

ESOL Teacher Survey Results

45 ESOL teachers responded to the survey

- Teaching Assignments: ESL, basic conversation, grammar, workplace readiness, job preparation/self-sufficiency, basic skills, writing, reading, EL/Civics, reading, life skills, listening, speaking skills, TOEFL Prep, yoga, US History/English, Young parents, Spanish GED
- Instructional Hours: Vary with program from 45/50 minutes day classes to 3 hour classes. The majority are 2 hour classes. Day classes are daily, night classes vary from 1 to 3 nights per week.
- Type of Enrollment: Most are Open enrollment, only 3-4 managed enrollment, a couple have both.
- Computer Access: The majority have no or limited access to computers. The rest have open access and use them daily.
- Paid Planning Time: The majority have at least ½ hour of paid planning time. A few have equal planning and class time paid.

Level of ESOL taught						
Pre-Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1	25	29	31	23	23	26

Teaching Situation			
Rural - 6	Suburban - 5	Urban - 26	Mixed - 3
Isolated - 10		Collegial - 14	
Part-time - 32		Full-time - 12	

Education:

Bachelors Degrees: 37

Communications, English, French, International Affairs, Spanish, Elementary/Environmental Education, Early childhood, Sport Science, ESL, TESOL, Special Education, Elementary Education, English Literature, Linguistics, Women’s Studies, Business Management, History, German,

Anthropology, Marketing, History, SS Composite, Liberal Arts, English/Reading, Geography, Social Psychology, Sociology, Accounting, Computer Science, Chinese Literature, Business Administration, Literature, German relations

Masters Degrees: 19

Applied Linguistics, Linguistics, Micro Computers, TESOL, English, Law, Ethnomusicology, Music Education, Second language acquisition, adult education, curriculum

Doctorate Degrees: 2

Second Language Acquisition, Educational Technology

Certificates or Endorsements: 26

TESOL, ESL, Foreign Language, English, History, German, English, French, Bilingual: Spanish/English, Geography, ESL Literature, Music, Computer

Years of Adult ESOL Teaching Experience:

Less than 1 year:	3
1 - 3 years:	9
3 - 9 years:	16
10 + years:	17

Training and Professional Development

Participant: 41

Facilitator: 19

Topics: Refugee issues, elderly refugee issues, methodologies, second language writing, reading vocabulary, using, songs, mediation, newspaper in the classroom, student persistence; retaining volunteers, BEST Plus, computer lab tutor training, professional development plans, approaching private foundations; testing, test taking skills, survival skills, Excel, testing procedures, gang workshops, SIOP, teaching writing processes, writing across the curriculum, teacher training, group discussion, adult education strategies, drug prevention, like-ski9lls topics, grammar, world cultures, communication activities, again service, teachings aids, sources for lesson preparation, teaching strategies, engaging activities, dictations, oceans of lessons, socio-political issues, empowering language, power point, digital camera, flash, video animation, ESL

Observation/Feedback Projections

Participant: 22

Facilitator: 5

Topics: Giving tests on computers, developing a syllabus, job prep, social needs, teaching evaluation, second language acquisition, reading assessment, testing, SEOP, SIOP, cultural training, TESOL, survey students, develop curriculum, changing curriculum, adapting curriculum.

Inquiry/Research

Participants: 9

Facilitator: 3

Topics: Second language reading/writing, ESL endorsement program, action research, leadership, getting feedback, ELLIS software study, teaching strategies.

Other

Participants: 11

Facilitator: 1

Topics: Refugee providers, SEED, ESOL assessments; literacy strategies; phonics and syntax; methodology for ESL, reading, writing pronunciation, School law, co-worker presentation exchange, weekly meetings on various topics, license program, on-line literacy strategies for English teaching, LEA stories, teaching skills using students own words, emergencies, trip to dentist.

Specific Topics

Participants: 6

Facilitator: 1

Topics: Dyslexia, literacy for adults with children's literature, Motherhead, Fatherhead, tutor training, diversity training, Excel, reading, math, life skills, technology.

Learning Format:

Large Group: 34

Online: 3

Lecture/Reading: 23

Small Group: 36

Online/face to face hybrid: 2

Interactive: 23

Mentoring: 11

Peer Coaching: 13

Study Circle: 8

Other- Specify: e-mail discussions, newsgroup discussions, frequent activities/games/computer time, quality of books and teaching materials, video series.

How have these training improved your classroom management systems and/or teaching methods?

