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Beginning an ESL Program: Underlying Issues and Site-Specific Recommendations

Jonathan D. Reasoner

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

June, 1986

This project by Jonathan D. Reasoner is accepted in its present form.

Date ______________________________

Project Adviser ______________________________

Project Reader ______________________________

Donald,

Thank you for all your positive criticism, help, encouragement, and patience. You are probably relieved, as I am, that this project has come to completion. To what extent this project can be of any benefit to you I am uncertain, but I will nonetheless give you this personal copy out of gratitude for your indispensable part.

Jonathan
7-10-86

Abstract

This paper examines the issues involved in starting up an English as Second Language program. The range of issues discussed is limited to three major areas: assessment of language needs in a community; curriculum considerations for the target student group; and teacher training. There are two separate parts within the paper: Part I, a consideration of underlying issues involved in beginning an ESL program in general; and Part II, potential plans for program start-up at an actual site--the First Baptist Church of Flushing, New York. Planning for a new program at the specific site serves to focus the general discussion of issues and functions as a real case in point. The division into two parts allows readers, if they wish, to concentrate only on the general issues in Part I without having those issues obscured by the site-specific details of Part II.

ERIC Descriptors: EFL, ESL, Second Language Instruction, Teacher Training, Program Design, Second Language Programs.

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Introduction

In the fall of 1982 I first heard of the intention of beginning an English as Second Language (ESL) program at the First Baptist Church of Flushing, New York. Pastor Russell Rosser had heard through a mutual friend that I was a student in a program in Teaching English to Speakers of Other Languages (TESOL). He asked me if I would be interested in helping to start an ESL program through his church.

The First Baptist Church had recognized the need for English instruction in the multi-ethnic community of Flushing and a committee had already set a goal for meeting that need with church resources. The church was able to offer a perfect location for an ESL program as it was in the middle of an international community representing over 50 languages. It also had classroom space and some staff support. However, Pastor Rosser and his committee realized their biggest need was for someone to plan, set up, and direct the new program.

After the initial contact, I kept in touch with the church staff as we discussed my possible involvement in the new ESL program. Meanwhile I asked some faculty members at the School for International Training about the possibility of making the First Baptist Church ESL program the subject of this project. In the end, I decided to leave the directorship to another, but help with the planning for the program. Specifically, I chose to write up guidelines which would be of use in starting and

running the ESL program at the First Baptist Church.

As I set out to write guidelines for program start-up, the most important question seemed to be: "What is going to be the focus of the project?" Although the intended project plan evolved through a few different stages, from the very beginning I had in mind two distinct emphases. As the project took shape, the dual focus became:

(1) a consideration of the underlying issues involved in beginning an ESL program in general;

(2) actual recommendations and potential program plans for the start-up of an ESL program at the First Baptist Church of Flushing, New York.

The first point is probably more important than the second, since it contains foundational issues for the start-up of any ESL program. I am hoping that this project will be applicable to different ESL programs in other similar contexts.

The second part of the dual focus provides the parameters for the consideration of underlying issues in the first part. I have allowed my planning for the ESL program at the specific site of the First Baptist Church in Flushing to give natural boundaries for the undergirding general issues with which I chose to deal. Without such built-in constraints, there is no end to the general issues one can take up when planning for the beginning of an ESL program. In a sense, the church's new program functions as a case in point for applying the basic issues.

The two distinct emphases of this project are separated into two major parts. Part I (ch. 1-7) deals with the underlying issues in ESL program start-up. Part II (ch. 8-10)

looks at specific program planning for the new ESL program at the First Baptist Church of Flushing, New York. Many readers will only be interested in the discussion of general issues for program start-up. They will only need to read Part I, without having their focus obscured by site-specific recommendations. Others who are interested to see how the underlying issues are illustrated in a specific context can make selective use of Part II. Additional background details related to the program at the First Baptist Church of Flushing, New York are organized in appendices.

The scope of this project is limited to three major areas: assessment of language needs in the community (Part I, ch. 1 and Part II, ch. 8); curriculum considerations for the target student group (Part I, ch. 2-4 and Part II, ch. 9-10); and teacher training (Part I, ch. 5-7). Part II has no chapters on teacher training. While the discussion of teacher training and sample plans in chapters 5-7 of Part I do not mention the specific program at the First Baptist Church in Flushing, New York, they are detailed enough to be of direct use to the church program staff. There are some brief considerations of the teacher selection process for the Flushing program in Appendix A.

In an effort to make the project practical, both for beginning and developing an ESL program, I have included a few suggestions for program growth (primarily in Appendix A). Program expenses, program evaluation, and other significant areas are not considered in order to concentrate on those

facets which seem to have the highest priority in the starting of an ESL program of this nature.

Whenever I have made specific recommendations for the ESL program at the First Baptist Church, I do not intend them necessarily to be adopted by the church precisely as they stand. There are two reasons for this. First, I am somewhat in the role of a consultant. The program director and the appropriate church committee must make the final decisions. Secondly, there are many details of the program, such as program costs, registration fees, and program calendar, which lie outside the scope of this paper. In short, the site-specific recommendations are neither final, nor complete, program plans. Nevertheless, they do represent practical guidelines to be adapted for use wherever appropriate.

First-time ESL program directors and staff will hopefully find the discussion of basic issues a helpful starting point as they make key decisions for their own particular programs. At the same time, some of the more specific suggestions for materials selection and teacher training may be practically useful as they lay down program plans. If even a little of what follows can be of some use to future ESL program planners, as well as to the director and staff at the First Baptist Church of Flushing, New York, I will be satisfied.

Note: The use of masculine pronouns throughout the paper, referring in a general way to an ESL program director, staff members or students, should be understood to represent and encompass both masculine and feminine genders.

Part I

Beginning an ESL Program: Underlying Issues

Chapter 1

Assessment of Language Needs in the Community

Preliminary information-gathering

Why is it important to take the trouble of first assessing the language needs of the community? One reason is to confirm that people in the community do, in fact, need English. Another reason is to prepare the way for designing a program which will appropriately meet the language needs of the people it serves.

Community language needs assessment is a large and important area. The staff of the new program must gather as much information as possible in the initial planning stages and then try to continue accumulating data about the community in an ongoing way. The following are some possible ways for obtaining information about the English language needs in a community:

(1) finding out what other ESL programs exist in the area, what clients they serve, what ESL needs they are trying to meet, and other specific data about their programs;

(2) gathering information about the population breakdown of the community by ethnic group, age, average income level, and geographic distribution;

(3) obtaining more specific information about the refugee population in the area;

(4) inquiring directly of leaders of local community organizations as to their perception of community language needs;

(5) making contact directly with a cross section of the community people themselves.

The most logical and probably the easiest place to begin is to get information from the existing ESL programs in the area. The director and staff of the new program will need to question personnel in each existing ESL program as to the language needs that are served, the ages and background of the students, costs to students, the total number of students, and whether or not any had to be turned away. Questions in these areas will help to assess the actual language needs of the community. Though unrelated to direct language needs assessment, other questions about curriculum, program planning, and teachers' responsibilities can also be asked in order to obtain additional information helpful for planning the new program. (See Appendix B for an actual list of questions.)

Information about the population breakdown of the community can be obtained from city offices such as the Office of City Planning. To find out more about the refugee population in the area, the state Refugee Coordinator, or local sponsoring organizations can be contacted. In international communities some organizations will probably have leaders who are immigrants. If such leaders can be contacted, they may be able to offer valuable perceptions about community language needs.

Making contact directly with a cross section of community people is probably a more time-consuming task. Members of any local ethnic groups may be of some help. Owners of "ethnic food markets" may also have a good understanding of the language needs of the people they serve. A survey questionnaire is another way to gather information, although newcomers to the United States may not be accustomed to giving personal information in that way.

Efforts should be concentrated on the means of information-gathering which will yield the clearest and most immediate results for program start-up. This will probably mean contacting existing ESL programs in the area, and perhaps getting input from community people and leaders. Though primary efforts on information-gathering may end when definite program plans can be made, more work may still need to be done as the program develops. Program staff will periodically need to obtain current information in order to upgrade the program and keep it relevant to changing community language needs. For this purpose, some of the less immediate means of information-gathering may be important. As listed above, these can include finding out about the population breakdown in the community and obtaining specific information about area refugees.

Deciding on the target student population

Preliminary information-gathering about community language needs has no merit unless it serves the purpose of positively influencing the nature of the program. In particular, it

should have a direct bearing on the types of language needs and the kinds of potential clients the program will serve.

There are quite a number of factors to consider when examining the language needs assessment information:

(1) In what category (or categories) do most of the language needs fall? (Some examples of language needs categories are survival skills, literacy, pre-employment and college-bound.)

(2) How can the new program complement existing area ESL programs by addressing language needs the other programs are not fully meeting?

(3) What actual resources does the program staff and organization possess for meeting any of the assessed language needs? Which needs can be met best? Which needs should the program not try to serve?

(4) What financial limitations are there for the potential students and for the new program?

(5) What curriculum and materials are most appropriate for dealing with the targeted language needs? Are these within the program budget?

(6) What program format and schedule will best serve the potential clients? What constraints of the sponsoring organization and physical plant must be taken into consideration?

(7) What are the goals of the new program to be?

The first four factors are directly related to deciding what language needs will constitute the focus of the program. The last three questions must be answered after that decision is made (and they are taken up in Part I, ch. 2-3 and Part II, ch. 9-10). It is apparent that much of the structure of the ESL program is based on the language needs of the target student group.

The first and second questions are crucial. If the new ESL program is to meet community language learning needs, it

must first identify where most of those needs lie. This question can be answered by analyzing the preliminary community assessment information to determine if there are language needs which are not being fully met by the established ESL programs in the area. By aiming at the majority of unmet language needs, the new program will complement the existing programs and become a real service to the community. Without carefully targeting unmet language needs, a new program could appear to be in competition with neighboring programs.

When answering the second question, the staff of the new program must be aware that there are certain kinds of language needs that are hard for untrained and inexperienced teachers to deal with. The literacy category lies at one end of the language-needs spectrum. Within that category, non-literates, people who are not literate in any language, including their own, probably represent one of the most difficult groups with which to work. Special training would normally be required to do justice to the task of teaching people who have no concept of matching sound with written symbol. At the other end of the language-needs spectrum is the category of university-level students of English. Though it would not be difficult for untrained teachers to offer conversation practice for such students, it is another matter to provide challenging lessons of more advanced English grammar points or writing skills.

Deciding on what categories of language needs a program will serve involves a number of issues. As discussed above, program staff must identify where most of the unmet community

language needs lie and take a critical look at program and staff resources for meeting those needs. In addition, they must make further decisions as to the total range and variety of language needs to serve, as well as where to draw the lines among language need categories.

Unless there are specific reasons for focusing instruction on one kind of language need, most programs will probably target as wide a range of language needs as their resources can adequately handle. This is a valid plan as long as program staff do not attempt to target language needs which they cannot serve with quality instruction. Increasing program enrollment or trying to be all things to all people do not justify offering poor quality language teaching. A good approach is to start with instruction aimed at language needs that can best be met by the program staff, and subsequently build on to accommodate additional language needs as the demand and staff expertise increase.

Once the boundaries are laid down on the range of language needs a program can serve with quality, the specific categories within that range must be determined. Some examples of language need categories are literacy, survival skills, language for employment, and language for academic purposes. These examples are somewhat general and some probably overlap. Learning English to get a job, for instance, might constitute a survival skill for some refugees. Reading important signs and symbols might be part of both survival skills and literacy.

Program planners must be able to delineate clearly what each category covers.

In general, each category of language needs should be narrow enough to permit the formulation of clear goals for language learning and broad enough to allow for varying ability levels. Thus, if a category covers such a large range of ability levels that its objectives are not clear, it can be divided into two smaller categories with clear-cut purposes. This general guideline must be applied uniquely in each case. The ranges of ability levels and language needs covered will differ from program to program.

The fourth question raises the issue of student fees and the financial aspect of the program. To address this issue in detail would be outside the scope of this paper, but a few observations may suffice. Free programs may draw the most applicants, but programs charging moderate student fees can be quite sizeable. Some ESL programs have even found that a student fee was a positive force for holding down the student turnover rate.[1] When students are asked to pay a little for their English instruction, they tend to regard the classes more seriously.

Program planners may be tempted to begin a new ESL program as quickly as possible, forging ahead with their own ideas of how to meet the language needs of people in their community. A new ESL program will be able to meet language needs most fully

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[1]This information was obtained in a telephone interview with Kathy Heindel Kuy, Director, International Institute, Boston, Massachusetts, 2 July 1983.

only when sufficient information is gathered and existing language needs are clearly targeted. For more specific discussion as to how community language needs assessment was begun by staff at the First Baptist Church in Flushing, New York, see Part II, chapter 8.

Chapter 2

Program Format and Goals

Program format

After gathering information about the language needs in the community and identifying the target student groups, the program format must be determined. Should the program consist of non-formal tutoring? One large multi-level class? A center with different levels of instruction? On-the-job instruction? Choosing the most appropriate format depends on a number of factors: the total number and geographic distribution of the potential students; the needs of the students; and the capacity and resources of the program and staff.[1]

A non-formal tutoring format would be appropriate if potential students are not in an area concentrated near the classroom building of the new program and if teachers have very little time to offer the program each week. If the number of ESL teachers is very low, and the total number of students is not great, one large multi-level class would be best. On the other hand, if there is a sufficient number of teachers to handle separate classes and if the total number of students is large, the new program should adopt an ESL center format with different levels of instruction. The ESL center format also

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[1]This background information about program format options is adapted from Language and Orientation Resource Center, Adult Education Series #11, Program Design Considerations for English as a Second Language (Washington D.C.: Center for Applied Linguistics, n.d.) 4-5.

requires adequate classroom space to accommodate the different levels. On-the-job language instruction would only be appropriate for an ESL program aimed primarily at occupational language needs and offering language instruction along with job training.[2]

An ESL program need not continue with one particular format indefinitely. As the number and needs of students change, or as program resources expand, there may be a need to modify the initial format, or even to move to an entirely different format. For example, a large multi-level class setting might become unworkable if the number of students sharply increased. Changing to an ESL center format would solve the problem provided additional teachers were available. An ESL center that began with a limited number of instructional levels may be able to add levels according to changing student language needs and increased staff experience.

The more specific areas of class size and scheduling are also part of the program format and must be planned according to the specific circumstances of the new program. In general, class size should be relatively small, especially with inexperienced teachers, to allow for as much student participation as possible. Ten to fifteen students per class would be reasonable.

Program scheduling should involve time for teacher training (see Part I, ch. 6-7), student intake and placement

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[2]Adapted from Program Design Considerations for English as a Second Language 4-5.

(Part I, ch. 4), and the lengths of class sessions and terms. Each new term of classes must begin with time for placing new students. Depending on the number of new applicants, this can demand a lot of energy on the part of the program director and staff. Thus, scheduling time between terms and time for start-up of each term is important.

Program goals

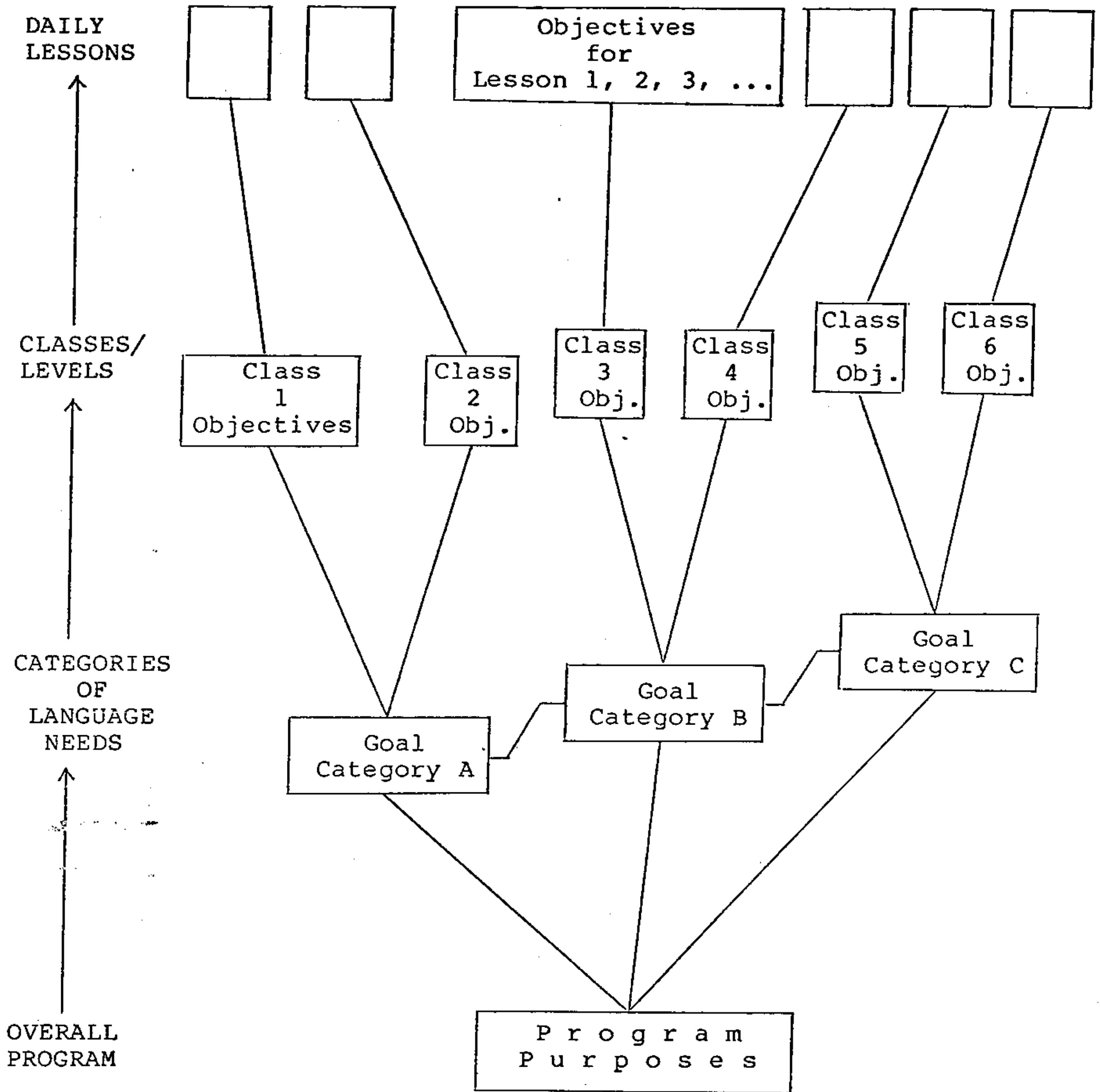
Program goals provide a clear aim for the overall running of the ESL program. Specifically, they should enable staff members to focus their instruction purposefully within each program level and class. They should also function as the standard by which actual program performance is assessed. This chapter looks at how goals apply to different levels of the ESL program structure. Sample goals and objectives are given in Part II, chapter 9.

There are different kinds of goals which apply to an ESL program. At the foundational level, there are broad purposes for the whole program. These purposes, along with the results of language needs assessment, will influence the formation of more specific program goals. An ESL program will generally cover a variety of language learning needs, such as literacy, survival skills, vocational language skills, and language for academic use. Program staff will need to set goals for each category of the language needs covered in the program. Within each category, there will probably be a number of classes corresponding to the different ability levels of the students.

The category goals must give rise then to more specific class objectives. These in turn will be translated into focused objectives for each lesson taught. The interdependency of program goals and objectives is shown in the simple diagram on the next page.

The goals for categories of language needs covered in the program are important in at least two specific ways. First, they help in clarifying the types of language needs the program can handle. This will be particularly helpful in placing students when they first enter the program. Secondly, these goals serve to define the aim of students' learning within a given category. This will help to determine at what point a student's learning needs have been met.

