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Enhancement of Communication Competence: A Model for a Program for International Teaching Faculty at the University of North Dakota

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ENHANCEMENT OF COMMUNICATION COMPETENCE:
A MODEL FOR A PROGRAM FOR INTERNATIONAL TEACHING FACULTY
AT THE UNIVERSITY OF NORTH DAKOTA

by

Linda S. Goldstone
Bachelor of Science, George Washington University, 1979

A Thesis
Submitted to the Graduate Faculty
of the
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in partial fulfillment of the requirements

for the degree of
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This thesis, submitted by Linda S. Goldstone in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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This thesis meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

Harvey Knell
Dean of the Graduate School
April 27, 1995

PERMISSION

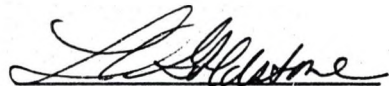
Title Enhancement of Communication Competence: A
 Model for a Program for International Teaching
 Faculty at the University of North Dakota

Department Communication Disorders

Degree Master of Science

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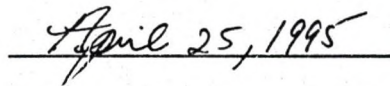


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ABSTRACT

The purpose of this study was to develop a model for a faculty development program to enhance the English communication competence of international teaching faculty (ITF) at the University of North Dakota (UND). Three case studies were conducted with the most comprehensive university ITF development programs in the United States. Coordinators of those programs were interviewed by telephone.

The content of the interviews was analyzed into a series of descriptive items. An item-to-item comparison was made across the three programs. The comparison revealed that all three ITF programs focused on the areas of language proficiency, cultural awareness, and pedagogical skills. ITA (international teaching assistant) programs at these same three universities were more structured, whereas the ITF programs were less structured, more confidential, and voluntary. However, there was variation in the organization, requirements, and methodologies among the institutions. These findings and the literature review provided a basis for designing a model for an ITF development program of communication competence at UND.

The model for a program at UND focused on the areas of speech and language proficiency in English, cultural awareness, and pedagogical skills that would facilitate communication competence in the classroom. These areas would be assessed through a five tiered process: tier I, pre-assessment--orientation; tier II, initial assessment--diagnostic evaluation; tier III reassessment--services; tier IV, final assessment--dismissal from management; and tier V, follow-up assessment--monitoring maintenance of skills.

CHAPTER I
INTRODUCTION AND REVIEW OF LITERATURE

Introduction

A native or first language is learned as an infant processes adult speech heard in the environment. The learning of any language is a gradual process which becomes increasingly complex with maturation. Patterns of a language become established as the basis for the ability to use the rules of language automatically.

Every language has components with unique patterns and consists of rules that govern use of that language for communication. The components are: phonology, the sound patterns; semantics, the meaning inherent in words; syntax, the arrangement of words to form sentences; and pragmatics, the use of language in social contexts. Another way to consider language is in terms of expressive and receptive processes. Expressive processes for language production are speaking, writing, and gesturing, and receptive processes for language comprehension are listening, seeing, and reading linguistic messages. In particular, the expressive process, speech, uses language orally for communication. Speech includes the components of articulation, voice, and fluency.

Communication competency is the ability to use the rules of language appropriately in social contexts as reflected in the culture of an individual's speech community. Communication competency is important in various social contexts (Friedrich & Boileau, 1990, p.10). In an academic context communication competency is particularly pertinent to instructional communication in a classroom, to interpersonal communication with students and colleagues, to organizational communication in the workplace, to intercultural communication with others of different backgrounds, and to pragmatic communication as in public speaking and decision-making.

For adults learning a language other than their native language, such as English as a second language (ESL), is a different process. A "second language" is any language learned after the native or first language has been established (O'Grady, Dobrovolsky, & Aronoff, 1989, p. 299). There are difficulties in using all of the components of the second language when the components of the second language overlap with the components of the native language causing interference. It is this interference that produces the foreign accent perceived from the speech of individuals speaking English as a second language, and this can result in ineffective communication and misunderstanding. Interference occurs because the components of the English language do not match the experience or patterns from the

native language learned as a child. It is more difficult for an adult to learn a second language because of the established "native language listening habits" (Chreist, 1964, p. 18). Adults relate the sound system of their native language to all the speech sounds they hear in a second language (e.g., English).

Among adult second-language-learners of English in the United States there are international graduate students who work as international teaching assistants (ITAs), and there are international teaching faculty (ITF). An ITA is a master's or doctoral student also employed as a graduate assistant teaching American undergraduate students. An ITF is any faculty member who teaches American college or university students. Many ITAs remain in the United States after they are graduated and continue to teach as professors (i.e., ITFs). Therefore, it is imperative that ITAs and ITFs possess linguistic and communicative competence in English to speak and communicate effectively in a more specific culture or speech community--the classroom.

The presence of ITAs and ITFs on American campuses promote cultural diversity to which many universities are committed. However, American students have complained about not being able to understand the communication of ITAs and ITFs. These complaints have spurred mandates, specifically for ITAs, to enhance their English proficiency, pedagogical skills and understanding of the American classroom culture

(Thomas & Monoson, 1993). Since 1982, 20 states have mandated that their higher education institutions develop policies and procedures to assure the oral English language proficiency of their faculty (Thomas & Monoson, 1993). North Dakota is one of those 20 states.

Statement of Problem

The North Dakota State Board of Higher Education mandates that all instructors at a state institution of higher learning demonstrate English language proficiency (ND Ann. Stat., 1993). One such institution is the University of North Dakota (UND) which needs to develop a program to enhance communication competence skills of individuals as indicated through assessment. This mandate is particularly applicable to international instructors at UND. Therefore, a program for communication competence enhancement is needed for UND ITFs.

The purpose of this study was to develop a service model for the enhancement of communication competence for ITFs at UND.

Research Questions

This study addressed the following questions:

1. What are the requisites for a program for the communication enhancement and instructional development of ITFs at UND?

2. What is the nature of existing programs designed to enhance the communication and instruction of ITFs at selected universities in the United States?
3. What parameters of the programs existing at other U.S. institutions can be viably applied to the situation at UND?
4. What is a viable model for a program for enhancing the communication competence of ITFs at UND?

Because of extremely limited documentation on programs for ITFs, the present study examined characteristics of existing ITA programs. Some aspects of the ITA programs were then applied to develop a model for the enhancement of communication competence of ITFs at UND.

Review of Literature

With the continued increasing numbers of ITAs at American universities, state mandates and institutional policies have compelled institutions of higher learning to develop ITA programs (Bauer, 1991, p. 420). These programs emphasized improving English language proficiency and were directed more toward ITAs rather than ITFs. In mandated states, 44 percent of the institutions assessed only international teaching assistants, 9 percent assessed only faculty, 44 percent required all types of instructors to be assessed and 3 percent did not identify the individuals (Monoson & Thomas, 1993). Further, there is little documentation on the effectiveness of such programs for

faculty (Neves & Sanyal, 1991). The requirements for ITAs vary from one institution to another as much as the institutions vary themselves. There is not a particular model that is best for all institutions; the most effective programs consider the structure, culture, and needs of the institution (Smith, Byrd, Nelson, Barrett, & Constantinides, 1992).