1. They have helped me to better understand out students, and the issues they are dealing with.
2. Given ideas on new approaches for low-level to intermediate students, especially for those with disabilities. (Need more on current national trends in working with illiterate, non-Roman alphabet, under privileged population.
3. Training provide new instructional ideas, new research of other opinions about how best to approach the classroom. Adult education training did not address the

- needs of the illiterate immigrant population as Mhonos needed
4. I have been doing more scaffolding and practice with my students before having them work independently. I have seen less confusion about instructions and more confidence about working on their own. I also feel my reading instruction has improved, because I know what areas to work on with my ss. We've introduced new testing also, so it will be easier to monitor improvement.
 5. Provided a broader scope of activities to format for individual classes/subjects, students.
 6. They have helped a lot. We have a better assessment/testing overall in our program. I have tried to use a variety of strategies so that all students will benefit from the class.
 7. Made the environment more conducive to learning, more cooperation among students when the lesson is well planned.
 8. We have improved our core reading program tremendously; added testing to track reading improvement; set-up an extensive reading library.
 9. The methods have shown me better ways to have interactive teaching. I've learned new teaching methods and better ways of assessing students.
 10. Given many different ideas and methods to use.
 11. I find observing others both refreshing and enormously instructive to relate to my own methods, strengths and weaknesses.
 12. Yes
 13. I learn something each time I participate in or lead a workshop, discussion, etc. These experiences have been invaluable in learning what to prioritize in my planning and teaching.
 14. Mostly by stimulating my imagination and prompting me to try similar practices in my own program
 15. BEST Test, in providing lessons to meet the basic English needs for ESL students.
 18. Training on theory and classroom practice usually reinforce observations made through experience or sometimes previous education. Technical training is rarely useful in that the gap between presentation and potential application has often been much, much too great. Training opportunities are often most productive in promoting peer networking.
 19. Have learned something I've tried to incorporate into my teaching methods, or classroom management.
 20. Yes, and enhanced.
 21. The reading and math presentations gave me some good ideas. E.g. reading aloud to students while they follow to improve their speed.
 22. I find all kinds of professional development very beneficial.
 23. Going through both the SDAIE/SIOP at SUU and BYU's ESL program have really helped me.
 24. I think the writing workshop reminded me of the importance of having students write a lot, and write about things that are important to them personally. I hope to incorporate this into my classroom.
 26. I have taught many of these classes and they have especially helped those teachers that don't have any teaching experience.

27. The training have kept strategies and teaching ideas running though my mind, helping me to change things up in the classroom.
28. Endorsement program at WSU taught me everything I know. I have not had any other training yet.
29. Students become more enthusiastic about learning when they realize that they will be taught through a variety of different techniques. Consequently, their enthusiasm pushes them to try harder and gives good results.
30. Yes, quite a bit. They have helped me to focus on the best teaching material.. But best I mean the most practical and beneficial. Also it has provided me with new creative methods.
31. This is my first.
32. Innovative ideas, help in building up teaching files.
33. I have been out of the country for the past 2 years and so I haven't been involving in any training.
34. When I have been a participant, I have learned various teaching methods.
35. I have been able to design a more structured classroom with many activities revolving around a theme.
36. They have helped me see the various activities and lesson plans that I can incorporate into my lessons.
38. The training helped to manage the class with different levels and catch the attention of students for new methods.
39. The training has helped sustain a continuity in class development and curriculum and still present fresh and humorous change of face. Training has demonstrated how to cope with different levels of ability and education in the same class.
40. The training gave me clearer ideas and better overviews of what to cover in my class; a better understanding of how to handle the different students' personalities and how to meet their individual needs.
43. I have learned that managed enrollment seems to work better than open and we have incorporated some managed enrollment into our program. I have also learned more about eh ESL testing and met people who can answer my specific questions at many of the workshops I attended.
44. Not applicable, just learned a lot of computer applications, but I don't teach them in my ESL class and I'm too busy to develop power point presentations.
45. It helps we organize class time and meet individual needs.

How have these training improved your student management systems and/or teaching methods?

1. I'm more tolerant of the time they need to take off for appointments, etc. I've learned to simplify everything given the students' limited educations.
7. More ideas to improve learning and getting all students interested; better assessment to improve reading; overall better teachers. You can always learn more.
8. Helped put basic principals to work in the classroom.
9. Improved SEOPs. More aware of each individual's special needs and necessary adaptations.
10. Because better educated in the management of classroom groups of different ESL

levels.