When students apply to enter the program, staff will place them in appropriate classes (ch. 4, 33-36). Once placed, each student's progress can be guided and measured by the objectives for the class he is in. That class will, of course, be within a certain program category. The goal for that category then will also apply to the student's learning, but probably in a more general way than the specific class objectives. When the goals for a given category have been met by a student, one of two things should happen. Either the student's language learning needs must be redefined to fit a different category, or the student can try functioning independently from the English program with his acquired English skills. An example of redefining language needs is placing a student who initially needed English for daily usage in a category of English for



A diagram of the interdependency of program goals and objectives.

academic purposes. The student would have met the goals for the category in which he started and subsequently may have decided to work toward entering a junior college.

Looking back at chapters 1 and 2, certain steps in program start-up stand out. First, language needs in the community are assessed through various means. At this initial stage, program planners determine whether or not a community needs a new ESL program and what kinds of language instruction would most benefit people in the community. Second, based on accumulated information and program resources, the program categories of language instruction are targeted. That is, will the new program teach literacy, or survival skills, or language for academic purposes, or more than one such category? Third, the new program must have a format appropriate for its student enrollment, the number of language categories targeted, and the number of teachers. Fourth, each language category needs a goal which will provide direction to the teaching-learning process, lesson by lesson.

Chapter 3

Materials Selection

There are many kinds of materials used in ESL instruction, including textbooks, workbooks, pictures, real objects (realia), flash cards, and more. All of these materials can play an important part in how well lessons are presented. For the purposes of this paper, the following discussion will center on choosing appropriate textbooks.

Using a commercial textbook in an ESL program will both simplify the job of each teacher and often satisfy the needs of students, many of whom expect textbooks and standardized testing in an educational setting. Part-time teachers will have limited time to prepare and will not be able to construct each lesson from scratch. A textbook can provide the necessary structure and information for the teacher. At the same time, a textbook also gives a sense of structure to the students. As the course progresses they can more readily see what they have accomplished.

In order to select appropriate textbooks for an ESL program and its different levels, it is first necessary to have an idea of what kind of syllabus courses will follow. There are, of course, different kinds of items to be covered in an ESL course, including grammatical items like "past tense of the verb BE," or a topical item like "Colors." Decisions must be made as to the types of items that will be given priority for a

given course. This is what it means to choose the kind of syllabus a course will be organized around.

There are least four main syllabus types:

(1) The grammatical syllabus influences course organization by giving a sequence of successive grammar items of the language such as present tense of the verb BE, present progressive, comparatives, and subject pronouns.

(2) The topical syllabus organizes content around a series of topics such as colors, numbers, food, clothing.

(3) The situational syllabus has given rise to texts through which language is studied according to certain daily living situations. Examples of situations are: "at the bank," "at the post office," and "at the supermarket." A special type of situational syllabus is a survival skills syllabus which has been designed especially to meet the needs of refugees and immigrants in the United States. The items in this syllabus are skills that such people need to survive and function well in a new society. The syllabus includes such skills as counting change, telling time, using the telephone, shopping, and applying for work.

(4) The notional-functional syllabus emphasizes culturally appropriate language use according to function. Thus, such functions as explaining, requesting, apologizing, and taking leave are studied according to cultural and social factors, which include age, sex, and social status.

Many textbooks cover items from different syllabi. Within one chapter introducing a survival skill there may be a section on grammatical structures and a dialogue with culturally appropriate language for certain functions. There is almost always a combination of items from different syllabi in a commercial text. Yet it is usually possible to tell what type of syllabus is primarily influencing the organization of the

text and hence which aspects of language or its use are being given priority.

Wilkins divides the different kinds of language teaching syllabi into two major groups, synthetic and analytic.[1] Synthetic syllabi require students to learn separate parts of the language and build up these parts gradually into a whole. Familiar synthetic techniques are translation, repetition, substitution, and transformation drills.

Analytic syllabi, on the other hand, expose language learners from the start to chunks of language that contain a variety of linguistic structures. Selected structures within a language sample can then be analyzed. Although structural items are studied, analytic syllabi do not organize language learning content around them. Instead, priority is given to such things as language functions or situations when sequencing content for language learning. The situational and notional-functional syllabi are examples of analytic language teaching syllabi.

If deciding on the most appropriate syllabus for a course is a prerequisite for selecting textbooks, on what basis is the choice of syllabus to be made? The goals for categories of language needs served in the program, along with the class/level objectives offer the most logical starting point for making that decision. As the goals and objectives are examined, these questions must be answered:

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[1]For further information on synthetic and analytic syllabi, see D. A. Wilkins, Notional Syllabuses (London: Oxford University Press, 1976) 1-2.

(1) What aspects of language should be given the highest priority in fulfilling the objectives for this class, or within this program category? Are structural items most important? Or should the emphasis be on language for certain situations? Or on language to carry out certain functions?

(2) Similarly, what is it that the objectives are actually asking the students to do with the language? Are they primarily to master selected grammatical points? Are they aiming to use appropriate language for certain situations? Or are students to communicate effectively for the purpose of fulfilling certain functions?

If such questions can be answered, it should not be difficult to identify the language learning priorities for a class or program category. This will go a long way toward deciding on the most appropriate syllabus for a course. Although language courses can be structured differently, organizing a course around the aspects of language that are to be given the highest priority would seem to be a sound working principle. If the objectives reveal that language for use in given situations is the thrust of a course, why not organize course content accordingly? Sequencing material for such a course according to grammatical items while emphasizing situational language can be done. But that kind of course organization, as long as the course objectives clearly express the actual priorities, is surely second best.

A language course with a given type of syllabus can be taught with more than one kind of language teaching approach. However, it is not necessary to decide on a particular teaching approach before choosing a text. Especially in a program with inexperienced teachers, having a text that incorporates a

syllabus in harmony with course objectives is of first importance. There are at least two reasons for this. First, inexperienced teachers have an immediate need for course organization, but will need time to develop a language teaching approach. Secondly, a given textbook can be used with more than one language teaching approach. This is true provided that a teacher teaches from a text and does not simply teach the text itself. As teachers later develop individual teaching approaches, the same text can be adapted and used in different ways.

After course objectives have been reexamined to determine the most appropriate syllabus type, there remain a number of significant factors to consider when selecting textbooks. These factors are given here in question form:

(1) Which type of syllabus is serving to organize the content in this text?

(2) Will the text meet a variety of specific language learning needs within each program category? For example, can the same text be used with a class of housewives, as well as with a class of job-seekers?

(3) What does the text demand of teachers? Is it appropriate for part-time teachers with little or no previous language teaching experience?

(4) How well will the text fit into the program format and time frame?

(5) Does the text lend itself well to using supplementary activities?

(6) Is the cost reasonable for the program budget? (If students buy their own books, is the cost of the student text affordable?)

Although the preceding discussion has centered on choice of textbooks, perhaps a brief look at accompanying materials

would be appropriate here. Progress tests (as opposed to placement tests, discussed in ch. 4) can be an important part of the curriculum. Giving a test at the beginning and end of a term can provide both teachers and students with an objective criterion for evaluating progress. Certain course texts may already have accompanying testing instruments to be used as pre- and post-tests. If not, the program director and staff can construct their own progress tests. Care must be taken, of course, to insure that the tests are based on the class objectives and on the actual content of the course. After all, the whole purpose of progress testing is to help measure students' progress against the predetermined objectives for their learning.

If progress tests are neither included with the course texts nor constructed by the teachers, separate standardized testing instruments can be ordered. The problem with this option is that it is difficult to insure that a commercial testing instrument would evaluate learning according to specific class objectives. Standardized tests are probably better used for placement or for assessing general achievement levels.

Other materials for teaching include visuals and supplementary books. Visuals are directly effective in lesson presentation while supplementary books can broaden a teacher's perspective and provide a variety of teaching ideas. As with progress testing, visuals can be developed by the teachers, or commercially ordered. Creating a file of pictures from

magazines and using real objects (e.g., coins, hats, books, pencils) are valuable resources. Special series of visuals can be ordered separately or with certain texts. Whatever visuals or supplementary teaching ideas are used, the important thing is that they serve to carry out lesson objectives effectively without becoming a substitute for careful lesson planning.

Many factors affect the choice of textbooks and materials for language teaching. Program format, experience of teaching personnel, meeting specific learning needs, and cost all influence materials selection. The most important single factor, however, is the extent to which the language teaching materials can be used to meet established class objectives. This is particularly true in choosing textbooks since most texts organize content around a certain type of syllabus. The type of syllabus, in turn, reveals which aspects of language and its use are being given the highest priority in language learning.

Chapter 4

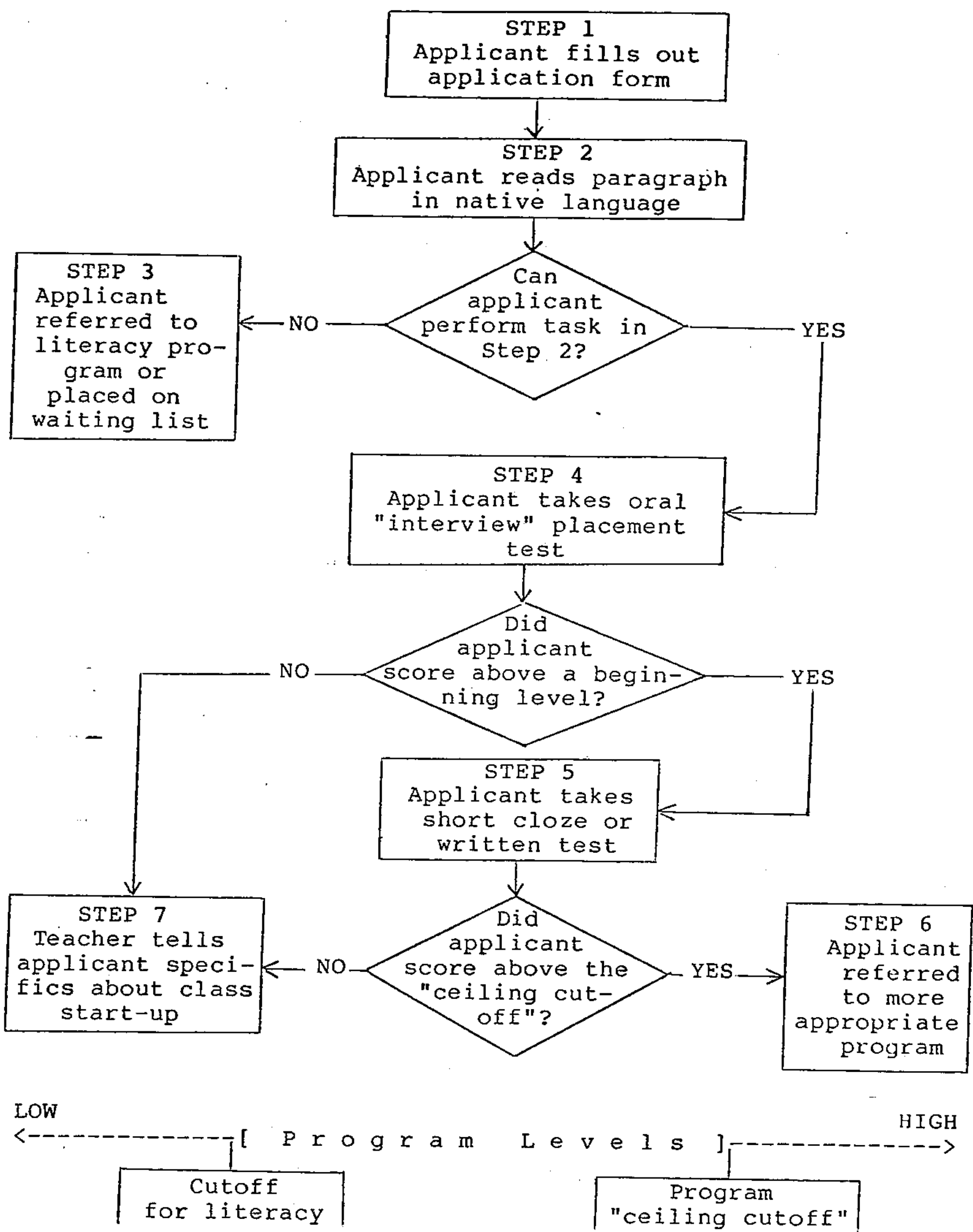
Guidelines for Student Intake and Placement

Program staff must be ready to screen applicants to insure that only students in the targeted categories are indeed enrolled in the program. Staff must also place each student at the proper level in the appropriate program category. Thus, there must be a plan for following up on the prior determination of which language needs the program should aim to meet.

Some applicants will probably have language learning needs that do not fit the targeted program categories. What should be done in such cases? If there are other area ESL programs that can accommodate them, they can be referred to the appropriate places. In order to carry this out with the best interests of the applicants in mind, the staff of the new program should build a working relationship with the personnel of other area ESL programs.

If applicants fit the targeted program categories, but cannot be accommodated because of staffing or space limitations, they may be placed on a waiting list with clear information as to when they will be able to begin classes. In this case also, such applicants may be referred to appropriate neighboring programs if waiting is not a desired option.

More important than handling applicants whose language needs do not fit a program is the need to have a smooth



Flow Chart of Sample Application/Placement Process for ESL Program

application and placement process for those who do qualify. Unless a new program's targeted categories of language instruction are unusually narrow, the majority of applicants will probably qualify and need to be placed accurately.

Sample Application/Placement Process

On the preceding page is a flow chart giving an overview of the steps in a sample application/placement process. The numbers of the steps discussed below correspond to the numbers in the flow chart. The sample process assumes that the program will not accommodate non-literate applicants (those who are not literate in any language, their native language included) or advanced, college-level applicants.

Step 1: Staff members will need to assist with the application form, even to the extent of filling out the form while talking with the applicant. An interpreter may be required at this step. In addition to some personal information (name, address, telephone number, etc.), the application form should ask for the applicant's nationality and native language. It would also be helpful to find out why the applicant wants to study English and what times during the week he has available for English classes. (See Appendix C for a sample application form.)

Step 2: For the purpose of determining literacy, program staff should arrange to have a short sample of written language prepared in each of the possible languages of the applicants. In addition, there should be one or two questions about the

written sample in the native language. This can help staff get a better appraisal of the applicant's literacy level. Literacy may be an important issue depending on the particular cross section of people who are drawn to the program. Some applicants may be literate but only partially so. For this reason it is crucial to have identified clearly the language learning needs which will and will not be handled by the new program. Program staff members who are screening applicants in step 2 will need to know exactly where to draw the line between those who can be accepted and those who must be referred elsewhere. Staff should base their decision on the stated goals for the program categories of language needs (as discussed in Part I, ch. 2 and Part II, ch. 9).

Step 3: The program director and staff should know beforehand which area programs non-literate applicants can be referred to. As mentioned above, there must be an understanding with the program staff of these other programs so that they will be well aware of the possibility of receiving referrals. If a waiting list is used for non-literates, they must know as clearly as possible when and where they might expect to begin classes.

Step 4: For initial placement purposes, the director and staff should make a priority of preparing an oral interview placement test. If possible, they should base such an instrument on the curriculum materials used in the program. It may not be necessary to go through the whole oral placement test with real beginners. A few questions may be sufficient to

determine that an applicant is just beginning. Continuing with the placement test could prove intimidating.

Step 5: For applicants who score well above a beginning level on the oral placement test, a short cloze or written instrument may allow for more accurate placement. Such a written instrument should not be confused with the written work in Step 2, which was in the applicant's native language and was for the purpose of determining literacy. In contrast to that in Step 2, the written test in Step 5 would be in English, and based on more advanced program curriculum material. Built into the scoring of this written test would be a ceiling cutoff point for identifying which applicants were too advanced for the program.

Step 6: As in Step 3, program staff should know beforehand the most appropriate places to refer advanced applicants. If a waiting list is used, staff should inform the applicants clearly as to when they can be accommodated in the new program.

Step 7: For an applicant who is accepted into the new program, the final step will be to make it clear that he:

a) is accepted into the new program;

b) must pay the registration fee;

c) will need to pay tuition by a certain date;

d) should come to the first class at (time) on (date) and go first to (room location);

e) should bring a pen and paper (or any articles needed for class).

Staff members may need to tell the applicants where to park (if driving to class), if and when childcare is available, and any

other relevant details. As much as possible staff should communicate essential pre-class information as part of the application procedure since it may be very difficult to contact applicants later by phone or letter.

Depending on the number of applicants and the number of staff involved in handling student intake and placement, it may take two or three days to complete the application process. The director should be prepared to close the application period if the program's maximum enrollment is reached before all applicants have been through the process. Again, the use of a waiting list may be one graceful way of dealing with this problem, should it arise.

Discussion

Steps 4 and 5 involve oral and written testing. The program director will either have to prepare these tests or select published testing instruments. (Some published tests are listed in Appendix E.) In either case, the testing should be appropriate for the levels of instruction in the program. Tests based on actual program texts and materials would be best since this allows teachers to monitor student progress throughout the program. However, constructing program-specific tests which are valid and reliable may prove to be a challenging task.

An important question about steps 4 and 5 might be asked at this point: how will a "beginning level" on the oral placement test and a "ceiling cutoff point" on the written test

be determined? Initially it may be difficult to set test scores which accurately correspond to these two dividing points. The "ceiling cutoff point" is the more important of the two because it will identify advanced students who will not be served in the program. If a standardized written placement test is used, there may be a built-in score indicating college-level language ability. Such a score could then be used as the "ceiling cutoff point." If the written test is designed by the director or staff, perhaps it can be tried out on ESL students at varying levels in neighboring ESL programs and colleges. This would help in establishing a correlation between test scores and language levels. At the beginning of the program, with no prior experience to draw from, the "ceiling cutoff point" may have to be set a little high. This would help to keep students from being referred elsewhere unnecessarily.

When starting up the new program, staff may be able to somewhat arbitrarily determine the "beginning level" on the oral placement test without doing much harm. The important thing is to have some means of deciding which students are clearly advanced. These students would then take the written placement test for more accurate placement or possible referral to a more appropriate ESL program in the area. Staff can place the other applicants according to their oral placement test scores.

There is considerable freedom of choice here. One placement instrument may be used for all applicants. This

would be sufficient as long as the placement instrument could accurately place all students in the ability levels served by the program. Another option is to have all applicants take both the oral and written tests mentioned in the plan above. Whatever the case, placement testing must insure that only applicants who will be best served by the program are actually enrolled and placed according to language ability levels.

Along with determining cutoff points, program staff must be able to interpret placement test scores accurately for those who are enrolled in the program. Somehow these scores must be used to determine language levels and class divisions. The placement test scores may be scaled from low to high with certain scores corresponding to dividing lines among classes. But how will these "dividing-line scores" be determined? The "beginning level" point discussed above can serve as one dividing line. The number of different classes the program can have will help determine how many more dividing lines are needed. Initially, the "dividing-line scores" may have to be set somewhat arbitrarily along the scale of low to high. After the program has been in operation for some time, placement test scores will have more meaning in terms of actual student language ability.

Program staff can also use a numerical method for determining class divisions. After scaling placement test scores for a program category from low to high, staff can count up ten to fifteen students from the bottom and consider that to be one class. Successively higher level class divisions can be

made by continuing to count upward in the same manner. Program staff should take care, of course, to note clusters of test scores. If nine students had similar test scores, and the tenth was significantly higher, the tenth student need not be placed in the same class with the others simply to have a class total of ten.

Placement test scores are not the only criteria to consider when determining class divisions. Language needs of the students may also be an important factor. For the most part, placement test scores will probably be closely related to language needs. Students who score lower usually share the need for more basic English skills than those scoring higher. However, students at the same general ability level may have differing specific language needs which could affect class groupings. For example, students at similar ability levels who are all seeking employment can be placed in one class while housewives share another class.