Language Proficiency Level

Prior to awarding a teaching assistantship to an ITA, many policies require academic units to include an assessment procedure which may or may not be followed by enrollment in a language enhancement program. Faculty assessment is often informally evaluated by department chairs or deans through conversation or observation, whereas, ITAs are more formally assessed using standardized tests (Monoson & Thomas, 1993). Some of these tests include the Speaking Proficiency English Assessment Kit (SPEAK) (Educational Testing Service, 1992) which is a precursor to the Test of Spoken English (TSE) (Educational Testing Service, 1994). The most commonly used test to assess the oral English language proficiency is the TSE. It is found to be an effective predictor of student evaluations of ITAs' oral English language proficiency (Neves & Sanyal, 1991). Other standardized tests commonly used in assessment include the Test of English as a Foreign Language (TOEFL)

(Educational Testing Service, 1994) and the Graduate Record Exam (GRE) (Educational Testing Service, 1994).

Dunn and Constantinides (1991, p. 418) suggested that the TOEFL and GRE could be useful to predict success in the educational programs for ITAs. Their recommendations were to use not only the total TOEFL score in assessment but also the listening comprehension score in section 1 of the TOEFL; to require higher total TOEFL scores when considering prospective ITAs; and to consider the weight of qualitative scores of verbal and language skills compared to quantitative scores like tests on the GRE. Many institutions use other methods, or supplement the standardized tests, to assess prospective ITAs. For example, the University of California, Los Angeles (UCLA) uses the UCLA Oral Proficiency Test for Non-native TAs (UCLA-OPT) (Gallego, Goodwin, & Turner, 1991, p. 405) which is a videotaped, 20-minute discipline-specific interactive teaching demonstration that simulates the teaching environment with face-to-face interaction. This test involves direct interaction so that meaning can be negotiated and communicative competence can be demonstrated. Studies have indicated that ITAs preferred oral interviews and tests of communicative competence (Gallego, Goodwin, & Turner, 1991, p. 405).

There are other issues related to the assessment of ITA and ITF competency for classroom instruction. The validity

of standardized tests to assess oral English proficiency is being questioned. Related problems are the exclusion of assessing cultural awareness and pedagogy, limited objective measures to assess pedagogical skills, definition of U.S. classroom culture, and the range of cultures of international instructors (Monoson & Thomas, 1993).

Cultural Awareness Level

Policies, assessment tests, and programs are criticized as inadequate to screen and enhance the communication of ITAs because the focus is primarily only on oral language proficiency. An issue of concern for institutions are whether these tests measure ITAs instructional readiness as well (Sequeira & Costantino, 1989, p. 80-81). Besides oral language proficiency, culture awareness and pedagogical skills are also considered important in teaching assistant programs (Constandinides, 1989, p. 72). Moreover, language enhancement alone is not sufficient to provide ITAs with all the skills they need for teaching; programs must also include cross-cultural communication and teaching methods (Constantinides, 1989, p. 72). Cultural perceptions of student-teacher roles, interactional behavior, cognitive learning styles, and non-verbal behavior can interfere and prevent meaningful communication between ITAs or ITFs and their students. It is suggested that the commonly-used teaching strategy of questioning be used in programs for ITAs (Tanner, 1991, p. 375) that simulate communication

interaction between students and the teacher in an American classroom. This involves practicing language and culturally-appropriate phrasing of questions and using questions pertinent to a lecture topic. These variables of cultural awareness and pedagogical skills provide a broader basis for assessment and for remedial programs and contribute more substance to considerations about communication interactions that occur in higher education classrooms.

However, cultural differences may not be of great practical significance or may not be a long-lived problem. Student evaluations suggest that personal qualities of rapport, approachability, enthusiasm, and fairness are not greatly different in ITAs than in American teaching assistants. ITAs do not have much difficulty overcoming cultural differences (Davis, 1991, p. 450). Moreover, policies and programs should also consider the rights and privileges of both American teaching assistants and ITAs so that both groups are held to the same standards in assessment and program requirements to avoid potential litigation (Brown, Fishman, & Jones, 1991, p. 402). Further, all teaching assistants should have the necessary skills to be effective teachers.

Pedagogical Skills Level

Faculty development is a broad term that refers to organized efforts to develop the knowledge and skills of

faculty. Within faculty development is instructional development that pertains to improving instruction through developing courses and curricula (Sell & Chism, 1991, p. 19). Separate instructional development programs sometimes exist for faculty and teaching assistants, with more specific programs for ITAs. ESL programs have typically provided training for ITAs in the past (Sequeira & Costantino, 1989, p. 83). More recently, instructional development centers or specific academic departments have taken the primary responsibility for the programs. ITAs have various needs regardless where the ITA programs are centered. Therefore, ITA programs have included staff with expertise in ESL, cross-cultural communication, and instructional development (Sequeira & Costantino, 1989, p.83).

Instructional development activities vary with the needs and current issues of the institution. Such activities also depend on the role of the target educators in the class: teaching assistants, faculty members, discussion leaders, laboratory instructors, tutors, review section leaders, or lecturers.

A constant issue for educators is the appropriate use of instructional strategies in the classroom. One strategy to consider is which instructional model to use: for example, the information processing model, the social model (Darling, 1990, p. 267), or a non-traditional approach of

individualized instruction (Seiler & McAliley, 1990, p. 317). Another strategy to consider is adapting class discussion or activities to the different cognitive frameworks or learning styles of students to conduct discussions that respect and foster diversity development (Knoedler & Shea, 1992, p. 123). An instructional strategy may also address the use of interactional skills of teacher and students using both verbal and nonverbal strategies in the form of questions and opinions to stimulate discussion (Anderson & Nussbaum, 1990, p. 301). Strategies such as those used in industry with high-performing teams can be used similarly in group activities in class through cooperative learning and team learning (Michaelsen, Jones, & Watson, 1993, p. 127).

Another issue extends to the increasing cultural diversity of students in the classroom: ethnic minorities, returning adults, students with disabilities, and women students. Educators must consider the possible effects of culture on all aspects of student learning and on the use of a variety of strategies in the teaching and learning environment. For example, an inclusive strategy allows students, regardless of cultural background, to feel both comfortable and challenged (Wadsworth, 1992, p. 238). A workshop at the University of Hawaii uses narratives for faculty self-examination of their "internal multiculturalism" (Cooper & Chattergy, 1993, p. 81). The

experiences of faculty may result in conflict in the university culture. If faculty can begin to understand the cultural influences on their own experiences, then they can learn to foster negotiation and to increase cultural awareness and cultural sensitivity in their classes.

