of objectives demonstrable by the students; (3) a balance of oral, reading, and writing work in a lesson; and (4) coordination of the three preceding fundamentals.

Of particular importance is the trainee's ability to handle oral drills by developing:

- the ability to give quick, clear understandable instructions by any appropriate means: gestures, English, Farsi
- a sense of progression in drill development
- an appropriate balance of choral and individual responses
- more student modeling vs. excessive teacher modeling
- stick figures
- flash cards
- string charts
- line machines
- use of objects readily available in the classroom

What we taught in pre-practice teaching

(how taught, in parenthesis)

I. Ministry of Education Requirements

(lecture)

II. Introduction of English books 1, 2 and 3

(discussion, question-answer, explanation)

III. Basic Classroom Techniques

A) Drills

(demonstration, discussion of specific purposes for each drill, practice)

1) Repetition

2) Substitution

3) Transformation

4) Chain

5) Question and Answer

6) Visual Cue

B) Italics

(discussion of purpose and value, demonstration, practice by use in lesson plans)

C) Introduction of Writing

(demonstration, discussion of procedure, practice)

D) Introduction of Reading

(demonstration, discussion of procedure, practice)

E) Visual Aids

(use shown in demonstration lessons, explanation and discussion, practice)

III. E) (Cont.)

- 1) Blackboard
- 2) Line Machine
- 3) Flash cards
- 4) Objects

F) Gestures

(shown in demonstration lessons, explanation and discussion,
practice as part of micro-lessons)

- 1) Repeat/respond
 - individual
 - choral
- 2) Fingers
 - word separation
 - identification of incorrect word in a phrase
 - word order
- 3) Listen
- 4) I can't hear you
- 5) Too loud, make it softer
- 6) Be quiet

IV. Lesson Planning

(explanation and discussion)

V. Discipline

(discussion based on demonstrations and micro-teaching)

VI. Classroom procedure

VI. (Cont.)

(explanation and discussion of duties and situation involved)

- A) Administration, attendance
- B) Monitor and his duties
- C) Homework
- D) Notebooks
- E) Grading

Training Objectives of
the Practice Teaching Segment

- I. A trainee should teach a class of Iranian Guidance Cycle students and be able to evaluate his performance as a teacher.
- II. A trainee will demonstrate the ability to plan and teach an integrated lesson plan as defined in the outline of the Pre-teaching segment.
- III. A trainee will be able to function in a class of fifty Iranian students possessing the teacher presence necessary for a teacher in Iran.

Practice Teaching

The trainees were given a copy of THE FOREIGN LANGUAGE LEARNER - A TEACHING MANUAL, SUPPORTING THE ENGLISH TEACHER IN THE FIELD, and MASTERING AMERICAN ENGLISH. A copy of each of these texts is included with this paper. It is important to note that the teaching experience in the classroom was far more helpful than any or all of the texts available. Yet, even the best intentioned trainees found it difficult to conduct a class unless they had a clear plan of what was to be taught and how. The books became more valuable to the trainees as they recognized the need for well planned lessons. Volunteers in the field rarely make lesson plans in elaborate form but they have become familiar with techniques and methods to facilitate teaching English as a foreign language. It was necessary for the trainees to achieve basic familiarity during training.

At the completion of student teaching, the trainees had demonstrated the ability to do all tasks described in the Task Analysis. Even more important, they had recognized the need to go beyond the Task Analysis to ensure that real communication was occurring in the classroom. The trainees were able to use the texts and resources available to them as tools and not rules.

The outline of the practice-teaching segment is not included in this paper. The trainees spent a minimum of one week each with a first, second, and third year Guidance Cycle class. Both staff and trainees

were rotated to ensure maximum exposure to ideas and criticism. Practice teaching was an exciting, demanding segment of the TEFL program. The trainees' greatest difficulty was that there were many discipline problems. Throughout the student teaching there were times when reviews of particular techniques had to be held for individuals and/or groups of trainees.

Role Models for Teachers in Iran

(The following is a summary of a presentation made to trainees at Borujerd during the practice teaching segment of training.)

In the course of the training program the staff had attempted to present a model of what they found to be the most successful pattern of behavior, attitudes necessary and skills essential to the American Peace Corps Volunteer teaching English in rural Iran.

A lot of talk had been devoted to the "teacher in the Iranian classroom". It had been demonstrated that one should wear a tie and a sports coat, cut his hair and run a tight no-nonsense class. The trainees were asked to closely analyze their values and behavior, and contrast it to that of the Iranians with whom they would increasingly be coming in contact.