As a general rule, program staff should look first at student ability levels (as determined mainly by placement tests) and then at specific language needs when making class divisions. If students at approximately the same level clearly have specific language needs in common, staff should place them in the same class. This would permit teachers to focus instruction, where appropriate, on particular needs for vocabulary and English usage not shared by other students at the same skill level. However, many students may not have particular language needs that differ from others at their

level. For those who do, their ability levels may not be close enough to justify placing them in the same class. Thus, while separate classes for differing specific language needs is the ideal, staff must keep skill levels a priority as they determine class divisions.

Class size is also an important consideration in determining class divisions. If a large number of students all have similar placement test scores, staff need not accommodate them with one huge class. Instead, staff members should keep the class size to 10 or 15 students and simply provide for more classes at approximately the same level of language ability. Smaller classes allow for more student participation which can enhance the learning process.

At the beginning of each new term, the program will have to handle both continuing students and new applicants. The new applicants can go through the application/placement process as discussed above. Staff members must give special attention to the placement of continuing students.

As one possibility, program staff can place continuing students according to their performance during the preceding term. Students who have met the objectives for one class level should be ready to move to the next level. Often, however, it is not easy to determine clearly if a student has met objectives simply by looking at overall performance. If progress testing at the end of each term is built into the curriculum, staff can use results of these tests to place continuing students more accurately for the next term.

As a second option, program staff can require continuing students to take the same placement tests that are given to the new applicants at the start of each new term. There is an obvious disadvantage with this plan. Students who repeatedly take the same placement tests will become so familiar with them that their scores are no longer valid. But this problem can be solved by having more than one version of the same testing instrument. Continuing students should take a test version different from the one they had the previous term.

The program director should plan to leave some time between the end of the application period and the start of classes. As much as one week may be needed to prepare class lists, work out scheduling problems, order additional materials, and make final preparations for the start of classes. Staff will need time to make accurate class divisions based on skill levels and specific language learning needs. Support personnel will also need time to organize and file application information and the results of placement tests before classes get underway. Allowing ample time for preparation will be particularly important before the very first term of the new program.

Consistency in the administration and interpretation of the placement tests is very important. Teachers will especially need to gain familiarity with the oral placement test to keep scoring consistent as different staff personnel administer the same test. With each new term, staff members will improve their handling of the placement tests and the

whole application process. In this way the program will realize its objectives by meeting the student language needs it can best serve.

Chapter 5

Teacher Selection

Teachers are the most important ingredient in an ESL program. They are the ones who are in contact with the students day after day. Great textbooks, well-designed curriculum, and beautiful facilities do not guarantee a good program. The teachers must see that the teaching-learning process takes place effectively. For a new ESL program to serve the surrounding community with integrity, the most qualified personnel available must fill the teaching positions. For this reason, and because the program director owes it to the potential staff to let them know "what they're getting into," some procedure for teacher selection is highly important.

The program director and organizing committee must engage in some publicity work and contact any people who might be qualified or interested in teaching ESL. Depending on the particular program setting, the director can plan an initial meeting for all potential teachers to hear an overview of the new program. This would be one way for interested persons with no experience to get information about what is involved. It may also cut down on the number of interested people the director will later interview for teaching positions. At the initial meeting, the overview of the new program should include some or all of the following points:

(1) the background, purposes and goals of the program;

(2) the types of ESL needs to be met through the program;

(3) the possible program and individual class size;

(4) the materials available;

(5) the teachers' time commitment and responsibilities--for classes, preparation, and training workshops;

(6) the teacher training time frame;

(7) payment for teachers (unless the teachers are to be volunteers);

(8) the great opportunity for developing a new skill while serving people in the community.

The director should arrange an individual interview with each person who has a definite interest in teaching in the new program. This is the time to find out about the particular abilities of each potential teacher and to cover teacher responsibilities in more detail.

The director will need to make an assessment of each person's teaching qualities. Most potential teachers will probably be untrained and inexperienced. For this reason the director may need to place a higher priority on the upper end of the following list of significant qualities:

(1) interpersonal and cross-cultural skills;

(2) willingness to learn;

(3) sensitivity to others;

(4) ability to plan and implement lessons;

(5) flexibility;

(6) teaching credentials.

The single most important factor in the interview may be the director's honest reaction to the potential teacher, based on

his own experience of what it takes to create and maintain a good learning atmosphere in the classroom. The director must ask himself, "Do I think this person will be able to handle the overall teaching job well?"[1]

The director should prepare some specific interview questions as a means of determining how well each interviewee will fit into the teaching program. Questions like the following may be used:

(1) What is your educational background?

(2) What teaching experience have you had in the past? Any ESL teaching experience?

(3) Have you ever learned a second language yourself?

(4) What cross-cultural experiences have you had?

(5) Think of a time when you took on a new responsibility. Do you feel you were able to learn quickly in that situation? How flexible were you to change?

(6) How disciplined are you in making plans and setting objectives?

(7) What are your reasons for offering to teach English in this program?

(8) Can you maintain a commitment to carry out your new responsibilities fully?

(9) Are you willing to assist in other program areas in addition to your teaching responsibilities?

At the time of the individual interview, the director will also need to emphasize and clarify the teaching responsibilities and time commitment involved. The potential

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[1]For the initial idea about the most important factor in the interview, I am indebted to Raymond C. Clark, Director, International Students of English, School for International Training, Brattleboro, Vermont.

teacher needs to know that he is responsible to attend the teacher training sessions before the first term begins, as well as the ongoing training workshops. In addition, each teacher will be expected to keep student records, and possibly to plan some field trips with students. All of this information should be communicated to the potential teacher in the form of a written job description. The director can communicate specifically the amount of time involved by saying, for example, "If you teach two classes a week, that will mean twelve hours of class time and as many hours of preparation time--at least at the beginning. When we have a teacher training workshop, that will be another two hours. That is a total of 26 hours in one week." This would enable the potential teacher to see clearly what is expected and to decide whether or not he can make a definite commitment.

Teachers should make commitments of at least two program terms, if not for a whole program year. If teachers are coming and going every term, the director will have a difficult time interviewing and training new staff while taking care of new student applicants and running the program as well.

If a large number of potential teachers is not available, neither the director nor the teachers can wait until after classes start to make final decisions about teaching commitments. Although it may be desirable to "get one's feet wet" before making a definite commitment, the program will not operate smoothly unless teachers can be absolutely clear about accepting or rejecting teaching responsibilities before the

term begins. If more than enough teachers are available, the director may want to ask some to be substitute teachers. If, for some reason, any teachers are unable to keep their teaching commitment, substitute teachers could step in.

If class size is to be fixed at a maximum number of students per class, the number of approved teachers will determine the maximum student enrollment for the program. For this simple reason, the director should finish selecting teachers before the student intake process begins.

Teachers are the most indispensable part of the new ESL program. Priority must be given to securing commitments from the most qualified individuals available. This will take time and effort on the part of the director, but it is even more important than good textbooks. Before teacher selection begins, plans for the new ESL program should be well in place. This will enable potential teachers to be clearly informed about the program and the nature of their commitment to it.

Chapter 6

Teacher Training

The importance of some kind of prior teacher training in an English language program should not be underestimated. Structured training sessions create an air of professionalism and help would-be teachers gain confidence before the first term begins. Inexperienced teachers will certainly want practical guidelines for planning and presenting lessons. Moreover, carefully planned training sessions can begin to provide consistency of approach and language teaching methodology within the program. If possible, substitute teachers should also be involved in these initial training sessions since they may have to step into the classroom at any time.

Most teachers in a new ESL program will be taking on the teaching task as a part-time responsibility. They will probably not have a great deal of time for orientation or training. For this reason, the director or teacher trainer should prioritize the topics to be included in the training sessions. With limited time available, inexperienced teachers should cover only those topics that will best prepare them for their initial teaching experience. They can examine other important topics during subsequent in-service training sessions.

Objectives for teacher training[1]

The following objectives for teacher training are divided into the four areas of information, skills, attitudes, and awareness. Within each area, they are listed in approximate order of priority. More emphasis should be given to the objectives at the top of the list in each category.

The teacher trainer for the ESL program will provide new teachers with:

(1) information about:

(a) techniques, activities, and materials for teaching ESL;
(b) how to use a textbook;
(c) administering placement and progress tests;
(d) resources to consult for further information.

(2) opportunities to develop skills in:

(a) learning from personal experience;
(b) planning and presenting a short lesson;
(c) correcting errors and giving feedback;
(d) self-evaluation of teaching.

(3) opportunities to foster attitudes of:

(a) patience;
(b) acceptance of others;
(c) flexibility.

(4) opportunities to expand awareness of:

(a) what learning is;
(b) what teaching is;
(c) what is relevant for the students and what is not.

The actual content of the teacher training sessions must be based on the training objectives, with topics selected

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[1]These teacher training objectives are adapted from the syllabus prepared by faculty members Pat Moran, Bonnie Mennell, Lise Sparrow, Michael Jerald, and Donald Freeman for a course entitled "Approaches to Teaching Second Languages I," at the School for International Training, Brattleboro, Vermont, 1982.

according to the order of priority of those objectives. On the next page is a sample plan for five three-hour sessions of teacher training. It is based on the preceding list of objectives. A discussion of each session and its content follows.

Admittedly, this sample plan includes more content than most beginning teachers will be able to cover in five sessions. Teacher trainers must pick and choose according to their priorities in training staff members for their own programs. Some sessions in the sample plan, such as Session One, could be divided into two separate training sessions and used effectively. Content not covered in initial teacher training sessions can be covered in later in-service training.

Discussion of orientation training sessions

Session One

The teaching-learning process is at the core of any ESL program. New teachers will probably be anxious to find definite techniques and teaching strategies to make their planning and teaching a success. Although these things are important, decisions about techniques and lesson preparation should flow out of solid assumptions about learning and teaching. One of the best ways to incite serious thinking about the nature of learning and teaching is to provide actual learning and teaching experiences. What is known by personal experience can form a base for fundamental assumptions about the teaching-learning process which, in turn, guide the way one operates in the classroom. The first training session provides

Session	Objectives	Activities
One	The teacher will ask trainees to: (1) examine the learning process and give significant personal observations. (2) teach 3-minute mini-lessons. (3) consider what teaching is and give significant personal observations (relating teaching with learning)	--"Shock language" learning --"Teaching game" activity --Introspection/ Discussion of observations
Two	(1) identify basic components of sample lesson plan formats. (2) observe a text-based lesson. (3) give personal observations about the use of a text in lesson planning and presentation.	--Consideration of sample lesson formats --Demonstration of text-based lesson --Identification of key issues
Three	(1) observe demonstrations of selected ESL teaching techniques. (2) draw conclusions about the purpose of each demonstrated technique and what it requires of the teacher and students. (3) make observations about which techniques/activities fit with which lesson plan components.	--Demonstration of selected techniques --Discussion: fitting techniques/activities into lesson plan --Assignment: plan a lesson
Four	(1) present short lessons to peers. (2) give and take feedback in a small group setting. (3) observe demonstration of error correction techniques and make personal observations about when and how to correct errors in the classroom.	--Peer teaching of lessons --Discussion/ Peer feedback --Demonstration: error correction techniques
Five	(1) practice giving and scoring the oral placement test. (2) listen to an overview of the application process. (3) plan initial learning activities for the first few days of class.	--Demonstration/ Practice: oral placement test --Presentation/ Explanation: class start-up and application process

A Sample Plan for Five Teacher Training Sessions

the opportunity to examine the nature of learning and teaching through personal experience. Prospective language teachers are asked to become learners and teachers themselves so they are better able to understand the teaching-learning process.

For the first training activity, the teacher trainer or program director should take the role of language teacher while the trainees become language learners. The trainer will conduct speaking and communicative learning activities in a foreign language, preferably unknown by all the trainees.[2] If the trainer is unable to teach a foreign language, he will have to invite a qualified individual from outside the program to take this role. However, if at all possible, the trainer should be the language teacher for this activity. This situation allows the trainer to direct the activity in a way which will permit trainees to draw on this first training experience significantly in subsequent sessions.

After engaging in this "shock language" learning experience for a half hour or so, the trainer should guide the prospective teachers in making personal observations about learning. As a first step, trainees can think about, and respond in writing to questions like the following:

(1) What are some things you learned during the language learning experience just now?

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[2]This language learning activity, or "shock language" exercise, was used as part of a course entitled "Approaches to Teaching Second Languages I" at the School for International Training, Brattleboro, Vermont, 1982, and is included here at the suggestion of Donald Freeman, faculty member at the School for International Training and adviser for this project.

(2) How do you know you learned these things?

(3) What did you do in order to learn these things?

(4) Thinking of your learning experience a few minutes ago, as well as past learning experiences, write two or three statements about yourself as a learner.[3]

After trainees have had a chance to think through the answers to these questions, they should share their responses. They can give their responses in pairs, or in front of the whole group, if it is small.

The responses to the above questions should be a good starting point for considering the nature of learning itself. The trainer can lead a discussion by working toward a group list of observations about learning. As trainees give observations, they may be written up on the chalkboard or on a large piece of paper to be saved for later sessions. The trainer may need to offer one or two sample observations like the following to stimulate thinking in the right direction:

(1) Learning involves giving attention to something new or unknown;

(2) An important step in learning is practice or repetition;

(3) The degree of learning can be affected by feelings about oneself, other learners, and the teacher.

As an alternative task, the trainer can have trainees work toward their own personal observations about learning. Sharing of responses to the questions about the "shock language" learning experience and a group discussion should still take

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[3]These questions are borrowed and adapted from questions used in class by Pat Moran in a course entitled "Approaches to Teaching Second Languages I," School for International Training, Brattleboro, Vermont, 1982.

place. But instead of writing up a group list of observations about learning, each trainee should formulate one individually. This would probably have to be completed as a homework assignment since considerable time for thinking is needed.

The trainer should allow about an hour for the follow-up time of response and discussion after the "shock language" experience. After a break of five or ten minutes, trainees will be ready for the second activity. The total time for "shock language" learning, follow-up and break is about one and a half hours.

The second activity of this session focuses on teaching and can again allow prospective teachers to arrive at significant results by beginning with a relevant experiential exercise. The exercise might be called "the teaching game."[4] Trainees are asked to think of something they could teach to the group in a three-minute mini-lesson. (The amount of time may be other than three minutes but should be brief and definitely held to.) Teachable topics for the "teaching game" can include non-language content of interest which trainees feel they can teach in the allotted time.

All participants in the "teaching game" will be asked to respond to some follow-up questions after each mini-lesson:[5]

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[4]The "teaching game" exercise was used as part of a course entitled "Approaches to Teaching Second Languages I" at the School for International Training, Brattleboro, Vermont, 1982.

[5]The questions for the "teaching game" are borrowed from questions used in class by Pat Moran in a course entitled "Approaches to Teaching Second Languages I," School for International Training, Brattleboro, Vermont, 1982.

(1) What did he [I] teach?

(2) What did you [they] learn?

(3) What can you [they] do now that you [they] could not do before?

(4) What do you [they] know now that you [they] did not know before?

(The words in brackets apply to the teacher of the mini-lesson when answering the questions.)

After preparation time for the "teaching game," volunteer trainees can begin presenting their mini-lessons to the group. This is done one lesson at a time, with the teacher trainer making sure the time limit is observed. Plenty of time should be taken after each mini-lesson for all participants to respond to the follow-up questions. At this point, responses can be made individually on paper. A group discussion of responses to the mini-lessons is best held after two or three mini-lessons, when presentations are still fresh in the participants' minds. Such a discussion would conclude the first round of the "teaching game." The number of rounds played will depend on the number of trainees and the time available in the training session. The trainer should allow about 45 minutes for this activity.

The "teaching game" gives the trainer a good opportunity to observe each trainee in the teaching role. Although the mini-lessons are brief, the trainer can take note of each trainee's weaknesses and strengths. Thus, the trainer can use the "teaching game" for a quick diagnosis of teaching skills, as well as a means of having trainees examine what teaching

is.[6] If the trainer wants to use the exercise diagnostically, he must allow time for all trainees to give their mini-lessons. Whether or not the trainer chooses to look at each trainee's teaching skills through this exercise, all trainees should at least plan a mini-lesson at the beginning of the game for the sake of total involvement.

After the final round of the "teaching game," the trainer should lead participants in a discussion at a deeper level. This is a time to move beyond the actual mini-lessons to consider teaching itself and how it is related to learning. What was experienced during the "teaching game" will, of course, be a springboard for the discussion and will serve as real material to be analyzed for significant observations. As a way of focusing this deeper discussion, the trainer can set the goal of making a group list of observations about teaching. This can be handled in the same way as the discussion about learning observations in the first activity. If necessary, the trainer can offer examples of observations like the following to begin the discussion:

(1) Learners may learn something different from what the teacher intended to teach;

(2) Teaching implies that learning occurs;

(3) Teaching that leads to optimal learning is based on the needs of the learners.

Again, the trainer can alternatively close the "teaching

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[6]The idea of the teacher trainer using the "teaching game" as a diagnostic tool is included at the suggestion of project adviser, Donald Freeman, School for International Training, Brattleboro, Vermont, 1985.

game" by asking trainees to make their own lists of personal observations about teaching. In this case, the group of trainees would discuss the core question, "What is teaching?", without writing up their responses. They can then individually draw up their observations about teaching as a homework task and share their results in the next session.

The trainer should allow time for closing the session. This is a time for trainees to air their thoughts and feelings about the session itself and to ask questions. The trainer can summarize the session content and results, remind trainees of any homework task, and give a brief preview of the next session.

Session Two

The second session covers two interrelated topics: lesson plans and the use of an ESL textbook. After taking a look at some basic lesson formats, trainees can begin to consider how to incorporate textbook material in lesson planning and presentation.

The trainer should review the first session briefly to provide a backdrop for the new topics. In the previous session, the trainees made personal observations about learning and teaching. These observations should influence the choices they make in planning lessons. New teachers may not at first make this connection. They will only be looking for very practical helps and hints for preparing a lesson. That is what new teachers need when starting out. Nevertheless, the trainer

should encourage the trainees to refer back to their own "shock language" experience and their personal observations. This will help trainees keep their teaching relevant to learners' needs. It will also contribute to their development of a unified teaching approach.

As an entry into the topic of lesson planning, the trainer can have the trainees recall the "shock language" lesson of the first session and ask, "What were the basic parts of the lesson? For example, was there an introduction or group practice?" Ideally, the trainer would have planned and taught the "shock language" lesson with this and subsequent sessions in mind. Trainee group members can also consider their mini-lessons of the "teaching game" as they try to identify basic lesson components.

The trainer can present established sample lesson formats for the group members to compare and contrast with their own ideas, once these have been shared. One lesson format consists of the following basic components:

(1) Presentation (relatively short amount of lesson time): introducing or presenting language items which are new to the learners;

(2) Practice: controlled practice of the new language content introduced in (1);

(3) Communication/Use: freer use of language content in contexts closer to "real-life" situations.[7]

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[7]Three-part lesson formats like this one can be found in many places. This particular outline is adapted from Robert Ruud-Prestebak and Michael McAlister Kennedy, "A Practical Handbook for Untrained English Teachers of Lao Refugees in Vermont," M.A. Thesis, School for International Training, 1981, 28-29.

A lesson plan can also be organized using the three following divisions:

(1) Language content: the language to be presented, practiced or focused on by the learners;

(2) Activities: the means by which students deal with the language in (1), with an emphasis first on what students will be able to do, then how they will do it;

(3) Reminders: notes for the teacher, giving personal instructions about parts of the lesson or guarding against known shortcomings in teaching.[8]

A third and more involved lesson plan format requires the teacher to be aware of preliminary background information. The teacher must first determine such factors as the age level of the students, their proficiency level in English, the size of the class, the ethnic and linguistic composition of the class, the motivation level of the students, and the syllabus and textbook being used. The actual lesson plan should fit within the context of this background information and include the following points:

(1) Teaching point: the general topic of the lesson stated briefly.

(2) Pre-assessment activity: an activity to determine that the teaching point is needed.

(3) Relationship to current unit: how the lesson plan fits within the current unit of study.