Another issue may be what type of teaching evaluation to use. Students typically are the major evaluators of the teacher's instruction of a class. Other resources to consider for evaluation could include peer classroom observations, self-evaluations, and portfolios (Kahn, 1993, p. 117-120). Collaboration is also used for teacher evaluations as in Alliances for Change (Tiberius, Sackin, Janzen, & Preece, 1993). It is a collaborative procedure through direct teacher-student dialogue using cooperative relationships--alliances--between pairs of teachers who serve to facilitate student feedback from each others' respective classes. The University of Maryland's University College (Millis, 1992, p. 189) employs a systematic program in which instructors' peers make classroom observations. This provides discussion with their peers which can enhance collegiality, and instructors can reflect about their instruction. A Teaching Consultants' Workshop offered in the Teaching Consultation Program in the University of Kentucky Community College System (Kerwin & Rhoades, 1993, p. 69) uses a collaborative form of faculty peer evaluation. Faculty from different campuses who have been recognized as

outstanding teachers serve as consultants after attending a workshop to prepare them. They provide to faculty clients alternative teaching strategies through stages of interview; classroom observation; videotaping; a questionnaire; data collection, review and analysis; planning and implementation of changes; and then evaluation. The Arizona Western College faculty appraisal system (Olp, Watson, Valek, 1993) includes a faculty self-appraisal, student evaluations of classroom management and teaching preparation, and division chair's rating of faculty on service or growth and development. Subsequently, an interview between the faculty member and division chair compares all appraisal components.

Instructional development issues impact both faculty and teaching assistants, in general, but may also impact them respective to their roles as teaching assistants or faculty members. Unlike faculty, teaching assistants have the dual student and teacher roles that are transitory either as a means of financial support or as an internship for a career as a future faculty member (Staton & Darling, 1989, p. 16). However, the faculty member as a professional has a greater responsibility within the institution.

ITAs and ITFs may need instructional development specific to language skills necessary for successful classroom performance depending on their role. However, as non-native speakers of English, an issue to consider for ITAs and ITFs is strategies to enhance their communication

competence and lessen the pressure on speech communication. For example, the use of visual aids (e.g., chalkboard or overhead projector) may supplement oral-verbal instruction and provide clarification between the instructor and students.

In addition to the demands of obtaining competence in English, another issue that is important to the teaching success of ITAs and ITFs includes understanding the philosophy and purpose of education in the U.S. education system (Constantinides, 1989, p. 71). Such understanding enables ITAs and ITFs to promulgate the expected and accepted culture of classroom behavior of students and teachers that reflect the philosophy and purpose of an educational system.

ITAs are making transitions, like their American counterparts, as students and instructors; however, ITAs must make a transition also as students in one culture to graduate student and teaching assistant in another. Therefore, ITAs must have instructional development similar to that for all graduate assistants and faculty. However, some also need formalized assistance learning, adapting to, and promoting the culture of the American classroom.

Instructional development for graduate teaching assistants is a precursor of faculty development as potential faculty members in the future.

Collaboration Level

Because of the diverse needs of ITAs and ITFs in the areas of language, culture, and pedagogy, an integrative approach is needed to incorporate all three areas. Many ITAs and ITFs have never been students themselves in an American classroom. To increase the cultural awareness of international instructors, some institutions use a collaborative approach that involves American undergraduate students as the primary resource in cross-cultural training. This also facilitates culture awareness of American students and simulates interaction in the classroom. The University of Delaware (Schneider & Stevens, 1991, p. 361) and Louisiana State University (Crookes & Davis, 1993) use this type of collaborative approach in their programs.

The collaborative approach has students sharing in the responsibility in classroom instruction and contributing to alleviate the conflict since the state mandates were a result of student complaints. The American undergraduate students, with ESL specialists, serve these functions: (1) as co-raters in evaluating ITAs on the oral intelligibility, questioning, pedagogy, and cultural skills of their overall teaching performance; (2) as tutors and models of speech and non-verbal behavior; (3) as students in microteaching sessions; and (4) as evaluators and resources for cultural information. The University of New Mexico program (Civikly & Muchisky, 1991, p.357) uses a broader based team of

faculty, graduate students, ITAs, undergraduate interns and undergraduate students with follow-up and training of ITAs during their employment. The University of Nebraska-Lincoln (UN-L) (Ford, Gappa, Wendoff, & Wright, 1991, p. 341) also uses experienced American teaching assistants, ITAs, and American undergraduates. The program at UN-L offers year-round instructional seminars on teaching; regular language workshops for communication enhancement; and an advisory board to address issues that arise pertaining to the support of ITAs.

Summary

In response to complaints by American students about the lack of oral English language proficiency of international instructors, mandates have compelled institutions of higher learning to provide a means to facilitate oral English language proficiency. However, other variables of cultural awareness and pedagogical skills are also essential for effective communication in teaching. Collaboration is an integrative approach to incorporate all three areas. This study was designed to explore which existing parameters and methodologies may be applicable to develop a model for a program to enhance the communication competence of ITFs at UND.

CHAPTER II

METHOD

For the purpose of developing a service model for the enhancement of communication competence for international teaching faculty (ITF) at UND, this study was based both on the review of literature and on the description and comparison of a selected group of programs for international teaching assistants (ITAs) and international teaching faculty at institutions of higher education in the United States.

Design & Procedure

Dr. Donald Wulff, the 1993-94 President of the Professional and Organizational Development Network in Higher Education (POD), agreed to provide, from a current membership directory of POD, the names of institutions of higher learning with active programs for communication enhancement of ITFs. Dr. Wulff identified Harvard University, University of Texas at Austin, and the University of Washington. Because of the small sample of cases and the variability among their programs, individuals who coordinated the programs were interviewed individually by telephone with respect to the uniqueness of their

programs. The respondents provided descriptive information about their programs which constituted part of the qualitative data on which this study is based. The data were analyzed by an item-to-item comparison of characteristics among the programs. Along with the literature on ITA and ITF programs, these comparative data served as a basis for formulating a communication enhancement model for ITFs at UND.

Case Studies

The three institutions selected for this study were Harvard University in Boston, Massachusetts; University of Texas at Austin in Austin, Texas, and the University of Washington in Seattle, Washington. These most comprehensive university ITA and ITF programs in the United States varied in their organization and structure as determined by the needs, requirements, and nature of the institution. All three universities exist within urban areas of highly diverse population. Two of the universities are public institutions--the University of Texas at Austin and the University of Washington--and Harvard University is a private institution.

Telephone Interviews

Telephone interviews with the individual coordinators from the three institutions in this study were used as the primary instrument to obtain data for this study. Printed

documents provided by some of the coordinators were used secondarily as a data base. Telephone interviews were used as the instrument for this study for two reasons: (1) because each institution selected for this study varied in its demographics and needs and requirements of ITA and ITF programs; and (2) the number of cases in this study was small due to the limited number of institutions that had programs implemented for both ITAs and ITFs.

The telephone interviews provided direct communication with staff primarily involved with the programs and allowed specific questions to be asked about the respective programs. The telephone interviews were scheduled by appointment or conducted immediately if the coordinators were available. The interviews varied in duration as detailed below.