One of the primary goals in training was to prepare the trainee not for the entire two year span of service but for the first segment of volunteer service. This span of time may be two months, six months, a year or even for some the two full years. This segment is the time period in which the volunteer is in the least control of his environment. When he arrives at his site he will be able to converse haltingly. His experience with Iranian students, the Ministry, school officials, etc. will be based on his training experience at Borujerd. The volunteer will be establishing who he is and what he is doing in a community.

A model of physical appearance and behavior had been presented that some of the trainees reacted to positively, some negatively and some not at all. Interesting to note was the students' reaction to the trainee in the practice teaching segment. Everyone wishes to convey his real self to the students. The question is, will the volunteer be given the opportunity? If he does not look like a teacher to his pupils, if he does not act like a teacher, if he cannot express himself well enough in Farsi to explain that he may look like a HIPPEE, but is a real teacher and is serious about it, will the community listen to him three months later when perhaps he will be able to explain himself in Farsi? This presumes that Iranians will be able to understand the volunteers' logic and feelings when he is able to express them. In other words, not looking or acting as a teacher is expected to, may be building an extra unneeded and harmful cultural barrier between a volunteer and the community.

A volunteer should start slowly, conservatively. He should run a strict class. This will save the volunteer time and trouble. He will avoid chaotic situations by handling his class strictly until he knows his students and they know him. Be conforming to a "look" or style, he will command the deference normally given to teachers in Iran, and he will not be forced to explain his teaching techniques.

This is not an eternally constrictive, inflexible model. Having established himself in the community, the volunteer will also become increasingly aware of the community. It is very possible that he can

loosen up the tight controls over his classroom. Perhaps longer hair won't matter to his co-workers...after they have come to know the volunteer. Goals the volunteer would personally like to achieve may become realizable after he has been accepted and has gained the confidence and trust of his fellow teachers, supervisors, students and community.

Teacher Presence in the Classroom

A lot of talk had been flowing about teacher presence. The following was an attempt to define the term "teacher presence." It was hoped that this outline would be concrete enough to allow the trainee to evaluate his presence in a classroom.

Teacher Presence

1. Poise
 - a. person
 - b. expression
 - c. dress
 - d. pace
 - e. style in the classroom
2. Voice
 - a. clarity
 - b. volume
 - c. intonation
 - d. pitch
 - e. how to use it
3. Self expression
 - a. controlled vocabulary
 - b. clearly defined
 - c. credibility
 - d. being aware of to whom one is speaking

4. Gestures
 - a. consistency
 - b. aware of cultural meanings
 - c. ordering of gesturing
 - d. clarity
5. Eye contact
 - a. for communication
 - b. setting a mood
6. Concentration
 - a. focus on a plan
 - b. asking questions
 - 1) what was taught
 - 2) what was learned
 - 3) what can one do after the lesson has been taught that he couldn't do before
7. Uniformity of performance
 - a. activity change - not a change in presence
 - b. consistent cues
8. Flexibility - knowing when to change and how to change
 - a. receiving information
 - b. analyzing information
 - c. changing a method/approach

9. Acting ability
 - a. projection
 - 1) vocal
 - 2) physical
 - b. cross cultural element of projecting oneself in the classroom
10. Attitude
 - a. thinking of oneself as a teacher
 - b. being familiar with the Iranian concept of a teacher
11. Forcefulness - believing in and knowing what one is doing
12. The position of a teacher
 - a. physical
 - b. mental
 - c. social

Conclusion

The information and insight gained from this project are immeasurable. The research prior to the training program helped me gain a clear picture of the TEFL program in Iran. I was able to write a Task Analysis which was realistic and constructive in designing the training program. On a broader scale, I was able to formulate my ideas as to the worth of the PC/TEFL/Iran program. I discovered that innovation on the part of the volunteer is not welcomed. The Iranian education system looked to PCVs only as slot-fillers in places where an Iranian would not wish to teach. In November, 1974 I suggested to P.C. Iran and P.C. Washington that this program be discontinued unless both Iran and Peace Corps are willing to do wide scale re-vamping of the program. As of April, 1975, P.C. Iran is not planning to have additional TEFL volunteers and the response from the Iranian ministries has been nil.

Much is to be learned from the training program for myself and others planning future training programs. In this program too little time was spent on theory of teaching. Very little effort was expended for "real" communication, which should be an objective in every language class. Within Iran, professionalism has been non-existent in the TEFL program for a number of years. A great majority of the staff was anti-everything, especially anything inventive or different from what had been done before. Considering that the volunteers were

Cultural training went hand in hand with the TEFL training to ensure the volunteer's ability to function. The training program functioned very well as preparation for the teaching job and life style the volunteer would live in Iran. The volunteers were not surprised nor disillusioned with what they found in their sites. The volunteers welcomed in-service training and could be very valuable to the Iranian education system. At present they are not utilized well by the system.

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