(4) Pre-entry performance: content covered in previous lessons to be reviewed or used in new ways.

(5) Performance objectives: exact statements of what students are expected to perform by the end of the lesson.

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[8]This sample organization of a lesson plan is adapted from Roger Gower and Steve Walters, Teaching Practice Handbook (London: Heinemann Educational Books Ltd., 1983) 62.

(6) Criterion level: the degree to which the objectives must be met in order to consider the lesson successful.

(7) Materials: textbook, handouts, audio-visuals, etc.

(8) Procedures: activities the students will carry out to meet the performance objectives. The activities should include an introductory step and a concluding step which allows a brief testing of the criterion level.

(9) Final points: these include an assignment, if desired, alternate plans for parts of the lesson, and the teacher's own self-evaluation.[9]

Lesson plan formats may vary but common points should be evident. Learners must be exposed to new language content and they must have a way of working with it. There must therefore be some kind of presentation step as well as a practice step in the lesson plan. Other lesson components are also important, but vary more widely according to one's teaching approach.

The second major activity of this training session is to tie in the use of a textbook to lesson planning. The trainer should consider teaching a sample text-based lesson with the trainees observing and participating as learners. This would not be necessary if the trainer incorporated textbook material in the "shock language" lesson of the first training session. Trainees should be looking for answers to questions like the following:

(1) What did the teacher ask students to do with the text material?

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[9]This lesson plan format is taken from Marianne Celce-Murcia and Thomas P. Gorman, "Preparing Lesson Plans," in Teaching English as a Second or Foreign Language, ed. Marianne Celce-Murcia and Lois McIntosh (Rowley, Massachusetts: Newbury House Publishers, Inc., 1979) 295-96.

(2) How did the teacher use the textbook?

(3) How did the teacher extend or modify the textbook content?

(4) What do you think were the objectives for the lesson?

After the sample lesson, trainees should discuss their responses to the above questions. They can also offer their own ideas for how a teacher and students should use a textbook in the classroom. The trainer should guide the discussion without at first giving direct answers to the questions.

Following the time of discussion, the trainer can present his objectives for the text-based lesson. He should also give his rationale for using the textbook the way he did. Together the trainer and trainees can generalize to come up with a list of practical guidelines for the use of a textbook in planning and presenting ESL lessons. Some of the guidelines include:

(1) the need for a framework of lesson objectives within which textbook content fits; not necessarily taking objectives straight from the text.

(2) using textbook content as a basis for learning activities that help meet lesson objectives; not necessarily going straight through the textbook exercises.

(3) preparing students for textbook exercises by personalizing a topic (having students relate a topic to their own personal experience) and pre-checking their understanding of certain words.[10]

(4) transposing textbook content into meaningful activities relevant to the particular group of learners.

The second training session is only an introduction to lesson planning and the use of a textbook. Textbook material,

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[10]The ideas of personalizing a topic and pre-checking terms come from Gower and Walters 76-78.

as well as any language content used in a lesson, must be presented or practiced through some learning activity. New teachers need to know some specific ways to have students work with new language content. This is the subject of the third session.

At the end of the second session, the trainer should again close with a summary of content and conclusions. Trainees should be free to react to the session activities and voice their feelings and concerns.

Session Three

The major activity for the third training session is to begin considering specific teaching techniques. With so many techniques and activities available for classroom lesson use, where does one begin? The most logical place to start is to introduce some specific techniques that correspond to each component of the basic lesson format--presentation, practice, and communication/use (if following the first format above).

The trainer may simply present and discuss various techniques, but trainees would profit more from participating in actual demonstrations. Again, the initial "shock language" learning experience from Session One can serve as a starting point. Trainees can benefit from recalling specific techniques the trainer used in that first experience as preparation for examining other selected teaching techniques in this session. After demonstrating a technique, the trainer can lead a discussion by asking the trainees questions like the following:

(1) What did the teacher assume the students already had?

(2) What did the teacher do? What did the students do?

(3) What was the purpose of the activity?

(4) How controlled was the activity? How much choice did students have?

(5) How might such an activity fit into a lesson?

The trainer will probably want to ask more focused questions specifically related to the technique. For example, he might ask, "Why do you think I did this (referring to a particular point) first?" or "What purpose did this point serve?" Trainees should also recall their learning and teaching observations from Session One and consider how they relate to each technique. They can also think up variations of each technique to arrive at alternative activities.

The trainer may want to mix up the types of techniques he demonstrates. This way he can ask trainees to decide which part of the basic lesson format (presentation, practice, use) each technique fits. Trainees should also consider ways to lead into, and follow up each technique or activity. In addition, they should determine how material from a textbook might be used in each case.

Two sample techniques for each component of the simple lesson format are given in Appendix D. If possible, the trainer should demonstrate more than one technique for each stage of a lesson. This will help trainees see that there are a variety of ways to meet the same basic purposes within a lesson. They might also look at a list of additional techniques and activities.

A follow-up homework task for this session would be very appropriate. Each trainee can plan a 10-minute lesson to be presented in a small group setting in the next training session. Ideal lesson material would be some simple language content from textbooks teachers will use in the new program. The trainer should give some options and may also include additional suggestions outside program textbooks. Trainees should try to incorporate the main points of this third training session as they plan their lessons. They should choose a lesson format and use appropriate techniques, keeping in mind their earlier consideration of using a textbook effectively. This would also be a good time to try writing objectives for the lesson. Each trainee should bring a copy of the whole lesson plan to the next training session.

As before, the trainer can close this session by summarizing what was discussed about teaching techniques. Trainees can ask questions about the session content and the homework task. They may also share their feelings about the session itself while the trainer listens. The trainer may have to modify plans for subsequent training sessions according to particular needs the trainees may express at this time.

Session Four

The first segment of this training session should be devoted to trainee presentations of the lessons they planned for homework. If there are only three to five trainees, each can present a lesson in turn in front of the whole group.

Otherwise, trainees can be divided into groups of three or four members for this peer teaching activity.[11]

Within each peer teaching group, each trainee will present a lesson while the other group members act as students. One student should make sure that the time limit is observed. Roles of teacher and timekeeper will rotate for each lesson.

At the conclusion of each lesson, two to three minutes should be allowed for feedback. This feedback time is best controlled by the trainer who may first have the "trainee teacher" state what the lesson objectives were. Then the trainer can ask both the "trainee teacher" and the whole group: "Do you think the objectives were met? What parts of the lesson went well for you? What parts might be modified to make the lesson more effective?"

The trainer would not be able to handle this feedback time for every lesson if the trainees were divided into groups. Trainees without any experience in teaching might have a difficult time leading their own feedback times. This in itself is a good reason for having the whole trainee group stay together for the peer teaching activity. As in Session One, this would be another good opportunity for the trainer to note strengths and weaknesses of his teaching staff.

After all peer teaching lessons are finished, the whole group of trainees should consider these questions about the

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[11]The peer teaching exercise was part of a course entitled "Approaches to Teaching Second Languages I", taught in the fall quarter at the School for International Training, Brattleboro, Vermont, 1982. It is adapted here at the suggestion of project adviser Donald Freeman.

experience:

(1) What did I learn today about teaching skills?

(2) What did I learn about skills in giving and receiving feedback?

(3) What did I assume about the nature of learning and teaching by using the techniques/activities I did?[12]

Trainees should have time to think about these questions with the option of writing personal responses on paper. Their responses may then be shared and discussed with the group.

Feedback in the language classroom is a big topic and can only be introduced during the second half of this training session. As with many other areas of language teaching touched on earlier, feedback will be a good subject to take up again in the in-service training times (see ch. 7).

There are many different kinds of feedback in the teaching-learning situation. There is feedback given to the teacher by the students--as to whether or not they are grasping something and how they are feeling. This type of feedback can be given in a structured setting, but it is also going on naturally in the classroom all the time. There is also feedback that the teacher gives the students--letting them know whether or not a response is correct, evaluating students' progress, and communicating his feelings about them. Again teacher feedback can be communicated in many ways, most often in an ongoing way within the context of a lesson.

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[12]These questions are borrowed and adapted from a class taught by Pat Moran as part of a course entitled "Approaches to Teaching Second Languages I, Module II," School for International Training, Brattleboro, Vermont, 1982.

In this training session, one type of teacher feedback--error correction--will be focused on. This is an area of considerable importance. It is crucial to the learning process both in terms of linguistic development and for maintaining positive teacher-student relationships.

The trainer can give examples of some techniques for error correction. Trainees should consider which methods are appropriate for given learning contexts or activities. They might also discuss <u>when</u> to make corrections--immediately and frequently, or only at certain times? Trainees should understand these key issues:

(1) deciding how and when to make a correction depends on the speech situation: is a student answering a question related to the thrust of the lesson or is he talking in a freer context?

(2) there are many ways to point out errors: developing an awareness of how one is doing so and evaluating the effectiveness of that way is important.[13]

One example of an error correction technique is to isolate parts of a language sample to help a student make a self-correction if possible. As a student makes a response or answers a question, the teacher must make a spontaneous decision to stop the student and give feedback about an error. After having the student stop, the teacher asks the student to repeat the phrase or sentence. As the student repeats, the teacher puts up one finger at a time to correspond with each word of the phrase under consideration. The problem word or

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[13]These points are adapted from Dan Jerome, "A Handbook for ESL Teacher Training at Okinawa Christian School," M.A. Thesis, School for International Training, 1982, III-5-1.

item is isolated by drawing attention to the corresponding finger. The teacher allows the student to self-correct the error if possible, then to say the whole phrase smoothly from beginning to end. Optionally, the teacher can ask classmates to supply the correction if the student is unable to do so. The emphasis is on student self-correction and clear isolation of the item for correction, rather than on abrupt teacher correction.

Another example of a technique for error correction allows for almost no interruption of the flow of conversation. The teacher repeats the problem phrase correctly within the natural interchange of a conversation or dialogue. Suppose a student said "I go to town yesterday" while talking about a personal experience. The teacher might unobtrusively interject, "Oh, you went to town yesterday?" The student is able then to hear the correction without undue attention being drawn to it and can continue relating the experience freely.

The trainer should close Session Four with a summary of what transpired. Plenty of time should be allowed for trainee feedback. The trainer may want to plan carefully for the feedback time since it can serve to illustrate what was introduced in this session.

Session Five

This fifth, and possibly final, training session must be devoted largely to practical areas of immediate concern to the trainees. They will need to know how to administer and score

the oral placement test. Trainees will also want definite plans of initial learning activities for the first few days of class.

The trainer should spend ample time presenting and explaining the application/placement process for students (see ch. 4). All trainees will need to learn how to give the oral "interview" placement test and should be prepared to assist in the entire application process. The trainer can demonstrate how to give the oral test using one trainee in the role of a student applicant. If feasible, a video recording of an actual administration of the test can be used instead. The trainer will need to explain clearly the scoring criteria and procedure, interpretation of the final score, and other significant aspects. Trainees should also pair up and practice giving the oral test themselves.

Trainees will naturally be concerned about the very first day of class. The first day is important for creating a good initial atmosphere and for beginning to establish positive working relationships between teacher and students. The trainer may want to present some workable student introduction/name-learning classroom icebreakers that are fun and helpful in breaking down barriers of fear and nervousness.

Trainees should also be ready with some simple language activities which can be quickly adjusted to varying ability levels. Students within one class may all be approximately at the same ability level, but during the first few class sessions

the teacher will need to determine what students can actually do in English at that level.

Classroom activities for diagnostic purposes might be included in some textbooks. If so, such activities will probably be pre-checking exercises for specific lesson content in the textbook. Planning more open initial activities is better if at all possible.

Teachers can use pictures with purposeful questioning as part of their initial diagnostic activities. Pictures should be simple yet provide good stimulation for interaction. Teachers should plan in advance what kind of questions they will use. The purpose is to check the extent of each student's English ability. For this reason, questioning should range from checking the meaning of lexical items (e.g., the noun "house") to checking structural concepts (e.g., continuous past tense). If a picture tells a story, teachers can use comprehension questions to check for understanding of surface details, as well as behind-the-scenes, debatable points. Questions should be brief, numerous and spread around the class.[14]

Use of role-play can also point up students' strengths and weaknesses in their English ability. Simple role-play with just two characters and based on typical situations students encounter work well at lower levels. There is no need for

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[14]Checking concepts and comprehension by questioning is discussed at some length in Roger Gower and Steve Walters, Teaching Practice Handbook (London: Heinemann Educational Books Ltd., 1983) 98-102.

defining characters in detail or working out a plot. It is best, however, if there is one unusual factor built into the role-play interchange. (For example, a shopper may not have enough money at the checkout counter.) The teacher must present the scene and assign characters. All students can act out the role-play in pairs simultaneously while the teacher monitors. One or two pairs may be bold enough to act out their role-play in front of the class. All the time the teacher should take note of which language areas need attention in subsequent lessons.[15]

The trainer can have trainees experiment with diagnostic language activities such as questioning with pictures, or use of role-play. Together the trainee group can make definite plans to use such an activity during the first day or two of class. Trainees should also work together to outline a sample lesson plan for the first day of class. Individual trainees will need to fill in their own details later.

In closing this final session the trainer can review all the content that was covered, beginning with the observations the trainees made about learning and teaching. These significant personal observations influence the key issues of lesson planning, selection and use of teaching techniques, error correction and feedback. They also affect the overall way in which a teacher relates to students and manages class time.

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[15]These points on role-play are from Gower and Walters 134-35.

Extra time may be given at the close of the final session to take student feedback and handle questions. Trainees should also be commended for their commitment to the teaching task and their attendance at the training sessions. They should be encouraged by the progress they made. As new teachers they will be able to develop their skills even further through actual teaching experience.

Chapter 7

In-Service Training

As teachers confront new situations in the classroom, they will naturally have questions about how to deal successfully with them. For this reason, in-service training may be almost more important than the initial teacher training. Teachers must constantly be evaluating their own teaching and must be aided in learning how to self-evaluate their work. They will want to know how they are doing compared to the guidelines received during the initial training sessions. Furthermore, ongoing training is necessary for growth in learning about new areas of language teaching not covered in the initial teacher training sessions.

The various reasons for in-service training may be grouped around two general purposes:

(1) to deal with overall program management concerns (e.g., student attendance, equipment needs, and scheduling conflicts);

(2) to address teaching concerns, working toward further development of teaching skills.

Program management concerns may be more important than the development of specific teaching skills at the outset of the new program. The program director may be able to handle many matters individually with the teachers and students. But it will also be beneficial to hold staff meetings periodically, perhaps once or twice a month. Staff teaching schedules and

specific program constraints will determine the frequency of these in-service group sessions.

There are then two main ways of getting at the two general purposes for in-service teacher training. The two ways are: individual, daily interaction between the director and the teacher; and scheduled group sessions for the director and staff. Either of these ways can address both program management concerns and development of teaching skills.

There is a wide range of possibilities for individual director-teacher interaction. A teacher may simply want to ask the director a question, or talk over a particular classroom situation. This will be effective for handling many concerns teachers have. To address teaching skills more fully, however, the director will need to be closer to the actual classroom teaching situation. This brings up the significant in-service training area of observation and feedback.

Every teacher can profit from others observing his classroom teaching and offering feedback, as long as no one feels threatened or uncomfortable. Observation of inexperienced teachers in a new program should not at all be seen as judgmental evaluation. No doubt the director will have as much to learn in his role as the teachers do in theirs. The teachers should not view the director as a perfect teacher who has all the answers. The director and staff must develop a sense of teamwork and feelings of openness as together they help one another improve teaching skills.

The director can offer teachers the option of first observing his own teaching in their classrooms.[1] This would be a way of easing into the potentially frightening area of classroom observation. Again, the director must take care not to give the impression that his teaching is far superior to the classroom teacher's. He should think primarily of the needs of each teacher. Allowing himself to be observed first can relieve the pressure some teachers may feel.

For a teacher who chooses to observe the director first, the two must meet in advance to plan the event. After deciding when the director will substitute-teach, the teacher should indicate what type of technique or teaching situation he would like to observe. The teacher should also give the director information about previous lesson content and student ability levels. The director, in turn, can ask questions and tell the teacher what to be looking for. Together they should schedule time for a post-observation discussion to be held as soon after class as possible. During this follow-up session, the teacher can give feedback as to what he observed and ask questions. The director may also want to ask questions to help direct the teacher's attention to specific teaching points.

After each teacher has had an opportunity to observe the director substituting in his own class, the roles can be switched. Now it will be the director's turn to observe each teacher in class. As before, prior to an observation, the

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[1]For this practical idea for in-service training, I am indebted to Raymond C. Clark, School for International Training, Brattleboro, Vermont.

director and teacher should meet. The teacher should determine ahead of time what he wants the director especially to watch for. For example, a teacher may want the director to pay particular attention to the organization of a lesson, the use of a specific technique, or the amount and nature of student participation. If the teacher does not know what to have the director look for, the director can give some options. After the observation, the director and teacher will meet again for an individual conference. The director should limit feedback primarily to those points predetermined by the teacher. The director can also help the teacher evaluate his own teaching.

Another possible observation activity is teachers observing each other. In this case the director can substitute-teach so that one teacher can observe another teacher's class. Again, everything must be prearranged and time for a follow-up meeting of the two teachers should be scheduled. Teachers observing fellow teachers will work best if a schedule is developed that will allow teachers to note their desire to observe particular teaching activities or classroom situations. Such a schedule can also be an organizing factor, helping to preserve program continuity and guard against overuse of a good thing.

Individual interaction of director and teacher, or teacher and teacher, primarily through well-handled observation and feedback sessions, will be extremely valuable in the development of teaching skills. Various program management concerns can also be dealt with at the level of individual

interaction. Such concerns may include scheduling conflicts, equipment needs, class size, and "problem students."

While observation and individual interaction meet many concerns, there still remains an important need for group sessions. A group session is an effective format for taking up any issue that concerns the majority of the staff members. It is also a good outlet for teachers to share experiences and receive support. Thus, group sessions can help create unity and group feeling as staff members work together on skill development.

Some of the issues addressed during group sessions may be program management concerns such as student attendance and class schedules. Other issues will be teaching-related. For example, teachers may want to have a brainstorming session to come up with fresh teaching activities. They may want to have a workshop dealing with a specific topic, like evaluation of students' learning. Or they may want to learn about contemporary language teaching approaches.

A good topic for an early group session is self-evaluation of teaching. Teachers should learn how to examine their own teaching and make conscious changes where needed. As teachers are led to evaluate their own teaching, the following are some possible questions for them to consider:

(1) How much talking am I doing during class time? Am I giving sufficient and clear instruction?

(2) What is the breakdown of my talk in class? How much time do I spend asking questions, lecturing, disciplining, giving instructions?

(3) How has my behavior helped/hindered student learning?

(4) What would I do differently if I could teach the lesson/class/unit over again?[2]

In-service group sessions can also develop further certain initial training topics, such as student feedback, error correction, and lesson-planning. Additional topics for group sessions include: teacher talk and student talk; field learning activities; dealing with a multi-level class; constructing quizzes and tests; teaching pronunciation; teaching reading; teaching writing; selected ESL teaching techniques. Different aspects of one of these topics can comprise a series of two or three group sessions.

In-service group sessions can be structured in a way similar to the pre-program training sessions, though perhaps shorter. If possible, group session times should be built into the whole program schedule. In this way, teachers can depend on regular times of meeting together for mutual support and skill enrichment. A possible time frame might be one two-hour group session each month.

In-service teacher training is crucial to the new ESL program. Unlike pre-program training, it can be more effective by addressing issues that teachers are currently experiencing, as opposed to an arbitrary list of topics, no matter how important they may be. Both program management concerns and development of teaching skills can be handled during in-service

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[2]These questions for self-evaluation are taken from Dan Jerome, "A Handbook for ESL Teacher Training at Okinawa Christian School," M.A. Thesis, School for International Training, 1982, III-8-2.

training. The two main ways of dealing with these issues are individual daily interaction and staff group sessions. The success of in-service training is dependent on the extent to which it meets the actual needs of the teaching staff.