A telephone interview was conducted with Ms. Virginia Maurer on Wednesday, November 15, 1994, for approximately 40 minutes to discuss services for ITAs and ITFs. She is the coordinator for International Faculty and Teaching Fellows (teaching fellows are similar to ITAs) at the Derek Bok Center for Teaching and Learning at Harvard University.

Dr. Erin Porter was interviewed by telephone on Friday, November 18, 1994, for approximately 30 minutes. She is the coordinator of Faculty Programs at the Center for Teaching Effectiveness, University of Texas at Austin.

On Wednesday, November 30, 1994, approximately a 45 minute telephone interview was conducted with Ghislaine Kozuh, Ph.D. She is the coordinator of the International Teaching Assistants Program, Center for Teaching Effectiveness, University of Texas at Austin.

On Friday, December 2, 1994, a telephone interview was conducted with Ms. Karen Freisem for approximately 45 minutes to discuss the ITA and ITF programs at the University of Washington. She is the coordinator for the ITA program at the Center for Instructional Development and Research (CIDR).

Data

The qualitative data obtained through the telephone interviews and from the printed documents from the coordinators were analyzed to identify characteristics descriptive of one or more of the ITA and ITF programs at the three institutions. An item-to-item comparison was made among the three ITA and ITF programs. The comparisons included data on: (1) which individuals coordinated and provided services from the programs, (2) what the content of the programs was, (3) what the proficiency requirements were and by whom were they mandated, (4) what the structure of the programs was, (5) what methods and materials were used for assessment and services, and (6) what follow-up procedures were used. Analyses of these data and considerations of the literature provided a basis to develop

a model for a program to enhance the communication
competence of ITFs at UND.

CHAPTER III

RESULTS AND DISCUSSION

The purpose of this study was to develop a service model to enhance the English communication competence of international teaching faculty (ITF) at UND. Telephone interviews with coordinators of ITF development programs from three universities provided descriptive qualitative data of the nature of their programs. From a comparative analysis of the responses, elements emerged for a comparable program for ITFs at UND. The analysis of the data served, along with the review of literature, as a means for designing a model for a program at UND. The data are reported and interpreted sequentially in response to each of the research questions identified in Chapter I.

Research Question Number One

The first question addressed the requisites for a program to enhance the English communication competence of ITFs at UND.

Implementation of a program for ITFs would have five requirements: (1) a staff to coordinate and to provide services, (2) a facility where services would be rendered, (3) assessment measures, (4) management strategies, (5) and

follow-up procedures. These five program requirements were formulated based on ideas from both the review of literature and case studies.

The first requirement would be for a staff to coordinate services for clients within the program. The staff would have expertise in the areas of English language, social and academic culture, and pedagogy or related areas to accommodate the needs of the clients.

The second requirement would be a facility for the staff where services could be provided. The facility would have sufficient space to contain materials (e.g., printed documents, texts, references, videotapes, audiotapes) used in assessment and management methods. Space would also be available for simulated classroom activities as well as separate private areas for consulting with individual clients.

As a third requirement, assessment measures and procedures would be essential to determine a client's level of proficiency in English language usage, knowledge of social and academic culture, and pedagogical needs. Procedures could include formal tests (e.g., SPEAK), informal methods (e.g. oral interview, language sampling, observation of teaching performance) or a combination of both. Using a combination of procedures would provide a comprehensive and integrative assessment in the three areas of language, culture, and pedagogy.

As a fourth requirement, implementation of management strategies would be considered after analysis of assessment data determined that a client would benefit from services. Workshops and orientations would be useful to address concerns that would be applicable to all ITFs. These could be held prior to each academic year or semester, and during the year as the need arose. Additionally, because each client would have various levels of English proficiency, cultural awareness, and pedagogical skills, individual sessions would be advantageous for intensive focus on enhancing these areas. Individual sessions would allow flexible use of management strategies to complement the needs and skills of the client. Also, the frequency and duration of sessions and criteria for dismissal would vary among clients due to the different skill levels, goals, and desires of the clients.

Finally, the fifth requirement would be a follow-up procedure after termination of services to evaluate and monitor the client in the context of the classroom. Evaluation methods could incorporate direct observations, review of videotaped teaching performance, and mid-term and end-of-course student evaluations. Additional management service would resume if evaluation results revealed that skills were not maintained effectively in the classroom.

Research Question Number Two

The second question of this study addressed the nature of existing programs designed to enhance the communication and instruction of ITFs at selected universities in the United States. Because each of the three cases studied have strong ITA programs with design implications for the present investigation, both the ITA and the ITF programs at the three institutions are described in detail in the next three sections.

Harvard University

ITA Service. Ms. Virginia Maurer, the coordinator for International Faculty and Teaching Fellows at the Derek Bok Center for Teaching and Learning, has a master's degree with experience in linguistics and ESL. Other staff of the Center include teaching consultants with ESL experience as well as those for discipline-specific issues of clients. Services are encompassed within an ESL format.

As Harvard is a private institution, there is no institutional mandate for ITAs to meet oral English proficiency standards nor for a formal ITA program, though some departments have mandates for oral English proficiency. However, beginning in the fall of 1995, the Center will present a two week orientation for ITAs that will include topics on various aspects of language, culture, and pedagogy. Similar orientations of variable length and nature have been provided in the past as needed.

In lieu of a formal program, services from the Center are available to ITAs who are referred by their department or volunteer for services because of concerns in the areas of language, culture, or pedagogy. These areas are assessed using The American Council on the Teaching of Foreign Language Oral Proficiency Interview (ACTFL OPI). Since services are designed individually to meet the needs of the ITA through individual consultations, no specific textbooks are used. Strategies and resources are varied and flexible to assist ITAs to accommodate their needs. Examples of these strategies include the use of videotaped teaching practice and review, microteaching specific to the individual's department, workshops on various topics as needed, and panel discussions by teaching consultants in any of the areas of language, culture and pedagogy.

ITF Service:

Similarly to ITAs, there is no institutional mandate for oral English proficiency nor is there a formal program specific for ITFs. The new ITA orientation for the fall of 1995 will be open to ITFs; however, rarely have ITFs attended similar orientations or classes presented in the past. Also, as with ITAs, services provided by the Center are available to ITFs through individual consultations using similar resources and strategies.

University of Texas at Austin:

ITA Service. Dr. Ghislaine Kozuh is the coordinator of the International Teaching Assistants Program at the Center for Teaching Effectiveness. She has degrees in Germanic languages and foreign language pedagogy and expertise in language and cultural development. Two other instructors teach sections of an ITA course within the program. One instructor has a doctorate in linguistics and ESL experiences and the second instructor has a master's degree in ESL.

The University of Texas has a formal certification program for ITAs as mandated by the state in 1989; however, enforcement is made by faculty members of an ITA's respective department.

The ITA program has three stages: (1) assessment of oral English proficiency; (2) orientation to teaching; and (3) a semester course for ITAs on language, culture, and pedagogy.

Assessment occurs each semester with approximately 400 international graduate students assessed annually. Informal assessment is done through an oral interview to discuss concerns and assess communication skills. Assessment of oral English proficiency also includes a modified version of the SPEAK test. It is similar in structure and criteria to the SPEAK test, but the content has been locally developed using source materials specific to an ITA's discipline.