11. I have become a more relaxed, happy teacher who can enjoy the gifts and experiences students bring to the classroom.
12. They have given me motivation and new ideas.
13. I learn something each time I participate in or lead a workshop, discussion, etc. These experiences have been invaluable in learning what to prioritize in my planning and teaching.
14. BEST Plus has been a great assessment tool - far better than the original BEST> Learned some useful things at presentations on program management, especially fund raising.
15. I have learned a lot about placement in practices, how to train. I feel more connected as a team through some of our training efforts, which is really important to me.
17. I have tried ideas and techniques presented at conferences. Some were helpful.
18. They have had little or no impact. The students most in need of specialized attention - the elderly, learning impaired, illiterate, handicapped, and traumatized students - are rarely if ever addressed in training.
19. By growing and improving in knowing how different learners learn and being able to manage students (different ethnicity, abilities and ages).
20. By being aware of different student learning, diversity and helping student improve writing skills and reading skills as well as math.
21. The EXCEL workshops helped me organize my classes/attendance/assignments better.
22. Participating in workshops gives a lot of material to apply to your teaching style.
24. As I participated in the workshop, I took a separate sheet of notes about ideas I wanted to use in my classroom, usually generated by the other teachers around me as they talked about what worked well in their classrooms.
26. They help to motivate and give new ideas.
27. These training have encouraged me to relate better with different learning preferences.
29. I am better able to relate to students and to adapt my teaching methods to their individual needs.
30. I feel confident in handling a class of almost any size because I have curriculum ideas that will work in either a small or large classroom setting.
31. My first.
34. They have helped me learn how to facilitate.
35. I have been able to assess students' needs better through the implementation of these activities.
36. More discipline, better organization.
38. The methods help to improve providing new materials for their different needs among their unique cultures.
39. In addition to the above the training has given practical suggestions how to have students participate in listening, speaking, reading, and writing including participating in the blackboard and addressing the class.
40. The training gave me guidelines in handling their matured personalities traits and differences in their national backgrounds and customs.

43. I have learned ways to retain students and been exposed to material and curriculum to use in my classroom. I have learned more ways to keep it interesting therefore keeping students.
44. Same as above.

Professional Development Preferences

Type	1 st Choice	2 nd Choice	3 rd Choice	4 th Choice	5 th Choice
Developing your own plan of study with support from state or program (3.3 average)	9	2	12	10	6
Researching an issue, problem, or topic in your own teaching environment (Alone: 3, With others: 8, online: 1) (2.8 average)	4	12	9	6	4
Practicing classroom strategies with feedback from colleague or supervisor who observes (3.2 average)	4	10	6	6	11
Working on a program project (3.1 average)	7	8	5	8	10
Attending workshops to learn new instructional skills (2.1 average)	19	9	5	6	3
Auditing classes or supervisor or other good teachers (average 1)	1				

Professional Development Content			
Type	1 st Choice	2 nd Choice	3 rd Choice
Assessment issues (for placement, NRS, in-class) (average: 2)	2	3	2
Cultural Issues (average: 2)	3	0	3
Communicative strategies (average: 1.9)	3	3	2
Curriculum (development and use) (average: 2)	3	1	3
EL/Civics and citizenship (content and issues) (average: 2.6)	0	2	3
Lesson Planning (average: 1.7)	4	5	1
Needs assessment and goal-setting strategies (average: 1.7)	2	3	1
Managing multilevel classes (average: 2.2)	5	2	5
Professional concerns (certification, benefits, advancement, outlook)	1	1	0
Program issues (retention, funding, recruitment, type and intensity of classes) (average: 2.2)	0	4	1
Standards (state, program, content, alignment to curriculum) (average: 0)	0	0	0
Teaching ESOL learners in ABE classes (average: 1)	1	0	0
Teaching literacy and beginning levels (average: 1.8)	9	4	3
Teaching reading to adult English language learners (average: 1.8)	4	9	1
Teaching writing to adult English language learners (average: 2.1)	6	4	9

Techniques (role plays, LEAs, TPR, dialogues, etc.) (average: 2.2)	3	1	5
Technology (instructional use: 6; teacher use: 1-power point; data entry: 1) (average: 2.3)	3	1	6
Other: (first language literacy training for English language learners; materials selection and design, spec. "leveling" books for sustained silent reading; teaching literature; phonetics/pronunciation by a linguistic/speech pathologist) (average: 2.3)	1	2	3

Comments:

1. All of these topics would be useful
3. Illiterate immigrants would greatly benefit from short, direct, intensive literacy training in their first language. This would help them to learn English faster.
9. We appreciate all of the help we received from the USOE. We always feel that we have an open line of communication with them.
18. Some of our most needy students are minorities in their own countries of origin who have been banned or discouraged from going to school. Many of these have also been politically or economically repressed. These are the students that are the hardest to teach.
19. I have worked for over 25 years, so I have encountered all of the above and have had some training or self-learned it in the past.
20. I think I have experienced most of the above.
24. I'm interested in the Power Point class Cindy mentioned in our last meeting.
39. I appreciate the high priority given by the administration to supplying a comfortable forum and a pleasant atmosphere in which to teach.
40. ESL program is working effectively in our department with the support of our heads and co-workers. However, I am looking forward to another teacher training this year.