Part II

Beginning an ESL Program: Site-Specific Recommendations

Chapter 8

Assessment of Language Needs in Flushing, New York

Background information

The First Baptist Church of Flushing, New York is situated in the heart of Queens on Long Island. It is almost in the center of a "global village," as more than 50 different languages are spoken in the surrounding community. Flushing attracts people who have been in the United States for some time and have enough money to pay the high housing rent and make a living. Often these people are quite transient; there is a high population turnover rate in Flushing.

From 1978 to 1983, the First Baptist Church has experienced growth at a rate of 900%. Significant reasons for this, as stated by the senior pastor, Russell Rosser, include the team leadership of the pastoral staff, the unity of the church people, and the emphasis on making strong contacts with the international community surrounding the church.

Due to the willingness of the church to reach out to its multi-ethnic community, the church itself has become strongly international, while maintaining unity in spirit and in faith. At present there are approximately 27 different languages used among church members and those in regular attendance. Many of

the people who represent these different ethnic backgrounds attend the English worship service (about 500 in attendance). In addition, there are separate services in Chinese (about 100 in attendance) and in Spanish (about 75 in attendance), with national pastoral leadership for these congregations. The First Baptist Church has also established outreach work among Indians, Afghan refugees, Iranians, Russians, and Jews. It has more informal contact among people of many other nationalities, including Filipinos, Japanese, Koreans, and Indonesians. The church supports a large missionary work both here in the United States, and abroad in such countries as France, Indonesia, Ivory Coast, Surinam, Liberia, Peru, Ecuador, and the Philippines.

Rationale for Beginning an ESL Program

Before a new ESL program can be developed, there is one fundamental question which must be addressed: why start a new ESL program in this location? A critical consideration of all dimensions of such a question is sometimes bypassed in an effort to implement as soon as possible someone's vision to start something new. Yet a careful answer to this question is necessary to help determine whether and in what way the vision should be carried out.

That one initial basic question raises a number of more specific related questions:

(1) What are the specific purposes for having an ESL program?

(2) What needs for English do people have that are unmet by existing ESL programs in the area?

(3) Are available resources adequate for beginning an ESL program? Is there a trained program director and potential teachers? How much classroom space is there? What amount of funds is available for program start-up?

There may be other questions that should be answered, but the above points must at least be considered in order to determine two things. First, they help in the process of deciding whether the vision for a new ESL program should be pursued at all. Secondly, such questions can help in looking both at practical dimensions and at the overall purpose for a new program.

How do the above questions apply to the specific case of the First Baptist Church in Flushing, New York?

(1) An ESL program helps to meet the following purposes outlined by the First Baptist Church:

a. "to meet felt needs which grow out of the body of believers and the needs of the community;"[1]

b. to be an active outreach to the international community of Flushing;

c. to provide a context for experience and training of people going abroad for the teaching of English.

(2) A significant number of people within the church itself are from different ethnic backgrounds and have expressed a desire for English classes. Whenever the church has considered offering English classes in the past, people from the surrounding community have also responded with great

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[1]Russell C. Rosser, "Church Growth in an Urban Multi-Lingual Multi-Cultural Community with Multiple Pastors," pastor's report, 2.

interest. There are several other places to study English in the area, but unmet language needs remain. Many have had to be turned away from existing programs due to lack of staff, funding and space.

(3) There is a program director who is trained in Teaching English to Speakers of Other Languages, and there are several potential ESL teachers who are either on the staff or among the members of the church. The church building is centrally located in Flushing and has sufficient classroom space to have a maximum of 28 classes meeting three times a week. The church is seeking a foundation to help with start-up funds.

Although there are no trained teachers and start-up funds are lacking at present, a strong case can be made for beginning an ESL program based on the information above. The key will be to design a program that serves only those real community language needs that can be met well with the actual available resources at the church.

Preliminary information-gathering

The following information was obtained from existing area programs:

(a) Church of Christ/International Mission: This ESL program serves 70 students with general English classes. Students are 16 years of age and up and represent a wide variety of nationalities. Each student pays $60 to $80 per program term. Program staff members do not feel they have too

many students, but they do try to expand the program as enrollment increases.

(b) New Americans Project (Queens Borough Public Library): This program serves 350 students in the Queens area and of these, 20 to 30 are in classes which meet in Flushing. Students are recent immigrants who are 18 years old and up. There is no cost for their general English classes. Out of approximately 1,000 students who came to register for classes at the Flushing Public Library, only 20 to 30 could be accepted due to lack of space and personnel. Some were placed on a waiting list and the rest were turned away.

(c) LaGuardia Community College: This college has an ESL program for college students. Enrollment stands at over 100. Students pay $625 per quarter. Language needs assessment did not reveal the emphasis of this program, but it may well focus on English for academic purposes.

(d) Church in the Gardens: This program serves students from a variety of national backgrounds, but at one time in the past had mostly Japanese ladies. There are from 5 to 15 students in the program and they are between 18 and 40 years old. Students pay a $5 registration fee and $2 an hour for instruction. The program does not have a clear aim as to types of language needs served. The program does not have more students than it can handle.

(e) St. Michael's Church: This ESL program has 25 to 30 Spanish students who mostly have educated backgrounds. The

students study some college-preparatory material. Beyond this, the focus of the program is unknown.

(f) Bowne Street Community Church: Little is known about this program. At one time it served approximately 100 Japanese ladies. Students pay for the cost of their books, but there is no tuition charge.

(g) Windsor School: The focus of this ESL program is on college preparation. Students are between the ages of 10 and 21. They pay $170 for 45 hours of instruction.

(h) YMCA: This program has approximately 100 to 125 students who are mostly Asian housewives and unemployed people. Basic English courses are offered at $50 for 24 hours of instruction. The program takes in any student and does not have more students than it can handle.

In summary, preliminary information-gathering from existing ESL programs in Flushing showed first of all that most were not seeking to meet clearly identified language needs. They were simply offering general English instruction. Secondly, while some programs seemed to concentrate on one ethnic group, taken all together the area programs served students from a variety of ethnic backgrounds. Thirdly, the largest program was the one giving instruction at no cost to students, but there were other sizeable programs charging a moderate tuition fee. In general, the churches appeared to have small programs. Perhaps they were serving interested people who approached them, and were not actively seeking to meet as many needs as their resources allowed. The results of

the limited information-gathering which was accomplished seemed to indicate that there was a significant number of people in Flushing whose English language needs were not being fully met by the ESL programs in the area.

Some information about the population breakdown of the people in Flushing has been collected from the office of City Planning. There are about 64,300 people within a seven-block radius from the church, an area of roughly one square mile. There are more than 17,170 non-white/black people in Flushing. This figure includes the Japanese, Chinese, Koreans, Filipinos, Asian Indians, Vietnamese, American Indians, and many others. The white/black population has not yet been broken down but includes Hispanics, Europeans, Africans, Russians, and many others. Population breakdown figures for Flushing are difficult to obtain because of the high transiency of its people. Furthermore, figures for average income and household size are skewed because of a certain number of rich people and single people. Much data of interest to the program at the First Baptist Church was not available from the office of City Planning at the time of inquiry. This office will not, of course, have accurate statistics on language needs in Flushing.

All of this summary information is helpful as the First Baptist Church program director and staff determine the unmet community language needs on which to focus, and the outlook for the number of students that might be attracted. At the same time, it is clear that the accumulating of information about

the Flushing community and its language needs is an ongoing project.

Deciding on the target student population

The existing Flushing, New York ESL programs serve students from different backgrounds and with various needs. Community language needs assessment revealed that students include both new arrivals to the United States and immigrant residents of several years. Many programs offer "general English" classes and are not clear as to the specific language needs they are serving. At least two programs are designed for college-bound students.

Identifying accurately the majority of unmet community language needs will require additional information-gathering and assessment. Nevertheless, based on the information that is available some tentative conclusions can be made. The New Americans Project in Flushing was only able to take in 30 people for English classes out of several hundred who wanted to register. These were mostly recent immigrants who had to be turned away because of lack of space and personnel. This implies a definite need in the community of basic English classes for entrance into American society. Three or four programs offer continuing general English classes and seem to have no lack of students. One of these, the YMCA in Flushing, accommodates a significant number of unemployed people. These facts suggest some need for ongoing English classes beyond the

most basic introductory level, with a possible specific need for pre-employment English.

The First Baptist Church will need to limit its intake of applicants according to defined language needs. It should avoid the extremes (i.e., non-literate and university-level categories, mentioned in ch. 1, p. 9), while still seeking to meet real unmet language needs in the community. Based on the available information about ESL programs in the area, the church's new program would do well to focus primarily on the language needs both of recent immigrants and those desiring ongoing basic English instruction. Two different categories may be needed. The first category, Basic Skills One, would be geared to language skills necessary for daily use in the community. It would not include literacy training for non-literates. The second, Basic Skills Two, would be aimed at students who need more comprehensive skills for appropriately using English in a wider variety of situations. This may include skills for communicating on topics of personal interest, for job advancement and for daily consumer use. The goals and objectives for these categories are discussed in chapter 9.

Although Basic Skills One and Basic Skills Two are the targeted categories, the program may also be able to accommodate selected additional needs. Some programs in Flushing already offer English classes for college-bound students. There may then be potential students of the church's new program who need English for academic purposes.

Presumably, such students would be able to function in the community, making Basic Skills instruction inappropriate. A third category, English for Further Education, would therefore be necessary to meet their needs. This category would be intended for students who wanted to enter a junior college or study academic subjects in English to further their education. Care must be taken, however, that very advanced language needs are excluded. If the church's program director, trained in TESOL, is to teach a class, it would be best for him to teach in this category, since untrained teachers may not be able to meet the challenge at this level.

The inclusion of the English for Further Education category is somewhat questionable. Program staff must undertake additional community language needs assessment in order to determine whether English for academic purposes is a real need. If the staff includes it in the program design, they must clearly set the upper limit of ability levels in this category in order to handle only the needs they can adequately meet.

Chapter 9

Recommendations for Program Format and Goals

Program Format

The new ESL program at the First Baptist Church will have two or three different language need categories (as mentioned at the end of ch. 8). The program staff will include one director trained in TESOL and possibly six or seven teachers. There is a large number of potential students in an area concentrated near the church. There is space for seven classrooms within the church building. All of these ingredients make an ESL center with different levels the best choice of program format. (Other types of program format are mentioned at the beginning of ch. 2.)

The program categories for the church's ESL center, as discussed at the end of chapter 8, are the following:

(1) Basic Skills One, for students who need minimum "survival skills" in English;

(2) Basic Skills Two, for students who want to function beyond the "survival" level by communicating in areas of personal interest and need;

(3) English for Further Education, for students who need English for academic purposes (below university-level).

There will probably be more than one class within each of these categories. This will, of course, depend on the student enrollment and the range of student ability levels. Furthermore, depending on the personal language needs of the students, any one program category may include particular

classes for more focused instruction. For example, Basic Skills One may have a special class for job-seeking students. Entirely new program categories, such as literacy or business English, may be added in the future according to community language needs and increased staff experience.

The committee for the new ESL center has discussed the idea of offering special "mini-courses" in sewing, cooking, or sightseeing, where students would learn English in a naturally motivating context. "Mini-courses" in specific English skills, such as preparation for the Test Of English as a Foreign Language (TOEFL), are also possible. These "mini-courses" would be outside the regular classes of ESL instruction and should probably be added after the main program is underway. For program start-up, staff energies and program resources should be focused on targeted language needs and not be diverted to secondary concerns.

Class size should be held to 10 to 15 students as much as possible (as discussed in ch. 2, p. 14). If six hours per week of instruction is feasible, two-hour class sessions meeting three times a week would be a good possibility. Terms should be about eight weeks long, with possibly four terms in a year. Since the beginning of each new term will require considerable time and energy in handling new applicants, the number of terms per year is best kept to a minimum. (See Appendix A for additional details in the scheduling of the program at the First Baptist Church in Flushing, New York.)

Program Goals

The discussion of program goals in chapter 2 naturally applies to the ESL program at the First Baptist Church in Flushing, New York. Program staff must set goals and objectives corresponding to each level in the diagram shown on page 17. They will need to start at the bottom of the diagram with program purposes, and move upward to lesson objectives.

The committee responsible for the planning of the ESL program at the First Baptist Church has chosen to name the program the International English Language Institute (abbreviated IELI). This name was thought to fit in well with the following overall program purposes:

(1) To teach English as an outreach service to the international community around the church, serving as many of the varied language needs as possible with the staff and resources available;

(2) To provide a service to church members from the international community who desire to improve their English language ability;

(3) To be a center for practical language teaching experience and training for church staff, interns, missionaries, and others connected with the church who desire to teach English at other sites at home or abroad.

These purposes summarize the reasons for starting the International English Language Institute. As such they influence the whole program, but their connection to program category goals and class objectives is somewhat indirect. Many other factors directly affect these specific goals and objectives, particularly the assessment of community language needs and the identification of the target student group.

In chapter 8, the target student group was identified as those with language needs in the categories of Basic Skills and English for Further Education. The language needs in these categories were described in chapter 8 (83-84). The goals for each category will help to clarify the language needs more completely.

Goals for Categories of Language Needs

Basic Skills I: Students in this category will be able to use vocabulary and develop sufficient language skills to carry out necessary daily activities. Some of these activities are: conveying personal information, shopping, paying for items purchased and using the transportation and postal systems. In addition, they will learn about American social customs and practices, and be able to make use of specific community services available to them. Students will also be expanding their awareness of differences found in the American culture when compared with their own cultures.

Basic Skills II: Students in this category have the skills and awareness to fulfill satisfactorily the goal for Basic Skills I. They will increase their vocabulary and language skills in order to communicate effectively on topics of personal interest to them. More specifically, students will develop the skills of conversing with others about their topics of personal interest, reading related materials, and writing about daily experiences. They will also become aware of how to

interact appropriately with native speakers in given social situations.

<u>English for Further Education</u>: Students in this category already have sufficient skills and awareness for meeting the goals of Basic Skills I and II. They will broaden their vocabulary and skills in order to use language effectively for academic purposes. That is, they will develop the skills of understanding and using most conversational speech, reading textbooks as well as books of personal choice, writing on assigned topics, making use of study resources, and taking tests. Finally, these students will become increasingly aware of how they fit into American society, their own abilities, and what direction to take in pursuit of personal education or employment goals.

These goals for categories of language needs are somewhat broad and general. This reflects the necessity of each goal applying to a range of ability levels and varying particular language learning needs.

Between Basic Skills II and English for Further Education, there may appear to be a sizeable gap in language ability levels. While Basic Skills II is a natural extension of Basic Skills I, English for Further Education does not seem to connect with the other categories. This is because the focus or type of language need dealt with in English for Further Education is quite distinct from the other two categories. As mentioned in chapter 8, more effort in community language needs assessment is necessary to determine if English for Further

Education should be included in the program. The three categories clearly represent different language learning needs, and do not necessarily comprise a continuum of ability levels.

At the same time, however, there is a general progression of ability levels through the three categories, from low (in Basic Skills I) to high (in English for Further Education). This is intentional in that students who make progress and want to continue learning English must have classes to fit into. As students' ability levels increase, their language learning needs will change. This change must be reflected in the goals and objectives for language instruction. Thus, the program categories primarily represent separate language learning needs while at the same time accommodating increases in language ability levels.

If there is a gap between Basic Skills II and English for Further Education, it should reflect more a difference of language needs than of ability levels. Both of these categories can encompass several ability levels. The highest level of Basic Skills II need not be much below the lowest level of English for Further Education. The important thing is that students be placed in classes with instructional emphases that are appropriate to their language needs and as close as possible to their ability levels.

The goals for categories of language needs should give direction to the setting of class objectives, which will apply to actual classes of students with their specific ability levels. The objectives for each class, then, fit under a

category goal but are more limited and defined. Below are examples of objectives for three classes--each class within one of the three categories of language needs. In the actual IELI program there will no doubt be several classes within each category. Objectives for only a limited number of possible classes are considered here.

Class/Level Objectives

Class A (Basic Skills I; Low Beginning Level)

Background Assumptions: Students in Class A are literate in their native languages, but have little or no knowledge of English. They have no definite employment or education goals for themselves, but need English for the most basic activities of daily usage and interaction with native speakers. Most of the students in this class are recent adult immigrants.

Primary Topic Areas:[1]

(1) Personal identification information
(2) Shopping
(3) Public Services (e.g., Bank, Postal service, Police)
(4) Places--getting directions
(5) Telephone usage

Skills: The students will engage primarily in conversational language activities, using the topics above, and involving the skills of speaking and understanding. At a minimum, the students will develop these skills to the extent that they will be able to:

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[1]The following delineation of topic areas, skills and objectives for Class A students is based largely on J. A. van Ek, et al., Waystage: Systems Development in Adult Language Learning (Council for Cultural Co-operation of the Council of Europe, 1977) 15.

(1) say who they are; give their address, phone number, age, sex, nationality; say when and where they were born, where they are from and what they do for a living; elicit similar information from others.

(2) discuss prices; pay for things bought; use shopping facilities for obtaining necessary food and clothing.

(3) ask about postal services, bank and police.

(4) ask for directions and give directions to strangers.

(5) engage in conversation about the above topics over the telephone and use appropriate telephone opening and closing lines.

In addition, the students will be able to read generally used signs on roads and in stores. They will be able to write well enough to complete the most necessary forms (e.g., used in the post office or bank).

Assessment: The progress of the students can be evaluated according to their ability or inability to carry out the objectives listed above. The overall outcome should be independence in speaking and understanding English in the specific language activities listed.

Class B (Basic Skills II; recent "graduates" of Basic Skills I)

Background Assumptions: Students in Class B are independent in their usage of English for the basic daily activities listed under the goal for Basic Skills I. Class B is a general Basic Skills II class in that the students do not share a limited specific language learning need (e.g., for obtaining employment). These are primarily adult immigrants who desire to use English for communicating within a variety of topics of interest to them.

Primary Topic Areas:[2] Topic areas are somewhat dependent on students' interests, but will most likely include:

(1) Travel
(2) Free time, entertainment
(3) Occupation
(4) Education
(5) Weather

In addition, Basic Skills I topic areas may be extended for use here.

Skills: As in Basic Skills I, the focus will be on conversational language. However, students in Basic Skills II will also engage in short one-sided language activities, such as a brief report or story. At a minimum, Class B students will develop the skills of speaking and understanding to the extent that they will be able to:

(1) say how and when they travel to work; say and ask others how and where they spend their holidays; describe a previous holiday as well as plans for a future holiday; ask and give information about how to get somewhere by public transportation; buy tickets and discuss times of arrival and departure; say something about their level of proficiency in the foreign languages they speak; elicit similar information from others.

(2) say what their hobbies and special interests are; give preferences for certain sports, TV programs, forms of art; say what newspapers and magazines they read (even if in their native language); elicit similar information from others.

(3) say what kinds of jobs they have held and are presently holding; exchange information about conditions of work and training requirements; give possibilities for careers and future plans; elicit similar information from others.

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[2]The topic areas and skills for Class B are based largely on J. A. van Ek, Systems Development in Adult Language Learning: The Threshold Level (Council for Cultural Co-operation of the Council of Europe, 1975) 23-28.

(4) say what kind of education they have had, at what schools; say what subjects they are especially interested in; state what diplomas/certificates they hold; elicit similar information from others.

(5) describe the climate in their own countries and in the region of the U.S.A. they presently live in; talk about weather conditions during the different seasons; ask about the climate and weather conditions in the U.S.A.

Students in Class B will also be able to write short personal letters and accounts of daily experiences within the topic areas covered. They will be able to read letters and brochures related to the topic areas.

Assessment: Evaluation of the English ability level for Class B students will be based on the extent to which they can perform the language activities listed above. The target outcome is the ability to engage in and sustain conversations with native speakers within the topic areas of those listed for Class B as well as the previous topics for Class A.