Stimulus items on the test are a variety of teaching situations to elicit various language functions. Two ESL specialists administer and score the test using a scale of 0-300, which is similar to the SPEAK test. A score between 250-300 is considered a passing score. A score between 230-249 is a conditional pass which requires completion of a special course for ITAs through the Center for Teaching Effectiveness or retaking the assessment test. Those who score between 0-229 do not pass and are not eligible for a teaching assistant position with student contact. Those individuals who do not pass may enroll in courses (e.g., ESL) to help improve their oral English, and they can be employed in a position without student contact (e.g., a grader).

Orientation is the second stage of the program that approximately 300 international graduate students attend each year. Those students with passing and conditional passing scores on the assessment must also complete orientation. Orientation is a four-day period that provides information about teaching at the University of Texas at Austin. The first three days are scheduled from 8:00 a.m. to 1:00 p.m. with discussions and lectures. Various topics are covered ranging from University policies, profile of American undergraduate students, and strategies for effective teaching. For example, the Director of Admissions may give a lecture on characteristics of American

undergraduate students. Or, workshops may be given on scholastic dishonesty, sexual harassment, student-teacher relationships, grading, testing, designing exams, planning the first day of class, culture, teaching styles, learning styles, and classroom management. On the fourth day of orientation, a one-hour session includes a videotaped teaching practice and feedback on the videotape. Peers and undergraduate students may be involved. The videotape is reviewed later with the ITA by appointment with a consultant at the Center. Attendance is mandatory at all orientation sessions for certification by the Center. Missed sessions must be made up.

The third stage of the program is a specific course required for ITAs who received conditional passing scores on the assessment and who completed the second stage of orientation. It is offered each semester including summers. The ITA is enrolled in the ITA course during one semester, three hours per week for a total of approximately 45 hours per semester concurrent with an assistantship with student contact. The content of the course is language, culture, and pedagogy. There are three sections of the course taught by different instructors, including one taught by Dr. Kozuh. The instructors do not currently use specific textbooks as they did in the past, but presently a package of handouts is used by all ITAs. Some of the strategies used by the instructors include microteaching, evaluation by peer

graduate students, and evaluation by undergraduates who are paid \$5.63/hour to participate for short teaching practices by an ITA. No class observations are made of an ITA teaching. Also, videotaping is done three times: the first time is primarily for diagnostic purposes; the second time is to assess progress; and the third time is to evaluate whether an ITA passes or fails. If the ITA fails (e.g., due to absences from class), then the ITA is assessed again. If an ITA failed because of inadequate level of English proficiency, then the ITA is tutored one to two hours per week and assessed again. The videotapes are evaluated by a panel consisting of a representative from the ITA's respective department, trained raters, a course instructor, and Dr. Kozuh.

There is no follow-up of ITAs once all stages are completed since funding is unavailable to support follow-ups. However, ITAs who have completed the program are asked to complete a written evaluation of their experience in the ITA program.

An ombudsmen, to whom undergraduate students may anonymously submit complaints, is available. The Center has attempted to discover student complaints of ITAs through the ombudsmen at the university. Presently, no complaints have been brought to the Center's attention.

The ITA program is open to ITFs, but rarely do ITFs participate. However, Dr. Kozuh participates during a

seminar for new faculty, which includes ITFs. She presents information on general communication during one of the sessions.

ITF Service. Dr. Erin Porter is a faculty development specialist and is the coordinator of Faculty Programs at the Center for Teaching Effectiveness. Her doctorate is in speech communication with expertise in teaching development.

Annually, in August, the Center presents a three-day seminar on teaching for new faculty to the University of Texas at Austin, including ITFs. The purpose of the seminar is to familiarize new faculty with teaching at the University of Texas at Austin. Teaching topics may include the role of a faculty member, pedagogical strategies, demographics of students at the University of Texas at Austin, and specific sessions for ITFs. Many of the speakers at the sessions are experienced faculty recognized for their outstanding teaching who may also serve as potential mentors for teaching. Alternatively, ITFs may attend a mid-year annual conference for all experienced faculty at the University of Texas at Austin. The conference is lead by faculty for faculty to discuss various teaching concerns.

At any time while teaching at the University of Texas at Austin, an ITF may be referred to the Center or may voluntarily requests services from the Center. Approximately 5 to 20 ITFs receive services from the Center

annually. As with the ITA program, the areas focused on are language, culture, and pedagogy. But unlike the ITA program, the ITF program is voluntary, informal, confidential, and individualized for the ITF. The program for the ITA is based on a collaborative consultation model (Porter & Kozuh, 1994). Often services are provided in collaboration with Dr. Kozuh, Coordinator of the ITA program, to combine the expertise of the consultants (i.e., language, culture, and pedagogy) as an integrated approach for faculty development to address the areas of concerns of ITFS. The coordinators collaborate as co-consultants to design an individualized program for the ITF, discuss observations, review progress, and make recommendations for the ITF.

Initially, a screening is administered to assess the ITF in the areas of language, pedagogy, and culture. Assessment methods may consist of an oral interview to discuss issues and teaching strategies used, interpret student evaluations, and observe performance in the classroom.

Based on the assessment results, the consultants collaborate to discuss results and determine the areas to be focused on for services (i.e., language, culture, and pedagogy) that may involve collaborative efforts. The consultants collaborate to design an individualized program to complement the ITF's needs. Because of the

individualized nature of the program, no specific textbooks are used; rather a variety of resources are used to meet specific needs. Resources and strategies may include:

- class observations;
- videotaping and review at the Center;
- consultations about course materials (e.g., syllabi or tests); and
- discussions of mid-semester evaluations (e.g., Teaching Analysis by Students (TABS) or Small Group Instructional Diagnosis (SGID), and end-of-course student evaluations.

The frequency and duration of services is variable among ITFS as determined by the individualized program and continuous assessment of objectives is made toward the goals by the consultants. Once the goals are met a decision is made relative to continuation of services. Recommendations may be made for specific additional services or services may be terminated. At the end of services, the ITF completes an evaluation form of the services received from the Center. Once services are terminated, there is no formal follow-up with the ITF. The Center may contact ITFs to follow-up informally on their progress, or an ITF may contact the Center to request additional services. ITFs may volunteer for additional services at anytime in the future at the Center.

University of Washington

ITA Service. Ms. Karen Freisem is the coordinator for the ITA program at the Center for Instructional Development and Research (CIDR). She is a language specialist with a master's degree in Slavic linguistics/ESL. The four other staff members at CIDR who provide consultative services to the ITAs are: two instructional development specialists with doctorates in the areas of speech communication/instruction/ESL and foreign-language teaching/linguistics, respectively; a language specialist who has a master's in English/ESL; and one graduate student language tutor completing a doctorate in ESL.

The graduate school of the University of Washington mandates that ITAs meet English language proficiency standards. The ITAs fulfill this requirement by participating in the ITA program. The program focuses on language, culture, and pedagogy for instruction of undergraduate students. Approximately 100 ITAs participate in the ITA program annually of which one-third are new to the U.S. One-third have previously been at the University of Washington as students, and one-third are transfer students.

