

ESL TEACHER TRAINING PROGRAMS

As part of a workshop in developing a curriculum for ESL teachers, "Establishing and Evaluating a Major/Minor Curriculum," given at the international TESOL convention in Boston on February 27th, teachers and administrators interested in teacher preparation recommended classes for specific teaching situations.

Participants were divided into different groups with two groups reporting on "Teachers for Pre-university Students." The only stipulation in recommending a curriculum was that (1) programs be realistic in considering the faculty of a university and (2) limit the course hour requirement from 30 to 45 on the undergraduate level and from 20 to 35 on the graduate level.

Some groups had very spirited discussions with a few members expressing reservations about the final consensus submitted by the group.

All groups—both on the undergraduate and graduate level—recommended a three hour basic class in linguistics. All also recommended a practicum in teaching in addition to methods and materials classes.

Following are the recommended courses submitted by the groups:

Group 1. An ESL teacher training program for those who will teach abroad. (an undergraduate or graduate program)

- 9 Methods
 - a. techniques of teaching
 - b. foreign language course
 - 5 Practicum
 - a. observation
 - b. teaching
 - 3 Grammar of English as a foreign language
 - 2 Phonology
 - 3 Materials: preparation, use, and adaptation
 - 2 Education: theory and philosophy
 - 2 Resource development
 - 2 Cross cultural studies
 - 3 Introduction to linguistics
- 31 hours

Group 2. An ESL teacher training program for those teaching pre-university courses. (a master's degree)

- 3 Methods and techniques
- 3 Curriculum and development (materials and texts)
- 3 Linguistics
- 3 Phonology
- 3 American university study skills
- 3 Teaching composition
- 3 Student teaching
- Master's thesis

24 hours plus the thesis

Group 3. An ESL teacher training program for those teaching pre-university courses (a master's degree)

- 3 Methods
- 3 Grammars of English
- 3 Language testing and evaluation
- 3 The English language
- 3 Materials development and evaluation
- 3 Practicum
- 3 Seminar in L2 acquisition/learning
- 3 Seminar in applied linguistics
- 6 Study of a non-Indo-European language

30 hours

Group 4. An ESL teacher training program for those who will teach on a secondary level (undergraduate or graduate program)

- 3 Phonetics
 - 3 Linguistics
 - 6 Methods and materials
 - 3 Grammar
 - 3 Testing
 - 6 Practicum
 - 3 Practicum seminar
 - 3 History of the English language (elective)
 - 3 Language acquisition
- 30 or 33 hours

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Teacher Training Programs

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Group 5. An ESL teacher training program for those teaching in transitional/bilingual education (undergraduate program)

- 3 Transitional/bilingual education (overview)
- 3 Psychology of learning
- 3 Philosophy of education
- 3 Theories of language learning
- 3 Introduction to linguistics
- 3 Methods of second language teaching
- 3 ESL materials
- 3 Cross cultural communication
- 3 Theories of grammar (syntax)
- 3 Phonology
- 3 Field study
- Student teaching: Concentration on teaching ESL through the content areas
- Experience(or competency) in a 2nd language

33 hours plus student teaching and foreign language competency

Group 6. An ESL teacher training program for those teaching in adult education (an undergraduate or graduate program)

- 3 Introduction to adult education
- 3-6 Psychology of adult education
- 3 Linguistics
- 3 Materials and Methods: Oral
- 3 Materials and Methods: Written
- 3-6 Practice teaching
- 6 Related electives

30 hours

An interesting feature of these recommendations is their great variety. Except for the similarities noted above, each program seems to take a separate direction according to the specific needs of each emphasis in the TESL field.

An outgrowth of these recommendations might be more teacher training programs which specialize, i.e., prepare teachers for specific teaching areas or offer a multiple track system in teacher preparation, overlapping when possible, but offering needed in-depth specialization in specific areas.

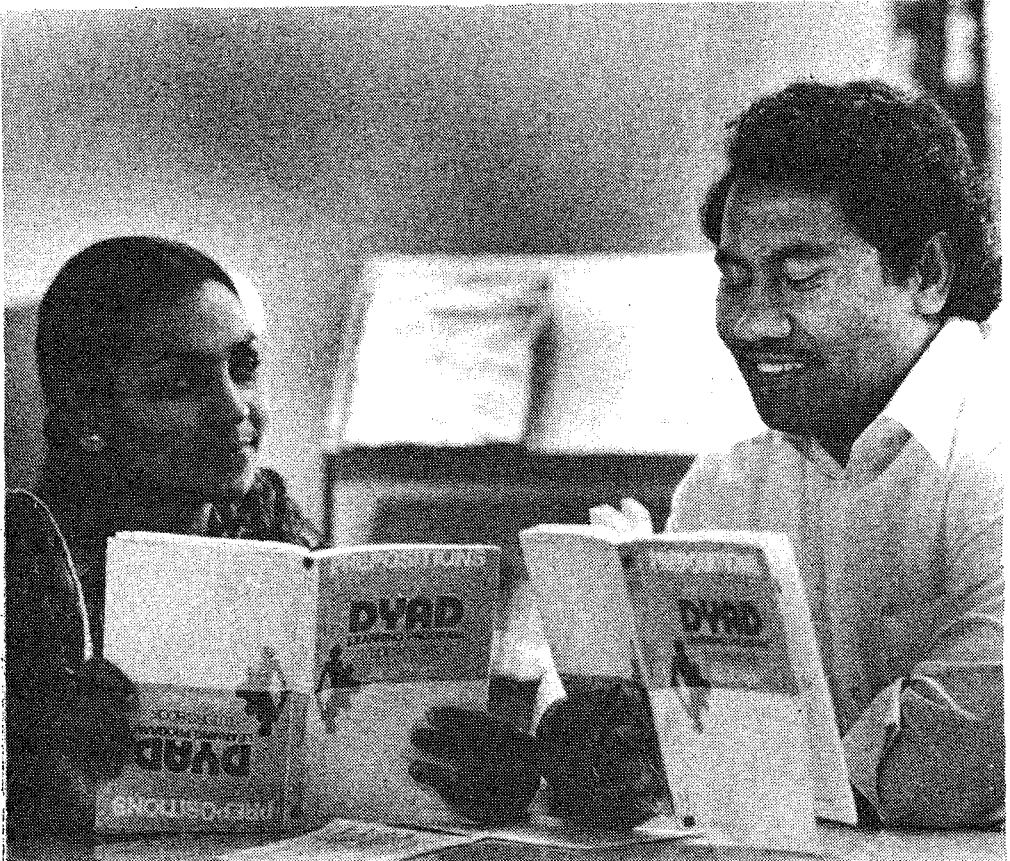
TESL Reporter

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Shushilta Devi Prasad (left) and Faalafua Auvaa learn prepositions working together in the English Skills Lab.

TESL REPORTER 12-YEAR INDEX FORTHCOMING

The editor and staff of the *TESL Reporter* in cooperation with the library of BYU-HC have compiled a twelve year index covering volumes 1-12. This index will appear as the Summer 1979 issue of the *TESL Reporter* and will be sent to all who are on the regular mailing list. Some—but not all—back issues of the *TESL Reporter* are available and will be sent to anyone who requests a specific issue.