<u>Class C</u> (English for Further Education; intermediate level)

Background Assumptions: Students in Class C have met the goal for the Basic Skills II category. Their ability level might be considered at the low end of the English for Further Education category. These are non-native users of English who desire to increase their language skills for the purpose of studying academic subjects in American schools, junior colleges, or universities in the future.

Topic Areas: Since students in this class are interested in English for study purposes, applying appropriate academic skills is more important than being thoroughly familiar with a

specific set of topics. For this reason, the following general topic areas are suggested for use, but are not meant to limit the content of the course.

(1) International issues and news items
(2) U.S. cultural and historical points of interest
(3) U.S. political information and current issues
(4) Topics of personal interest to the students

Skills:

(1) The students will develop their English speaking skill so that they can:

(a) interview native English speakers on certain topics;

(b) answer the types of questions typically asked in an academic class setting;

(c) give short oral reports on assigned topics.

(2) The students will be able to understand:

(a) conversations of native English speakers on familiar topics;

(b) reports and short lectures on content covered in class;

(c) organized discussions of issues examined in class.

(3) The students will be able to read (at an upper grade school to low junior high level):

(a) selected parts of textbooks;

(b) selected newspaper and magazine articles;

(c) books on themes of personal interest;

(d) test questions.

(4) The students will be able to write:

(a) short papers on assigned topics;

(b) lecture notes;

(c) answers in the form tests usually require (e.g., definitions, short answer items).

Grammatical Focus: The objectives for Class C should include a core of grammatical items to serve as a minimum for student learning during the term. Grammar is part of language and will be dealt with whether or not the syllabus is built around it. But since students in the category of English for Further Education will most likely be tested for English language competence when entering a school or college, some care should be taken to see that specific grammar points are covered. It is difficult to make a precise listing of such items without knowing the actual skill levels of the students nor the curriculum being used. Below is a partial sample of what might be included for Class C.

(1) Verb tenses:

  (a) review simple present, present progressive, simple past, simple future;

  (b) teach past progressive, present perfect, past perfect.

(2) Review of subject-verb agreement

(3) Irregular plurals, mass and count nouns

(4) Selected use of modals: will, would, can, could, may, might

(5) Formation of yes-no questions with various tenses

(6) Formation of WH-questions

(7) Continued work with articles (a, an, the), especially specific usages for the definite article--the

(8) Placement and usage of adverbs of frequency: always, usually, often, sometimes, never, seldom, rarely, hardly ever

Assessment: In the Basic Skills categories, evaluation of students' progress was based primarily on whether or not

specific skill items could be carried out. In contrast with this, evaluation in the category of English for Further Education will be based more on the level at which certain skills are performed. The reason for this is that it often becomes harder to pinpoint the existence of very defined skill items as the range and depth of students' skills grow larger. It may be obvious that a skill is present, but quite another thing to measure or evaluate it.

One way to handle assessment for Class C would be to prepare a pre-test and a post-test over the content for the course. The tests should be very similar in level of difficulty. Comparing the score of the post-test with that of the pre-test will give a measure of progress. The actual level of difficulty of these tests and of the course content must be determined according to results of placement testing and chosen curriculum.

An alternative way to assess progress at this level is to make a list of very specific and defined objectives, perhaps for each lesson taught. If the objectives were specific enough, it might be possible to check whether or not each objective was met for each student. This would be a method of assessment on a daily basis. However, making objectives that are so specific and clear may be a very difficult task. In addition, teachers will need to use subjective judgment to determine whether or not a student has met any particular objective.

Daily Lesson Objectives

The objectives for each class must be translated into daily lesson objectives. Since each lesson can only deal with a small piece of the course content and skill areas, the daily lesson objectives will necessarily be limited and specific. They must, of course, be directly in line with the class/level objectives. To illustrate the connection of daily lesson objectives to class/level objectives, examples of lesson objectives for Class A (Basic Skills I; Low Beginning Level) are given here. (See pp. 91-92 to refer back to the class objectives for Class A.)

Class A, Lesson 1 (2 hours)

Objectives: Each student will be able to:

(1) give his name and ask the names of others using sentences such as: "My/His/Her name is ______________."; "What's your/his/her name?"

(2) say where he is from in response to the question, "Where are you from?"

(3) use two or three "survival" questions:
"What's this?"
"Where is ______________?"
"What does ________________ mean?"

Activities: The objectives can be met with a variety of activities for introducing, practicing, and extending lesson content. Activities may be based on techniques like the samples in Appendix D. Additional activities might include role-play, or introductions of people in groups of two or three. Students will also profit from an activity that may not

be directly related to the objectives, such as singing a simple song in English.

Class A, Lesson 2 (2 hours)

Objectives: Each student will be able to:

(1) state his age and that of others: "I (He/She) am (is) ___ years old."

(2) give his abbreviated address: "I live on [Lowry Street] in [Flushing]."

(3) introduce himself in this way: "My name is __________. I am from __________. I am ____ years old. I live on ____________ in _______________."

(4) introduce others in a way similar to the self-introduction: "This is ______________. He is from ________________. ....."

Activities: The comments given for Lesson 1 activities apply here. In addition, a review of Lesson 1 content should be included, probably at the beginning of the lesson.

Class A, a midterm lesson (2 hours)

Objectives: Each student will be able to:

(1) show comprehension of north, south, east, west, and numbers of blocks by pointing out destinations on a simple map in response to spoken directions.

(2) use the terms in (1) to give directions orally to designated places.

(3) comprehend and use a selected number of postal service terms with numbers and money, necessary for situations the students frequently encounter.
Possibilities: "Ten 22-cent stamps please."
"Five aerograms and two air mail stamps please."

(4) use a limited number of grocery store terms with numbers and money.
Possibilities: "Three apples and two oranges please."
"That's a dollar twenty ($1.20)."

Activities: The objectives in this lesson lend themselves particularly well to role-play or action activities. For (1) and (2), an actual map should be used if possible. In (3) and (4), students can act out scenes and trade roles of customer and postal clerk or cashier. The lesson may look too comprehensive at first, but each objective must be carefully limited in the number of new vocabulary words and expressions. Preceding and succeeding lessons will presumably complement this one by extending language use in the same content areas.

Daily lesson objectives must be the focus of a workable lesson plan which includes a sequence of learning activities to carry them out. The lesson plan may also include a list of materials needed for class, the timing of all class events, and notes for the teacher's reference. (See ch. 6, 53-55 for more on the lesson plan.)

In summary, the overall program purposes indirectly influence the design of the whole program. Selection of the categories of language needs and their corresponding goals is more directly influenced by community language needs assessment and actual student needs. The goals for categories of language needs give rise to objectives for each class or level, which in turn directly affect the daily lesson objectives.

Chapter 10

Materials Selection Recommendations

As a new ESL program with inexperienced teachers, the International English Language Institute (IELI) will need textbooks that offer the right amount of structure for both teachers and students. Following the guidelines discussed in chapter 3, the starting point is a careful look at the goals and objectives for the program categories and classes. The aspects of language that should be given the highest priority in order to fulfill those goals and objectives must be determined. Once this is done, the choice of a syllabus type can be made.

The goals for the IELI program categories and sample class objectives are given in chapter 9 (88-97). The goal for Basic Skills I emphasizes "language skills to carry out necessary daily activities." This goal gives priority to the use of language in specific living situations which the students encounter. The situational syllabus organizes content closely around situational language use and would therefore seem to be the most effective in meeting the stated goal. However, it is possible for other types of syllabi to be used and still meet the goal. For example, a carefully organized notional-functional syllabus could also meet situational language needs. By providing students with skills in using selected language functions such as requesting, apologizing, and taking leave,

the notional-functional syllabus can be used to prepare students for certain kinds of situations. Furthermore, as students learn to use language functions effectively, they will have a good base from which to extend their skills beyond limited situations.[1]

The goal for the Basic Skills II category moves beyond the emphasis on necessary language skills to a priority on communication in areas of personal interest. The phrase, "topics of personal interest," occurs twice within the goal. Learning content could very appropriately be organized according to a topical syllabus. However, interaction "with native speakers in given social situations" is also part of the goal, making it appear that a situational syllabus might be best. But then, a notional-functional syllabus, with its stress on language functions, would help students carry out different kinds of language interactions appropriately.

Two possible misconceptions might be mentioned here. First, the exact wording of the goals and objectives is not the final determining factor in choosing a syllabus type. If the word "situations" appears more often in the goal than other key words, it is not necessarily the case that a situational syllabus is the most effective. Secondly, deciding on one syllabus type does not mean that certain significant facets of language will be ignored. Even if a topical syllabus is chosen, important functions and grammar points will no doubt be

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[1]This point was made by Donald Freeman, project adviser and faculty member at the School for International Training, Brattleboro, Vermont, 1985.

included in language instruction. In looking again at the goal for Basic Skills II, the thrust appears to be conversing about various topics with native speakers. For this reason the content for a course within the Basic Skills II category could appropriately be organized according to a topical syllabus. However, as in the case of Basic Skills I, a functional syllabus could also be used to meet the goal. Students could gain skill in using language functions applicable to the topic areas to be covered. As a result, they will be prepared for extending the use of their language skills beyond a limited number of topics.

Using the same syllabus for classes in both Basic Skills I and Basic Skills II can provide for consistency in textbook use between the two categories. If textbooks used in Basic Skills I are part of a series which encompasses Basic Skills II ability levels, then appropriate textbooks from the same series can be used in Basic Skills II. A classroom textbook need not be based strictly on the same type of syllabus used in a course. Nevertheless, inexperienced teachers will appreciate as much consistency as possible between textbook organization and course outline.

Turning now to the goal for the English for Further Education category, the emphasis changes to language learning for academic purposes. Students in this category will develop such skills as taking tests, reading textbooks and writing short papers. For this reason, they will need to be concerned largely with the language forms and structures they will

encounter. Many students will want to enter a junior college or university and must do well on the Test of English as a Foreign Language (TOEFL), which emphasizes language structure and usage. To be successful in an academic setting, students must be able to handle English grammatical structures with confidence. Organizing courses in the English for Further Education category with a grammatical syllabus will help to insure that important language forms are learned.

This is not to say that grammatical structures are not taught in courses using other syllabus types. Grammar is part of language and students will learn something of grammar under any syllabus. However, a grammatical syllabus is the one which best introduces and reviews language structures systematically. Furthermore, choosing a grammatical syllabus does not confine teaching activities or approaches unduly. Certain topics or situations can be used to highlight particular grammar points. Student-centered, meaningful language learning can take place within a course using a grammatical syllabus.

Summarizing the preceding discussion, the recommended syllabus types for the categories of language needs are as follows:

(1) Basic Skills I: a notional-functional syllabus, carefully organized to meet situational language needs.

(2) Basic Skills II: a notional-functional syllabus, constructed to be applicable to selected topical areas.

(3) English for Further Education: a grammatical syllabus.

This section dealt with the choice of syllabus type as a key decision before selecting textbooks. Five or six important factors to consider when examining textbooks were given in chapter 3 (23). Those same determining factors, except for the question of cost which can be handled directly by the IELI, will now be used in discussing a sample textbook that might be used for each of the three program categories.

A. Basic Skills I

Sample textbook for possible use:

Autumn Keltner and Gretchen Bitterlin, English for Adult Competency (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981).

(1) Organizing syllabus: Language content in this text is organized situationally with a completely separate set of situations for each of nine units. A single unit deals with one major area which is subdivided into various situations. For example, in a unit on "Food and Money," these situations are taken up: shopping for food, money and change, and eating out. Each of those situations is further broken down into more specific cases. Under "eating out" are the more specific tasks of "placing an order in a restaurant" and "calculating a tip." For the most part, only vocabulary and structural items which naturally fit the situations are introduced.

(2) Adaptability to various language learning needs: The units are not sequential. Separate units can be used independently. This could be a real advantage in meeting the particular needs of a class. If most of the students in a

class were housewives, then the units on "Clothing and Fabrics" and "Food and Money" could be highlighted or used exclusively. Other classes may need to spend more time on "Finding a Job," "Transportation" and "Community Resources."

Another positive factor may be the minimal structure within each unit itself. Practice situations are given but not built heavily on each other. Teachers can pick and choose within each unit what is most appropriate for a class.

(3) Demands on teachers: Teaching suggestions are minimal for the activities in the text. Instructions to teachers come mainly in the "pre-post assessment" at the beginning of a unit and in the "supplemental activities" listed at the end of a unit. Teachers must actively plan how they will use the text's activities and prepare ahead for implementing any additional activities. Allowing teachers freedom in the use of activities can certainly be a desirable thing, but first-time teachers may feel the text gives them more responsibility than they feel comfortable with. Teachers with little experience will need some help from the program director in using the textbook material effectively.

(4) Compatibility with program format and time frame: The text emphasizes development of oral communication skills through pairwork and small group work and should work well with the small classes in the IELI. Due to the lack of tight structure and sequential organization, the text can be made to fit almost any time frame. Again however, this places more

demands on teaching staff in planning time allotments for specific units and activities.

(5) Use with supplemental activities: If teachers can take the time to think and plan, the text's numerous situations and practice activities can be adapted for local application. Supplemental activities are actually listed in the text with each unit. Many of them are somewhat broad and do not come with details for implementation. Teachers must work at using supplemental activities effectively, but at least the text provides such opportunities. With some organization, program staff can build a file of supplemental activities to accompany the text.

There are two textbooks in this series. The syllabus for both is situational and largely "survival-oriented." This fits the needs in Basic Skills I, but it is not the same as the recommended functional course syllabus. If the course syllabus is to be functional, program staff will have to adapt the situational textbook content for use within a functional framework. This can be done, but teachers may prefer that the textbook have the same type of syllabus as the course. Other texts for possible use are listed in Appendix E.

B. Basic Skills II

Sample textbook for possible use:

Oscar Castro, et al., <u>In Touch, a Beginning American English Series</u> (Longman, Inc. and Instituto Mexicano Norteamericano de Relaciones Culturales, 1980).

(1) Organizing syllabus: The determining factor for organizing language content in this text is language function. Each unit is structured around two or more functions, such as asking for and giving information, apologizing, making suggestions, agreeing and disagreeing, and expressing likes and dislikes. The functions introduced in the text are those which are most readily usable in the authors' opinion. Situations that all fit a unifying story line provide a setting for the functions to be learned. Examples of situations are meeting people, asking for locations, and getting something to eat. Practice with grammar that serves the chosen functions is included. Because of the attention to situational language and grammar, this textbook is not purely functional. Nevertheless, language functions seem to be given the highest priority.

The text purports to use language that a native speaker would naturally use in speech or writing and avoids unnatural, artificial language. In addition, some "passive" language is included. This refers to language to be recognized but not reproduced by students.

(2) Adaptability to various language learning needs: The organization of the text does not allow immediate adaptation for particular learning needs. It assumes all students will profit from practice activities based on the chosen functions. Nevertheless, with some effort teachers can use the text as a foundation and fit the language functions to the situations and vocabulary most relevant to the needs of a given class. A few units appear to be more adaptable than others because of their

somewhat open-ended content areas. Examples are the units entitled "What would you like?" and "What do you do in your free time?"

(3) Demands on teachers: The teacher's manual has reproduced student text pages in reduced size, accompanied by ample directions and suggestions for the use of exercises on each page. An overview of the functions, grammar, and vocabulary for each unit is also included. First-time teachers will find this built-in guidance helpful. At the same time, it may become too restrictive. Teachers will need practical help in expanding and going beyond the text.

(4) Compatibility with program format and time frame: Lessons appear to be in manageable chunks, with twelve units in a book. The organization of the text is fairly structured, but the rate of presentation and use can certainly be adjusted to fit a given time frame. A small class can easily use this text advantageously with pairwork and small group conversations.

(5) Use with supplemental activities: With each unit there are suggested additional activities. These are not plentiful, however, and teachers will need to develop their own. Using given language functions as a base and with thought and effort, teachers can construct their own settings and activities for practicing the language functions. This will take outside help for first-time teachers.

In Touch is a series of three levels for beginning to pre-intermediate classes. It is followed by Life Styles, a series of three levels for intermediate to high-intermediate

classes. The In Touch series may be appropriate for Basic Skills I if staff can adapt it to meet the situational language needs of the students. The Life Styles series could be used for Basic Skills II classes if language functions in the textbook content were applied to the topical areas to be covered. Using these two series of textbooks in Basic Skills I and II would certainly provide some consistency between these two program categories. The decision of whether or not to use either series must depend on how well the textbooks serve the category goals.

C. English for Further Education

Sample textbook for possible use:

Edwin T. Cornelius, Jr., New English Course (English Language Services, Inc., 1979).

(1) Organizing syllabus: As with many textbooks, there seems to be a combination of factors which serves to organize the content of this textbook. Each unit introduces five new "key features." These include grammar points, basic structures, vocabulary, word order, and semantic distinctions. Primarily, then, this text is making use of a type of grammatical syllabus. Secondarily, language functions are also introduced and serve as the focus of certain lessons. Thus, the textual organization may not follow a pure grammatical syllabus, but certainly grammar-related points are the major emphasis. The organizing "key features" are presented in the context of language activities in all the four modes of listening, speaking, reading, and writing. New English Course

is apparently designed to be comprehensive while it carefully controls the rate of new language items to be learned. The text also appears to use a presentation-explanation-practice approach to language teaching.

(2) Adaptability to various language learning needs: With the introduction of new language content and practice activities being so carefully controlled, New English Course is not immediately adaptable to varying particular learning needs. If the text is used, it would be difficult not to have all students in a class do all the text's activities together at the same pace. As long as the students in a given class share the same ability level and learning needs, this will not present a problem. As mentioned before, though the text itself may not be very adaptable, teachers can depart from a text when necessary to meet particular learning needs.

(3) Demands on teachers: The teacher's annotated edition of New English Course includes copies of the student's textbook pages with detailed notes for using the text in the classroom. Such detail, while probably reassuring to inexperienced teachers, does appear to be very repetitive from lesson to lesson. The teacher's notes also seem to contain things that are so obvious they need not be included. The objectives for each lesson are quite general and not very assessable.

The text certainly provides teachers with organization and a number of learning activities in listening, speaking, reading, and writing. But it demands that teachers transpose the textbook activities into learning situations that are

relevant and directly applicable to students. New teachers will need help in meeting this demand as they will naturally want to follow the text's activities closely. Experienced teachers may find the text too controlled and confining.

(4) Compatibility with program format and time frame: New English Course encourages the active participation of students and appears to be well-suited to a small class size. Since the full course is a series of textbooks graded in difficulty, it may fit well with different ability levels within the category of English for Further Education. With moderately short lessons and one-page "lesson modules," the text can probably be made to fit most program class weekly schedules. Since the text is fairly long (twenty units in Book Four of the series), the material in one text may have to stretch over two program terms. This assumes, of course, that the text will not be the only learning material used during a single class meeting, and that the IELI will have an 8- to 10-week program term.

(5) Use with supplemental activities: Aside from the workbook and cassette recordings that accompany the text, there are few, if any, additional activities suggested. The teacher must be responsible for creating relevant supplemental activities. The text material itself is not particularly well suited for extension to "real-life" situations. A teacher would probably need to look at the unit's "key features" and exercise creativity to come up with related learning activities.

New English Course is a series of six textbooks designed to cover beginning to advanced ESL levels. Books Four, Five, and Six may be appropriate for the English for Further Education category of the IELI program.

As discussed above, New English Course is a controlled, grammar-based text, offering drill and practice in listening, speaking, reading and writing. An alternative to using such a text in the English for Further Education category is to incorporate a combination of specialized books that help meet the different dimensions of the category goal. Review of grammar, reading and writing become increasingly more important within the English for Further Education category. Rather than depending on one text to cover these various areas, it may be advantageous to make use of a solid grammar review book, a high-interest reader, and a writing/composition workbook to meet the needs of students at this level. Such a plan would demand more of teachers, as they would be responsible to create more learning activities on their own and to use the separate books in a mutually complementary way. On the other hand, using a few specialized books would allow for high adaptability to student learning needs, flexibility in course organization, and a more balanced learning experience. Some sample readers, composition texts, and grammar texts are listed in Appendix E.