The ITA program begins with a pre-autumn workshop that all prospective ITAs must attend. It is for one week of 40 hours with sessions on various topics. Sessions include topics on characteristics of University of Washington

undergraduate students, sessions specific to their role (e.g., lab instructor, discussion section leader, teaching) in their specific discipline, instructional methods, student diversity, learning strategies in the classroom, microteaching and videotape teaching practice, panel of undergraduate students and experienced ITAs.

The SPEAK test is administered during the pre-autumn workshop to those whose role as an ITA will involve contact with students. Test results are determined by the staff of the ESL program. A passing score of 230 on the SPEAK is required before an ITA can assume a role in teaching. If a score below 230 is obtained, the ITA must enroll for one quarter, five hours a week, in an ESL course offered by the ESL program. The prospective ITA must pass a teaching performance test to pass the ESL course, which is equivalent to passing the SPEAK test. Alternatively, the SPEAK test can be repeated six months after the last test date and repeated a maximum of three times.

After completion of the pre-autumn workshop, all appointed ITAs must meet with a consultant from CIDR for consultations, which are confidential, for one year concurrent with their role as an ITA. The consultations are individualized to develop and enhance skills and knowledge in language, culture, and pedagogy. These areas are considered with respect to the ITA's role, the specific discipline of the ITA, and departmental standards.

Initial consultation with the ITA consists of discussing and planning goals focused on the ITA's needs. Strategies used during subsequent consultations may include classroom observation of the ITA, review of mid-term student evaluations (e.g., SGID), and review of videotaped teaching performance, and language tutorials. Since consultations are individualized for the ITA, specific textbooks are not used. Final assessment is done informally, and ITAs may continue to receive services at the end of one year of the program. There is no follow-up procedure after completion of the program. However, ITAs complete an evaluation of the program at the end of each quarter. Rarely have there been complaints reported after an ITA has completed the program.

ITF Service. There is no English language proficiency requirement or mandate for ITFs as there is with ITAs. However, ITFs may request individualized consultations from CIDR as to their concerns about language, culture, and pedagogy.

There is a plan for a new seminar program beginning in the autumn of 1995 for new faculty, including ITFs.

Summary of the Findings from the Case Studies

Information that was just reported from these three case studies was further analyzed. It was segmented into topical items as shown in Table 1, page 37. This table provides an item-to-item comparison across the three cases.

TABLE 1

ITEM-TO-ITEM COMPARISON IN UNIVERSITY ITA AND ITF PROGRAMS

Item	Harvard	Texas	Washington
STAFF			
EXPERTISE:			
-linguistics	x	x	x
-communication			x
-ESL	x	x	x
-pedagogy		x	x
QUALIFICATIONS:			
-doctorate		x	x
-master's	x	x	x
-graduate student			x
FACILITY:			
-instructional center	x	x	x
CONTENT:			
-language	x	x	x
-culture	x	x	x
-pedagogy	x	x	x
LANGUAGE PROFICIENCY			
MANDATE BY:			
-state		x	
-graduate school			x
-department	x		
PROGRAM STRUCTURE			
Orientation	x	x	x
Assessment:			
-formal	x	x	x
-informal	x	x	x
Methods/Resources:			
-ESL course			x
-ITA course		x	
-consultations	x	x	x
-videotaping	x	x	x
-microteaching	x	x	x
-student evaluations		x	x
-observations		x	x
-handouts	x	x	x
-peers		x	
-students		x	
OMBUDSMEN			
EVALUATION BY CLIENT		x	x

All programs were administered from an instructional center and focused in the areas of language, culture, and pedagogy. The structure of the programs consisted of orientations, assessments, and methods/resources. However, the staff at one institution did not have expertise in pedagogy and was not qualified at the doctorate level. One institution included a graduate student as part of the staff. The language proficiency was mandated at various levels at the institutions. Also, programs differed in using various methods/resources. Only one of the institutions had an ombudsmen, and one institution did not have an evaluation of their programs by the client.

Research Question Number Three

The third question concerned the parameters of the programs existing at other U.S. institutions that can be viably applied to the situation at UND.

All of the programs of the case studies had a general three stage structure: orientation, assessment, and services. The first stage, orientation, occurred during the pre-term session or pre-academic year. The orientation was approximately one to two weeks and introduced ITAs and ITFs to the institution. These orientations included discussions on various topics. Different members of the institution made presentations on topics that were pertinent to all ITAs and ITFs on general educational issues, specific

institutional issues, and international instructional issues. An orientation for ITFs at UND may include similar content but specific to UND:

- education system in the U.S.;
- UND policies;
- profile of American undergraduate students, particularly demographics of UND students;
- supportive institutional resources (e.g. services for enhancing communication competence);
- teaching strategies; and
- cultural context of the American classroom.

The second stage of the programs of assessment was used to determine proficiency in language, culture, and pedagogy before a teaching role was assigned. Both formal (e.g., SPEAK) and informal (e.g., oral interview, teaching demonstration) methods were used. The formal methods provided a discrete measurement of oral English language proficiency that served as a basis for meeting the required proficiency standards of the institution. Informal methods were used to assess culture awareness and pedagogy skills as well. Similar use of both formal and informal methods could be implemented at UND for a comprehensive assessment of language, culture, and pedagogy.

The third stage was provision of services for those not receiving a passing test score in assessment or as determined that a client would benefit from services. At

the two public institutions with mandates, the University of Texas at Austin and University of Washington, if an ITA did not receive a passing test score, either an ITA had to pass an ITA course and/or enroll in individual consultations to be considered for a position with student contact. Specific courses were not required of ITFs, but ITFs could have individual consultations that were voluntary and confidential to focus on deficient areas.

A course could be offered for ITFs at UND that focused in the areas of language, culture, and pedagogy and from which all ITFs could benefit. Concurrent with a course, or as an alternative, an ITF at UND could have individual consultations that would provide flexibility to enhance the various levels of language, culture, and pedagogy of each client. The program for UND could have both an ITF course and individual consultations utilizing the similar strategies and resources as in the programs of the case studies (e.g., videotaping, student evaluations, class observations).

Furthermore, the Center for Instructional Development and Research (CIDR) at the University of Washington has a collaborative program that is discipline-specific for ITAs in chemistry in addition to the ESL classes and individualized tutoring through CIDR (Staff, 1991; Watts, 1991). Faculty and teaching assistants from within the Department of Chemistry provide more discipline-specific

assistance that combine class observations, discussions, and hands-on activities. It integrates the specifics of the discipline into the enhancement of language and teaching skills. This could be adapted for ITFs at UND in collaboration with peer faculty members from an ITF's specific discipline.

After termination of a program or services, clients completed a written evaluation of the program or services in the case studies. This was useful for the staff who coordinated the programs and provided services. Future considerations to improve or change components of a program were based on those evaluations. It would be equally useful for a program at UND to implement such evaluations so as to better serve the clients and to meet mandated requirements.