The three textbooks discussed above are for possible use in the IELI program. They are not necessarily the best choices for each program category. The brief review of each book was included primarily to illustrate an important step in the

materials selection process. Actual student learning needs, amount of staff teaching experience, and other specific program constraints, unknown at this time, all affect the choice of textbooks for use in the IELI.

Summary and Conclusion

This paper has largely been devoted to a discussion of underlying issues within three major areas of planning for an ESL program: community language needs assessment; curriculum considerations for the target student group; and teacher training. This discussion of underlying issues is the content of Part I. There are, of course, other significant areas which program staff must deal with when starting a new ESL program. These include program budget and expenses, program evaluation, and program growth. In addition, there are many details of program planning which depend almost entirely on the particular context of a specific program. Some of these are planning the program calendar, providing clerical support, teachers' salaries and specific program costs.

Specific planning for the International English Language Institute (IELI) at the First Baptist Church of Flushing, New York was the subject of Part II. The site-specific considerations served to illustrate and extend the general discussion within the first two major areas of language needs assessment and curriculum planning. The third major area of teacher training was not included in Part II because the "general" discussion of teacher training in Part I was detailed enough to be readily applicable to a new program like the IELI.

To summarize Part II, especially for those readers who had no immediate need to read it, community language needs

assessment in Flushing indicated that many people needed to learn basic English skills. Others in the community seemed to need English for academic purposes. Based on these results, three program categories were proposed: Basic Skills I, Basic Skills II, and English for Further Education.

A goal for each of the three categories was formulated. Each goal reflected the needs of potential students to the extent these were known. The goals served to influence two other steps in planning. First, sample course objectives and lesson objectives were based on the category goals. Second, each goal was reexamined in order to choose an appropriate teaching syllabus and textbooks for each program category.

There are as many different sets of circumstances to work with in ESL program planning as there are programs. The International English Language Institute in Flushing, New York is just one program. Nevertheless, the recommendations for the IELI provided a natural way of both focusing and illustrating the basic issues discussed within the areas of language needs assessment, curriculum planning, and teacher training. Furthermore, the discussion of the IELI also clarified some crucial issues in program planning which can also be seen in the discussion of underlying issues. These crucial issues include two practical guidelines and two important, general observations. On the practical side, the following two guidelines stand out:

(1) A new ESL program should be started only after sufficient planning. Planning and reassessment should continue after the program has begun.

(2) Generally speaking, a new ESL program should start small. It can grow as needs, resources, and expertise increase.

These points were made earlier but they are worth seeing again by way of conclusion. When it is apparent that people in a community need to learn English, there may be a real tendency to start up a program quickly in order to meet the need. The worthy purposes of serving the community may overshadow the practical planning stages. If there is insufficient planning, the result might be a program which fosters international friendships but does not meet its original purpose. Careful planning and needs assessment are necessary to insure that the community indeed is served by the new program.

Once the program is underway, planning does not stop. The community needs may change. Program personnel change. Program resources change. There must be an ongoing reassessment to maintain and improve the program so that it continues to serve its community with appropriate, quality language instruction.

Another temptation may be to attempt to meet all the language needs of all the students who apply to enter the beginning program. This simply may not be possible. If sufficient planning and language needs assessment has preceded program start-up, much confusion and inappropriate instruction can be avoided.

A new ESL program should be able to handle competently and effectively all the language needs represented among its students. Planners of a new program should limit the range of language needs handled according to the ability and experience

of the teaching staff. For this reason, the new program may need to start small--not necessarily small in enrollment, but small in the focus of language needs. With ongoing reassessment of the program, new categories of language needs can be added as teaching expertise and experience increase.

The following two general observations are also of value when considering the overall process of program planning:

(1) The emphasis placed on any one of the major areas of program planning shifts over time, according to the stage of program development.

(2) The major areas of program planning are interdependent. All facets of an ESL program must be consistent with one another to work toward a unified whole.

Looking back at the three major areas discussed, one naturally wonders which is the most critical when planning for a new ESL program. Since the teaching-learning process is at the heart of an ESL program, teacher training stands out immediately as being highly significant. However, teachers for a new program would not even be needed if initial assessment efforts revealed that the language needs of the community were being met satisfactorily by existing programs. Moreover, if curriculum materials were inappropriate for students' levels and language needs, even quality training for inexperienced teachers may prove inadequate.

There is a reason for the difficulty in determining which area of program planning deserves the greatest attention. The design of an ESL program unfolds over a period of time. The emphasis placed on one area during initial stages of planning

will shift to another area in subsequent stages. During the first stage of planning, community language needs assessment is the most critical. The results of this assessment will be used to determine whether or not there is a need for a new ESL program in a given community. If there is a need for one, initial assessment work will help determine the thrust of the program. At this stage, setting up the curriculum and training teachers would be premature.

Once the decision has been made to begin a new ESL program to meet identified language needs, community language needs assessment decreases in importance. This does not mean it ceases altogether. Program staff will need to remain aware of future changes in the community's language needs and revise the program accordingly. But after the initial assessment stage, the other areas of curriculum and teacher training demand greater attention.

While both areas are important, recruiting and training teachers is more crucial than selecting curriculum materials once program planning is underway. It is possible to run a program without quality textbooks and materials, but without teachers an ESL program could not function. Teachers are simply indispensable. They are the ones who guide students in the learning process, and learning English is what an ESL program is all about.

There may be a stage of program development when selection of textbooks and curriculum materials is uppermost in the minds of program planners. This should occur after community

language needs have been assessed. Choice of textbooks and materials should be highly influenced by program goals and objectives. Program planners must insure that curriculum materials will help to implement objectives they formulated for each category of language needs served by the program.

After program planners have chosen the basic textbooks and materials for use in the program, they may not need to concern themselves with this aspect of planning for some time. However, individual teachers will need to make ongoing choices about the use of materials in their daily lessons. They will constantly be making decisions about how to use the textbooks and how to extend their use with other materials in the classroom. In-service teacher training can help them with such decisions, in addition to addressing many other important aspects of language teaching. For this reason, teacher training continues to maintain a high level of importance after the critical times for other major areas of program development have passed.

Summarizing the first general observation, the amount of emphasis program planners should give to any one area of program planning depends on the particular stage of program development. At the beginning, language needs assessment requires the most attention. Then after the decision is made to start an ESL program with an identified thrust, selection of curriculum materials and teacher training become more critical. Of these two, teacher training is more important for at least two reasons. First, teachers are integrally involved in

guiding the learning process. Teachers are far more important than textbooks and materials alone. Second, teachers need to develop and refine teaching skills continually. Thus, teacher training continues to be an area of high priority when other program areas are not of immediate concern.

This is not to say that other facets of program design are to be minimized or ignored. The second general observation is that the design for any ESL program should be a unified whole, evidencing consistency and interdependency among its parts. It must function as a consistent whole on two levels: the deeper, planning level and the practical, classroom teaching level. This is why, in the final analysis, all areas of program design are necessary and important, even though one area will naturally receive the most attention at each stage of development.

At the deeper level of program design, any planning that is done must take into account all kn own factors which have any bearing on the decision-making process. For example, the thrust of a program must agree with the results of community language needs assessment. An ESL program should not stress English for academic purposes if most potential students needed survival English skills. The thrust of a program should also not overstep the bounds of its teaching resources. Thus, even though literacy is a real need in a community, an ESL program should not attempt to meet that need if its teachers are not properly prepared to do so. The overall aims of an ESL program must be consistent with the language needs which exist in its

community, on the one hand, and with the program's resources and teaching capabilities on the other.

Similarly, the choice of materials is affected by the aims of the program and by the needs of the teaching staff. If a program is to meet survival language needs, the materials should probably not emphasize grammatical structures. If teachers are inexperienced, classroom textbooks should provide an appropriate amount of structure and direction.

Teacher training should be designed to prepare teachers to use chosen materials in teaching students with identified language needs. Inexperienced teachers will not be ready for the classroom if their training is so theoretical that they never consider how to teach with the textbooks they will be using. Neither will teachers be well prepared if they never give any thought to the language needs or ability levels of the students they will be teaching. In short, each of the three major program areas of language needs assessment, curriculum design, and teacher training must be in harmony with the other two.

A program must function consistently also at the practical level of classroom teaching. When teachers set objectives for a whole course, they must make sure that the objectives agree with the broader program goals for the ability level of the students they will have in class. Their course objectives should also fit appropriately between the objectives for the immediately preceding and succeeding courses.

When teachers plan daily lessons, their lesson objectives should flow naturally out of their course objectives. The activities in their lesson plans should effectively carry out the lesson objectives. The teaching staff must be clear on their objectives and be fulfilling them on a daily basis in the classroom. As much as possible, teachers should know why they are doing what they are doing.

Summarizing the second general observation, each major part of an effective ESL program should be consistent with all other parts. Language needs assessment, curriculum design, and teacher training should all work together in harmony within the constraints of available plant and personnel resources. Planning in each area should help to guide the planning in other areas. In addition, all goals and objectives used in program planning or in language teaching should be in agreement, with the more specific objectives flowing out of the more general. Finally, the objectives must be in agreement with what actually takes place in the classrooms.

This project is by no means the last word in ESL program planning. It may be the "first word" for first-time, inexperienced ESL program planners. Admittedly, there remain some issues untouched which may figure very prominently in some programs. Nevertheless, the major points which are discussed have a bearing on any ESL program which is in the planning stages. If these points can be appropriately applied within a given context, a fledgling program should be well on its way to success.

Appendix A

Specific Information Related to the International English Language Institute

Part 1: Teacher selection

The program committee and director of the International English Language Institute (IELI) at the First Baptist Church in Flushing, New York have suggested the following sources for finding potential teachers, in order of priority:

(1) Missionary and church staff, and interns;

(2) Other members of the church;

(3) TESOL students from neighboring schools.

With so many responsibilities for overseeing the program, the director, though qualified, should not be asked to teach if at all possible. (Appendix F gives a description of all of the program director's responsibilities.)

The third category above hints at a possibility which should not be overlooked. If the International English Language Institute could work out a relationship with a graduate school which had a master's program in TESOL, it may be able to set up a cooperative internship program for TESOL degree students. This would benefit the IELI by guaranteeing a certain number of teachers with some experience for at least some terms of instruction. The arrangement would also benefit the graduate school in that every year a definite internship site would be available for its students.

The teacher selection process described in chapter 5 should be used for potential teachers in any of the three categories above. Even though the church has already carefully selected its own staff and interns for other church-related responsibilities, teaching ESL will most likely be a new and different type of work for the majority of these people. In addition, giving necessary information about the program is as much a part of the teacher selection process as choosing the most qualified individuals.

The IELI cannot afford to be too selective when screening potential teachers. It has no outside funding and must rely on its own interested personnel. There may be times when anyone who has a real interest in teaching English must be given teaching responsibilities in the church's program. As much as possible, however, each interested potential teacher, even if already a church staff member, should be interviewed according to the guidelines in chapter 5. This will allow each one to be well-informed of the commitment involved and will enable the church to offer its best to the community.

Part 2: Scheduling considerations

The IELI committee has tentatively suggested the following four two-month terms for one program year:

Term One, September/October;
Term Two, November/December;
Term Three, February/March;
Term Four, April/May.

Since it may be difficult to begin the first part of September, as well as to require staff and students to come to class the

last half of December, around Christmas time, another option to consider is the following:

Term One, mid-September/October (six weeks);
Term Two, November/mid-December (six weeks);
Term Three, February/March (eight weeks);
Term Four, April/May (eight weeks).

The terms in February through May could also be shortened to six weeks so that there would be four six-week terms, or if the time frame was lengthened to mid-June, a total of five six-week terms for a program year would also be a possibility.

The difference between having four or five terms probably is not significantly great. However, having two different term lengths--the six-week and the eight-week terms--will require a little more careful organization on the part of the director and secretarial staff in the areas of scheduling and overseeing tuition payments.

Actual scheduling of class meetings will necessarily depend on teachers' and students' schedules. Late afternoon and evening classes will probably have the highest demand. The IELI committee has already suggested the following times: 9:00-11:00 a.m.; 11:00 a.m.-1:00 p.m.; 4:30-6:30 p.m.; 7:00-9:00 p.m. It will probably be best to place as many students whose schedules allow into classes which meet during the first two time periods in order to keep the later classes from overcrowding.

Other important aspects of the IELI are to provide opportunities (1) for developing friendships and (2) for learning the central themes of the Bible on a voluntary basis.

The church and the IELI can jointly sponsor a monthly gathering of students, staff, friends, and other church people. This might be a time for an international dinner, cultural presentations, a film, or a special program. There will also be plenty of opportunity for developing friendships directly through the program classes as teachers are sensitive to student needs and plan special class activities outside the classroom. As for Bible instruction, a free and voluntary class can be offered weekly for interested students. Such a class would be separate from the regular program classes and can meet during an available time on weekends.

Part 3: Projected time-line of implementation

The purpose of this section is to take the main points in the discussion of curriculum (ch. 2-4) and teacher training (ch. 5-7) and lay them out within a rough time framework. The major events of each time period are listed. Certain features of the program which do not begin the first term appear further down the time-line at a point recommended for start-up.

With so many details involved in the running of an ESL program, not all are indicated here. The listed items are selected from earlier discussion in this paper as being the most important to consider for implementation. Other points which do not appear might include:

(1) ongoing selection of teachers;

(2) ongoing advertisement or student recruitment work;

(3) handling tuition payments, especially late payments;

(4) possible search for a new director for the following school year during the last two terms.

Dates are not given, nor should time periods be considered exact. The IELI director and staff can finalize the program calendar. The projected items after Term Four can be considered as recommended potential steps for future program expansion. They are not absolutely necessary for program implementation.

a. Initial pre-program preparation (two to three weeks):

--order sample texts, materials

--decide on course texts and materials, and order

--construct and/or order: application form
oral placement test
literacy checking instrument
cloze/written placement test

--hold a meeting for interested potential teachers

--interview and approve teachers and substitutes

--prepare for initial teacher training

--prepare advertisement for program start-up; include dates for application

b. Initial teacher training (one week):

--minimum of five three-hour sessions

--director trains teachers to handle application process, including administering of placement tests

--teachers prepare for giving of progress tests (term pre- and post-tests)

--prepare rooms and other logistical matters for application process

c. Application period (three to five days):

--director assists and oversees application process

--teachers: help applicants with application form
check applicants for literacy
administer placement tests
give class start-up or referral information

--director prepares to close application period when maximum number of enrolled students is reached

d. Final pre-program preparation (one week):

--director and teachers make class divisions within categories and prepare class lists

--director: works out any scheduling problems

--teachers: prepare classrooms
plan for first day and first week of classes

e. Term One (six to eight weeks):

--classes begin with three main program categories (Basic Skills I; Basic Skills II; English for Further Education) and possibly several classes within each level

--pre-tests are administered the first week

--student interest is surveyed and potential teachers contacted for special feature "mini-courses" to be held on Saturdays (ch. 9, p. 86)

--one international gathering is planned and held

--three or four in-service group sessions are held; director has at least one observation/follow-up time with each teacher

--post-tests are administered the last week

--continuing students are informed of dates for second term (students finishing a term of study receive certificates)

--director and teachers meet to evaluate Term One and make necessary changes

f. Term Two (six to eight weeks):

--(application period if necessary)

--director makes new class divisions based on Term One post-test scores and new applicants' placement test results

--classes continue with several different classes within each of three main program categories

--pre-tests are administered the first week

--continue preparation for "mini-courses"

--two international monthly gatherings are held

--voluntary weekend Bible classes begin

--three or four in-service group sessions are held; director has at least one observation/follow-up time with each teacher

--post-tests are administered the last week

--continuing students are informed of dates for third term (students finishing a term of study receive certificates)

--director and teachers meet to evaluate Term Two and make necessary changes

g. Winter break (about four weeks):

--vacation time

--order necessary supplies of materials

--make final preparations for special feature "mini-courses"

--prepare for application period

--process new applicants

--make class divisions and class lists

h. Term Three (eight weeks):

--classes continue with several different classes within each of three main program categories

--special feature "mini-courses" begin and are held weekly on Saturday mornings

--pre-tests are administered the first week

--voluntary weekend Bible classes continue

--two monthly international gatherings are held

--four in-service group sessions are held; director has one observation/follow-up time with each teacher

--post-tests are administered the last week

--continuing students are informed of dates for fourth term (students finishing a term of study receive certificates)

--director and teachers meet to evaluate Term Three and make necessary changes

i. Term Four (eight weeks):

--(application period if necessary)

--director makes new class divisions based on Term Three post-test scores and new applicants' placement test results

--classes continue with several different classes within each of three main program categories

--pre-tests are administered the first week

--"mini-courses" continue

--voluntary weekend Bible classes continue

--two monthly international gatherings are held

--four in-service group sessions are held; director has one observation/follow-up time with each teacher

--post-tests are administered the last week

--continuing students are informed of dates for the next term (students finishing a term of study receive certificates)

--director and teachers meet to evaluate Term Four and program as a whole

j. Second program year

--four program categories: Literacy
Basic Skills I
Basic Skills II
English for Further Education

--increased homogeneity of classes based on actual student language needs (e.g., classes in household management, job-seeking skills, business English)

k. Third program year

--one full-time director (administrator)

--one full-time teacher trainer

--one full-time secretary

--five program categories: Literacy
Basic Skills I
Basic Skills II
English for Further Education I
English for Further Education II

Appendix B

Questions for Use in Community Language Needs Assessment

Questions for obtaining information from existing community ESL programs:[1]

1. What is the total number of students in your program?

2. How many program levels are there?

3. What kind of placement tests do you use?

4. Do you have problems with the range of student abilities being too great?

5. a. What age levels of students do you allow in your program?

   b. What is the median age of your students?

6. What needs (especially language needs) are you meeting in the students' lives?

7. a. What are the backgrounds of your students?

   b. What is the financial status of your students?

8. How many students are in each class?

9. a. How many hours of instruction do the students receive (per session; per week; per term)? What is the length of the term?

   b. What times of day are your classes held, and which are the most popular times?

   c. What homework is expected of the students?

10. a. Have you gotten more students than your program can handle?

    b. What did you do with the students you could not enroll?

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[1]Used with permission and adapted from an original list prepared by Darrell E. Racey, Director, International English Language Institute (IELI), First Baptist Church, Flushing, New York, 1983.

11. What is your attrition rate? What are its causes?

12. a. Do you keep in touch with the students after they leave your program?

    b. How do you follow up those who go back overseas?

13. What costs do the students have to pay?

    a. Registration fee: what is it used for?

    b. Tuition: when do the students pay it?

    c. Material and services

14. How do you handle registration?

15. a. What materials and curriculum are used?

    b. How do you secure the texts? (Are they supplied by an outside source? Does the program pay for them?)

16. Do you attempt to measure progress?

    a. What pre-tests have you used?

    b. How were the students tested along the way?

    c. What did you do for their final evaluation?

17. Which of the four language skills does your program stress?

18. a. How many teachers do you have?

    b. What are their qualifications?

    c. How do you recruit them?

    d. What training is offered them?

    e. How much preparation time is expected of them before each class?

19. How do you publicize your program?

20. For church programs:

    a. Do you offer Bible instruction through your program? How is it handled?

    b. How do you guide interested students into a church?