A formal follow-up component with a client after termination of services was non-existent in the programs of the case studies. A client could resume services if a concern arose, but monitoring of maintenance of skills did not occur. Also, rarely were there any complaints from students on the communication skills of the ITAs or ITFs, and only one institution, University of Texas at Austin, had an ombudsmen. However, a follow-up component and ombudsmen at UND would be valuable in assessing the effectiveness of the program and for indicating potential needs and adjustments to meet individual, institutional, and mandated changes as they occurred.

Research Question Number Four

The final question of this study was related to a viable model for a program to enhance the communication competence of ITFs at UND. The program for UND would be a multi-tiered process to be administered by a staff from a common facility.

The findings in this study have shown that the staff coordinators of the programs in the case studies have expertise in related disciplines of linguistics, ESL, communication and pedagogy. Enhancement courses are formatted or provided by ESL programs. The collaboration among the different areas of expertise provide an interdisciplinary approach to address language, culture, and pedagogy concerns of international instructors.

In addition to an ESL format, another related discipline to consider is speech-language pathology in collaboration with other disciplines at UND. Speech-language pathologists (SLP) are professionals with the knowledge and expertise of communication development, communication disorders and communication differences. The SLP is qualified to provide services to ESL speakers for reduction of communication differences. As stated by Brand, 1981, "the speech pathologist's task is...to help clients use English and use it effectively to meet their specific communicative needs." Moreover, SLPs provide services as consultants in collaboration with other professionals

(Damico, 1987), and SLPs typically provide direct services that are individualized or in small groups.

The proposed model for ITFs at UND is centered on communication competence. It is based on the acknowledgment that competence in teaching is impacted by the individual's speech and language usage, cultural awareness, and pedagogical practices. This model includes a five tiered process based on a service format generally used by SLPs: (I) pre-assessment, (II) initial assessment, (III) reassessment, (IV) final assessment, and (V) follow-up assessment. This model is depicted in Figure 1, page 44.

Tier I, pre-assessment, would consist of an orientation. The purpose of the orientation would be to introduce new ITFs to UND and discuss topics pertaining to them. The orientation would occur each pre-semester to accommodate new ITFs who arrive at UND each semester or as an extension of an orientation for all new faculty at UND. The length of the orientation would be determined by the number of sessions scheduled (e.g., two to five days). Presentations at orientation sessions would include a variety of topics on language, culture, and pedagogy such as:

- effective teaching in the classroom;
- demographics of UND students;
- UND policies; and
- concerns of international instructors.

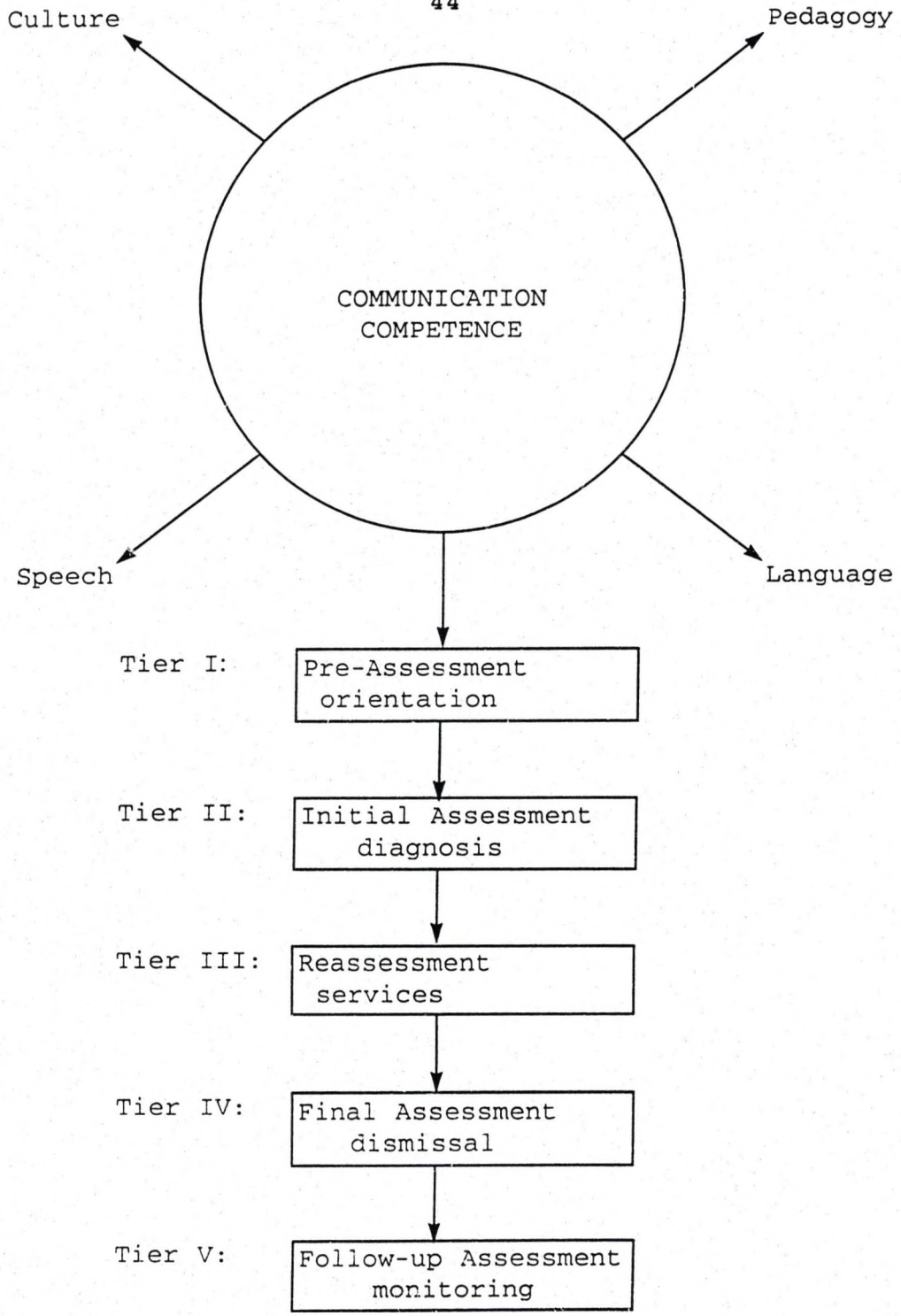


Figure 1. A Model to Enhance the Communication Competence of ITFs at UND.

Presenters could be:

- faculty members who have expertise in these areas and who may serve as potential mentors;
- staff who would coordinate and provide services to ITFs;
- experienced ITFs;
- undergraduate students
- administrative representatives from the various colleges of UND;
- representative from affirmative action; and
- representative(s) from support services available to ITFs (e.g., international, cultural, and instructional development centers) at UND.

In order to comply with the North Dakota State Board of Higher Education mandate to verify the communication skills of all instructors with appointments of classroom instruction (ND Ann. Stat., 1993), tier II, initial assessment, would serve this purpose. Therefore, all ITFs would participate in an initial assessment. As the literature and the three case studies attested, assessment not only in language but also cultural awareness and pedagogical practices were as essential. This tier would involve a diagnostic evaluation in speech-language proficiency, culture awareness, and pedagogy skills. Both formal (e.g., SPEAK, Educational Testing Service, 1992) and informal measures (e.g., oral interview, videotaped teaching

demonstration) would provide a comprehensive assessment of these areas. Whereas formal tests such as the SPEAK test quantifies English skills, informal procedures could be used to assess culture awareness and pedagogy skills since all three contribute to communication competence in the classroom.

After analysis of the assessment results, a diagnosis would be made to determine the level of proficiency, recommendations for intervention, and potential areas for intervention. Intervention would be prior to or concurrent with a teaching position. A teaching assignment would be commensurate with an ITF's proficiency level, similar to the policy at the University of Texas at Austin (Porter & Kozuh, 1994). A conference with an ITF would be arranged to discuss the assessment results and recommendations. If services were warranted, potential goals and procedures, timelines for service (i.e., frequency and duration), and prognosis would be discussed. A confidential formal written report of the diagnostic evaluation would be made of the initial assessment and retained by the program's center.

As clients will vary in their level of proficiency, it would be practical to provide individual sessions to specifically address their needs and provide intensive services. Tier III, reassessment, would involve implementation of management strategies for intervention and

continuous reassessment of the client's progress during management.

The first session of management would include a pre-test through informal measures to establish a baseline of an ITF's current proficiency status prior to the implementation of management strategies. The pre-test results would indicate potential objectives and goals. A number of management strategies as reported in the literature and from the programs in the case studies can be flexibly applied to reach individual client's objectives and goals pertaining to speech-language, culture, and pedagogy.

For example, a management strategy within a speech-language pathology framework is the Speaking English as a Second Language (SESL) model for adult ESL speakers (Peins, Colburn, & Goetz, 1984). The model is an integration of the five major oral communication components of phonology, morphology, syntax, semantics, and pragmatics into a holistic management strategy. This strategy incorporates alternating small group and individual sessions. Language components from past individual sessions are practiced concurrently with newly taught structures. These are then practiced in small group sessions with other ESL speakers until a level of proficiency is achieved. The group sessions act as a transition between individual sessions providing a more natural conversational setting and a social support system, and to reach the ultimate goal of functional

communication. Specific units within the five communication components are selected targets of the client's most frequent needs and new units are added as proficiency of skills are met. Focus is on units that will have immediate benefit to the client and taught skills are immediately transferred to the client's daily environment. The feed-forward/feed-backward flow between individual and group sessions fulfill the immediate goal of functional communication within a minimal amount of time. Specifically the non-verbal unit within the semantic component and the pragmatic component of the SESL model would be particularly applicable to culture and pedagogy goals as well.

Other management strategies could be employed to complement the SESL model. Some of these strategies could be implemented as extraclinic activities directly into an ITF's classroom. For example, videotaping of teaching performances and reviewed later with the ITF, collaborating with students for their feedback (e.g., mid-semester evaluations), or collaborating with a peer faculty member of the ITF's specific discipline with mutual exchanges of class observations and also serve as a mentor. Such activities within the natural context of the classroom would provide meaningful experiences and direct application of skills.

During the course of intervention, continuous monitoring and reassessment of the client's progress are done through intermittent probes. Probing would ascertain

the status of proficiency, allow flexibility in adjusting objectives and goals, and consider alternative management strategies.

Tier IV, final assessment, would consist of a post-test at the end of service to determine the level of proficiency, to determine if goals and objectives have been met, and to make recommendations for dismissal from services or continuation of services. A final confidential written evaluation report of an ITF's progress is to be made by the staff member(s) providing direct primary intervention to the ITF.

Also, at the termination of intervention, the ITF would be asked to complete an evaluation of the program. This would serve to make adjustments and improvements in the program and to better fulfill the needs of the clients.

Since the ultimate goal is communicative competence to teach effectively in the social context of the classroom, tier V, post-assessment would involve a follow-up evaluation of the ITF in class and intermittent monitoring. Evaluation may consist observing class teaching, interpreting mid-semester and end-of-course student evaluations, scheduling individual conferences with the ITF to discuss concerns and perspectives, and monitoring complaints of ITFs made by students through affirmative action at UND. If follow-up results indicated regression in performance, recommendations would be made for resumption of services as needed.

Limitations of the Present Study

This study was limited by the small number of cases, that constitute existing programs and by strategies and resources that are structured more towards ITAs than ITFs. Also, the variability found among the existing programs indicates the difficulty in determining the appropriate requisites and parameters in developing a similar program at an institution. Moreover, the relatively recent development of communication programs for ITAs and ITFs has not allowed time for longitudinal research studies on the effectiveness of such programs.

Nevertheless, the findings support a flexibility in program development particular to an institution. Collaboration that is interdisciplinary and involves students and professionals not only integrates language, culture, and pedagogy but also expands experiential exchanges for all.

CHAPTER IV
SUMMARY AND CONCLUSIONS

The North Dakota State Board of Higher Education mandates that all instructors at a state institution of higher learning demonstrate English language proficiency. This is particularly pertinent to international instructors at the University of North Dakota (UND). Therefore as a response to this mandate, a model for a program was developed in the present study to enhance the communication competence of international teaching faculty (ITF) at UND.

The three most comprehensive university ITF programs in the United States served as case studies in the present investigation. Descriptive data were obtained by telephone interviews with coordinators of ITA and ITF programs from those universities. An item-to-item comparison was made on the responses from the programs. All programs were administered from an instructional center and focused on the areas of language, culture, and pedagogy. It was determined that programs for ITAs were more formally structured, mandatory, and consisted of orientations, assessments, ESL/ITA courses, and consultation services. By contrast, orientation, assessment, and consultation services were

available to ITFs voluntarily or on a referral basis. Moreover, the ITF programs were designed specific to the institution. This was indicated by the variation in the characteristics of items, length of program, staff expertise and qualifications, and methodologies and resources. The programs varied in their nature and parameters. However, collectively, these programs provided a basis for considering the requisites of a viable model for a program for ITFs at UND. These findings and the literature provided a framework for the development of a model for a program for ITFs at UND.

The program for ITFs at UND would include an interdisciplinary staff to administer services and a facility (e.g., instructional center or international center) where services would be rendered. Services would be individual and/or group.

The model of the program is a five tiered process consisting of:

- tier I, pre-assessment--an orientation to UND's student demographics, policies, and issues pertinent to ITFs;
- tier II, initial assessment--a diagnostic evaluation of communication competence in speech and language proficiency, cultural awareness, and pedagogical skills;

- tier III, reassessment--management strategies and probes during services to enhance communication competence;
- tier IV, final assessment--an evaluation for dismissal from services; and
- tier V, follow-up assessment--to monitor the maintenance of skills.

This model provides for a formalized, interdisciplinary, integrated, and structured program to enhance the English communication competence for effective teaching in the American classroom.

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