Appendix C

Sample Application Form

1. Personal Information

   Name ____________ Nationality ____________

   Address ____________ Native Language ____________

   ____________ Age ______ Sex ______

   ____________ Marital Status ____________

   Telephone ____________ Children's Ages ____________

2. Amount of previous education: ____________

3. Date of arrival in the United States: ____________

4. Have you studied English before? Yes No Where? ____________

   How long? ____________

   Are you studying English now? Yes No Where? ____________

5. Do you have a job now? Yes No Where? ____________

6. Why do you need to study English? ____________

   ____

   What are your future goals or plans? ____________

   ____

7. When do you have time available for English study? (Days of week and hours) ____________

8. Will you have transportation to and from English classes?

   Yes No

Additional Comments: ____________

____

____

Appendix D

Sample Teaching Techniques

In addition to the following sample techniques, there are other sources for teaching techniques listed in Appendix E under <u>Supplementary Resource Books</u>.

A. Presentation of new material.

1. Sequential action commands.

   a. Purpose: To introduce new vocabulary (and grammar) in a meaningful, related way which involves student participation.

   b. Steps:

      (1) Teacher says commands and dramatizes a related action sequence. (Repeats)
      (2) Teacher gives the commands to students who act them out as a group.
      (3) Students write down or see the written commands and practice speaking.
      (4) Students give commands to the teacher.
      (5) Students begin practice activity at teacher's direction.

2. Short personal blurbs.

   a. Purpose: To introduce specific grammatical points and/or patterns in a self-invested way for student mastery and use.

   b. Steps:

      (1) Teacher gives a personal blurb of 3-5 lines orally. Possibilities include a self-introduction or funny personal incident. (Repeats)
      (2) Teacher asks students questions about it.
      (3) Students make up their own blurb based on a set pattern.
      (4) Students begin practice activity, probably in small groups or pairs.

B. Practice

1. Student pairwork

a. Purpose: To reinforce new grammatical patterns or words that were just presented by focusing interaction between students and to allow for maximum student participation.

b. Steps:

(1) Teacher gives careful instructions about what is to be practiced and how.
(2) (Optional) Teacher gives brief demonstration with two students in front of class.
(3) Teacher helps students divide into pairs.
(4) Teacher circulates to listen and offer feedback as pairs practice.

2. Small group pattern practice

a. Purpose: To reinforce new language content (e.g., grammatical patterns, question formation, limited topic area) within a group context by allowing each group member to be "teacher" temporarily.

b. Steps:

(1) Teacher divides class into groups of 3-5 students and gives the focus on language content to be practiced.
(2) Students take turns as "teacher", asking questions of any group member.
(3) If feasible, bigger groups can compete for speed in repeating correctly a particular pattern around the circle.

C. Communication/Use

1. Student interviews/reports.

a. Purpose: To give students opportunity to use practiced language content more freely in situations where information is elicited.

b. Steps:

(1) Teacher groups students and gives the topic for consideration and necessary instructions.
(2) Students interview each other in a limited time period.
(3) Each student gives unrehearsed report of the interview.

(4) (Optional) Teacher can discuss selected points of language difficulty that surfaced during the activity.

(5) (Variation) Students are asked to interview or talk with native speakers outside the classroom and report back during class time.

2. Pictures and "free speech"

a. Purpose: To extend students' practice in certain language areas without controlling patterns and to allow for meaningful communication.

b. Steps:

(1) Students are paired. Student A can see a picture, but student B cannot.

(2) Student A describes the picture to student B, while student B asks clarifying questions.

(3) Student B answers teacher's questions about the picture, or tells another student about it, and then gets a chance to see it.

(4) Roles are reversed with another picture.

Appendix E

Curriculum Resources

Part 1: Course Textbooks

A. Basic Skills I and II general textbooks

1. Tina Kasloff Carver and Sandra Douglas Fotinos, A Conversation Book: English in Everyday Life (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977).

   The purpose of these books (Book One and Book Two) is to give practice in conversational English at the beginning and intermediate levels. While organizing content around situations, some control of grammar is evident. Units cover "getting to know you," "where to go," "what to say," as well as shopping, leisure time, employment, and health. There is a variety of conversational exercises including circle dialogue, role-playing, and questions for conversation. Some writing exercises are also included. Suggested activities are given in the appendix along with information about services in the United States. Since these books focus on conversational activities for different situations, teachers would have to extend and expand the content if using them as course texts. Especially for inexperienced teachers, these books should probably be used along with a more complete course textbook.

2. Kenton Sutherland, gen. ed., English Alfa (Boston, Massachusetts: Houghton Mifflin Company, 1980).

   English Alfa is a series of six ESL textbooks covering beginning (Books 1 and 2), intermediate (Books 3 and 4), and advanced (Books 5 and 6) levels. The organization appears to reflect a grammatical syllabus, but situational and functional elements are definitely incorporated throughout. The content is carefully controlled, but opportunities are given for students to try out learned content in freer contexts. Student exercises include reading dialogues, completing sentences, making up questions, and using patterns in personal conversations. There are extensive aids for teachers including notes, suggestions for extra activities, skills charts, and unit tests. While these texts are not strictly situational or notional-functional, they may be good preparation for students who plan later to study

English for academic purposes. This series may be appropriate for the Basic Skills II category in the IELI.

3. John Chapman, Adult English (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978).

This is a series of three books intended for adults who initially know no English. The content is geared for helping students get and keep jobs, and emphasizes "real-world experiences." At the same time, the organization of content appears to include a grammatical focus. There are no traditional drills. Exercises include listening, responding, pairwork and group practice, as well as some reading and writing practice. The teacher's manual has basic notes, but no thorough comments.

B. Basic Skills I and II readers

1. Jean Bodman and Michael Lanzano, No Hot Water Tonight (New York: Collier Macmillan International, Inc., 1975).

An elementary reader for adult ESL learners, this text controls language structures carefully while introducing vocabulary words more freely than many readers. For this reason it can appropriately accompany grammar-based textbooks, but can also be used as a reader in its own right. The readings are designed to approximate real life situations and feelings of people in a city tenement building setting. Following the reading in each chapter are comprehension, vocabulary, and skill exercises. These are intended to be used in groups of students with similar ability levels according to the discretion of the teacher. The subject matter may be relevant to students in the IELI. The reader can probably be used effectively by inexperienced teachers as long as they receive a little guidance on using it as intended. IELI staff may also want to examine the companion reader, No Cold Water, Either.

2. Longman American Structural Readers (New York: Longman, Inc., 1982).

This is a series of high-interest readers organized by levels of difficulty into five stages. Each stage has several stories, each in a separate booklet with colorful illustrations. There is also one workbook with exercises which cover all of the stories in each stage. The exercises involve retelling parts of a story, understanding new words, finding information, and sequencing statements. A

teacher's workbook with teaching notes and answer key is also available.

The first two or three stages of readers may be appropriate for students in the Basic Skills categories. The reading level in the first stage is quite low, yet the content and booklet format would probably appeal to young adult students.

3. Structured Readers (New York: Collier Macmillan International, Inc., 1974).

The Collier Macmillan Structured Readers are designed to accompany ESL textbooks and provide supplementary reading practice. The number of vocabulary items used in the stories of each reader is controlled and depends on the particular ESL ability level. While stories reinforce a specific grammatical structure, the reading is given definite precedence. This means that the selections are not contrived structure practice but clearly offer natural reading practice. Care has been taken to make the readings interesting and enjoyable. The IELI staff will need to make sure that any readers of this series used in the program are at proper ability levels for the students.

C. English for Further Education grammar-based textbooks

1. Dorothy Danielson and Rebecca Hayden, Using English: Your Second Language (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973).

This is a grammar-based text for college-age or adult students who have completed basic ESL courses. Each unit covers one major area of grammar such as WH-questions and responses, verbs, and articles. Since each unit is self-contained, the textbook can be used as a supplementary book along with other materials. Explanations and drills are included. The drills appear to be varied and somewhat demanding of student comprehension and creativity as opposed to being mechanical and repetitive. If used as a main textbook, much would be demanded of the teacher in preparing an integrated syllabus and class activities relevant to student needs.

2. Donna Brinton and Regina Neuman, Getting Along: English Grammar and Writing (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1982).

Intended as a beginning grammar and writing text for adult ESL students in a pre-academic setting, this text may be appropriate in Basic Skills II or at lower levels of English for Further Education. Dialogues

and a story line form the context for grammatical study and practice. Following a grammatical explanation are a number of written exercises. The exercises start with grammar drills but appear to move toward free composition in the final stage of each chapter. Pictures and illustrations are plentiful. Getting Along can be used as a course textbook for academically oriented students in a course using a grammatical syllabus.

3. Marcella Frank, Modern English: Exercises for Non-Native Speakers (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972).

There are two volumes with the above title: Part I, Parts of Speech and Part II, Sentences and Complex Structures. They can be used independently or along with a third textbook, Modern English: A Practical Reference Guide, by the same author and publisher, which gives detailed grammatical descriptions as a background for the exercises. Each chapter begins with a chart showing the structural features of the part of speech or complex structure under consideration. This is followed by written exercises on word forms, word order, and transformational items, as well as other exercises on typically troublesome usages. The written exercises may also be used as oral drills, but teachers should probably create freer meaningful contexts in which students can practice the grammatical patterns orally. The content is organized according to categories of English grammar. Examples of chapter titles are Nouns, Verbs, and Adjectives in Part I or Sentences, Noun Clauses, and Gerund Phrases in Part II. These books could be effectively used as supplementary textbooks providing special practice with English structural items.

D. English for Further Education writing books

1. Vivian Horn, Composition Steps, ed. Esther Rosman (Rowley, Massachusetts: Newbury House Publishers, Inc., 1977).

Designed to introduce ESL learners primarily to expository writing, this book stands in contrast with books which happen to use written exercises to teach grammar. It uses a wide variety of writing activities to help students learn through plentiful practice how to express ideas logically and clearly. The book proceeds in small steps but uniquely begins with an emphasis on paragraph structure as well as sentence structure. While not a specific focus of the material, exercises in grammar and spelling are also included. A broad range of expository writing skills

are addressed and there are units covering letter-writing. To help meet the goal of the English for Further Education category in the area of writing, this specialized textbook could be very effective.

2. Linda L. Blanton, Intermediate Composition Practice: Book 1 (Rowley, Massachusetts: Newbury House Publishers, Inc., 1981).

This textbook is part of a four-part series which starts with Elementary Composition Practice: Book 1. It is intended for adult ESL learners who will use English for professional or academic purposes. Since the term "intermediate" can apply to different skill levels depending on each program, the textbook should be used with students who are at the right proficiency level regardless of the label for their level in a particular program.

The approach of the textbook is to begin with a composition model to illustrate various functions and facets of written communication. Questioning helps students become aware of important organizational features of the sample. Students then practice exercises on grammar, organization, and other areas before writing their own compositions.

Intermediate Composition Practice: Book 1 would be very appropriate for the IELI English for Further Education category since it stresses writing for academic purposes. But it definitely would require a good deal of knowledge and input on the part of the teacher to make it effective. Although fairly detailed instructions are given for the "free composition" stage, it jumps into that stage somewhat abruptly from the practice exercises.

D. English for Further Education reading textbooks

1. Robert L. Saitz and Francine B. Stieglitz, Challenge: A First Reader/Workbook in English (Cambridge, Massachusetts: Winthrop Publishers, Inc., 1978).

This is a book of readings on contemporary topics for ESL students at roughly an intermediate level. Most of the readings are adapted or taken from various printed sources and cover a variety of styles including narrative, poetry, and technical reporting. The book also serves as a workbook containing extensive exercises related to the language in the reading selections. Examples of such exercises are comprehension checks, dictionary look-up, vocabulary extension, sentence ordering, and paragraph writing. There is a chapter test and suggestions for additional readings at the end of each chapter.

While this textbook is considered a reader, there is a heavy emphasis on the language exercises. It might be used effectively for independent study with discussions of selected questions in class. The written exercises would not be a substitute for writing or composition practice.

2. Harriet Krantz et al., Discovering American English: Reading (New York: Macmillan Publishing Company, Inc., 1981).

Intended for ESL students who read and write at a beginning to intermediate level, this textbook focuses on different themes of life in the United States. For example, one unit looks at the kinds of food Americans enjoy, while the final unit explores the feelings Americans have about the cities, suburbs, and rural communities they live in.

The readings consist of original essays--three in each unit--written with a controlled vocabulary. Each unit also contains an abundance of skill-building exercises. These are of two major types: development of vocabulary or dictionary skills, and building comprehension and study skills. The exercises are organized carefully so that later exercises build on earlier ones.

The textbook devotes considerable time to reading-related skills, making it appropriate for students who need English for academic purposes. For more actual reading practice, teachers may feel a need to supplement the readings in this textbook with other reading materials.

3. Linda Markstein and Louise Hirasawa, Expanding Reading Skills: Advanced (Rowley, Massachusetts: Newbury House Publishers, Inc., 1977).

This textbook is intended for adult learners who want to improve their reading skills for academic purposes. It focuses on controlled reading practice and developing reading speed. The reading selections are typical of nonfiction, newspaper and magazine writing and are of graded difficulty. The authors take considerable care in helping the teacher prepare students for the reading task. They also include instructions for procedures to follow when the students read and do the exercises. The exercises emphasize three major skill areas: vocabulary development, structural analysis, and relational/inferential analysis. These are in addition to a comprehension check and discussion of each reading in class. Expanding Reading Skills: Advanced has a companion textbook entitled Developing Reading Skills: Advanced by the same authors. The two

may be used in sequence with the former following the latter.

Expanding Reading Skills: Advanced focuses in heavily on reading skills at an advanced level. It may be appropriate for upper levels of the English for Further Education category in the IELI.

Part 2: Testing Materials[1]

1. English Language Institute, English Placement Test (Ann Arbor, Michigan: English Language Institute, University of Michigan, n.d.).

   This test is intended for placement of students in beginning, intermediate, or advanced classes. It is a 100-item, multiple-choice test, measuring listening comprehension, grammar in conversational contexts, vocabulary, and reading comprehension. Three different forms are available. The test takes about 75 minutes to administer.

2. English Language Institute, Michigan Test of Aural Comprehension (Ann Arbor, Michigan: English Language Institute, University of Michigan, n.d.).

   This test is intended to measure understanding of spoken English. There are three forms. The test has 60 items and takes about one hour to administer.

3. Linda Kunz, The John Test, A Test of Oral Proficiency for ESL Placement (New York: Language Innovations, Inc., 1976).

   This is a brief placement test that is widely used. The test takes 5 to 10 minutes to administer. Pictures, score sheets, a ditto master, and instructions are included in the test packet.

4. Literacy Volunteers of America, Inc., English as a Second Language Oral Assessment (ESLOA) (Syracuse, New York: Literacy Volunteers of America, 1978).

   This is an oral diagnostic test for guiding teachers in meeting survival English needs of adult learners. There are four levels in the test. Testing ends when a student is unable to complete a level

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[1]Information on these testing materials is taken from Language and Orientation Resource Center, Adult Education Series #2, A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (Washington, D.C.: Center for Applied Linguistics, 1980) 54-56.

satisfactorily. The test can take from 5 to 25 minutes to administer.

5. Language and Orientation Resource Center, Adult Education Series #2, A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (Second Revised Version) (Washington, D.C.: Center for Applied Linguistics, 1980).

   This bibliography covers testing and teaching materials for general ESL, not just ESL for Indochinese refugees. It can be ordered through the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. (703) 841-1212. Include this information: ED197627, 68 pages, $5.65. It can also be read on microfiche at a library with an ERIC microfiche collection.

6. Language and Orientation Resource Center, General Information Series #20, English Language Testing (Washington, D.C.: Center for Applied Linguistics). Ordering information: ED183016, 34 pages, $3.90.

Part 3: Supplementary Resource Books

1. Raymond C. Clark, Language Teaching Techniques (Brattleboro, Vermont: Pro Lingua Associates, 1980).

   This practical, 120-page book contains 26 techniques applicable to various levels of ESL instruction. The focus is mainly on oral exercises and the spoken language.

2. Steven J. Molinsky and Bill Bliss, Side By Side: English Grammar Through Guided Conversations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980).

   This two-book series contains amusing illustrations with conversational-style exercises organized by a grammatical syllabus.

3. Elizabeth Romijin and Contee Seely, Live Action English for Foreign Students (San Francisco: Alemany Press, 1979).

   This book is a useful supplement for beginning and intermediate students. There are 66 series of commands to be acted out and then communicated by the students. The commands include survival vocabulary and are based on daily living situations.

Part 4: Teacher Training Resources[2]

1. Teachers of English to Speakers of Other Languages (TESOL)

   Headquarters: 202 D.C. Transit Building
   Georgetown University
   Washington, D.C. 20007

   TESOL is an international professional organization of ESL teachers. Local affiliates of TESOL have staff development sessions which IELI teachers may be able to attend. A local TESOL affiliate can at least be identified through this organization and perhaps names of potential teacher trainers or resource people could be secured.

2. National Affiliation for Literacy Advance (NALA)

   Headquarters: 1320 Jamesville Avenue
   P.O. Box 131
   Syracuse, New York 13210

   This is a national organization originally founded to give literacy training for native speakers of English. However, it now has an ESL training component, consisting of ESL workshops for tutors. Such training may be helpful for tutors/teachers with no ESL experience. Perhaps a sample of training materials and a schedule of workshops could be obtained by contacting the NALA headquarters.

3. Literacy Volunteers of America (LVA)

   Headquarters: 700 East Water Street, Sixth Floor
   Syracuse, New York 13210

   Like the NALA, this is a national organization for native English speaker literacy, with an ESL training component. The LVA headquarters could also be contacted for a schedule of ESL workshops and possibly for sample training materials.

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[2]Information on the three organizations for teacher training resources is taken from Language and Orientation Resource Center, Adult Education Series #10, Teaching English to Refugee Adults (Washington, D.C.: Center for Applied Linguistics) 8-9.

Appendix F

Responsibilities of the Program Director

Throughout the text of this paper, the program director's responsibilities are mentioned in the context of curriculum planning and teacher training. This appendix summarizes those responsibilities together with other aspects of the director's role related to the students and overall program supervision.

The program director's responsibilities in relation to:

1. the teaching staff:
   a. plan and present the program overview to interested potential teachers.
   b. interview each potential teacher individually and approve for teaching and substitute positions.
   c. plan and conduct initial teacher training.
   d. plan and carry out in-service teacher training (including regular individual observations and conferences with teachers).
   e. be available and ready to handle specific problems or individual needs.
2. the curriculum and materials:
   a. select most appropriate core textbooks and supplementary textbooks for student needs.
   b. arrange for the ordering of student and teacher textbooks.
   c. arrange for the ordering of necessary classroom materials.
   d. order existing placement tests and progress tests or construct program-specific instruments based on chosen curriculum.
   e. arrange for sufficient supplies of placement test and progress test copies for the application period and the start and end of each term.

f. design application form.

g. design and arrange for creation of instrument to check for literacy during application process.

3. the students:

a. oversee and assist in application process.

b. interpret placement test outcomes and place students in appropriate levels.

c. make appropriate class divisions within each level, taking into account the desired maximum class size, ethnic backgrounds and specific language needs of students.

d. help to plan periodic all-student/staff gatherings.

e. be available and ready to help with individual needs of students within the program framework; refer students to appropriate local agencies for needs which the program is not equipped to meet.

f. plan for student incentives or possibly certificates of accomplishment.

4. the overall program:

a. execute day-to-day tasks:

(1) teach a minimum of classes in the program.

(2) oversee office records of registration and tuition payments.

(3) oversee office student files.

b. work to enhance program growth:

(1) make contact with neighboring ESL programs.

(2) gain information about local social service, voluntary, and other organizations with which students may be, or need to be, involved.

(3) collect relevant resource books and materials for teacher use.

(4) keep abreast of developments (and major conferences) in the TESOL field.

(5) help prepare program brochures; assist with public relations work.

(6) handle inquiries of community people about the program.

The ideal plan for a sizeable ESL program is to split up the above duties and responsibilities among qualified personnel. The teacher training responsibilities--at least the initial teacher training block--can be assumed by a teacher trainer. Many of the curriculum-related duties can be performed by a curriculum coordinator. The program director should be freed to concentrate his energies on points 3 and 4 above and to administrate and oversee the whole program.

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