Training for Volunteer Teachers in Church-Affiliated English Language Mission Programs

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The abstract and thesis of Janet Noreen Blackwood for the Master of Arts degree in TESOL were presented February 6, 1998 and accepted by the thesis committee and the department.

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ABSTRACT


Title: Training for Volunteer Teachers in Church-Affiliated English Language Mission Programs.

There is currently a debate among language educators regarding the training and certification of EFL teachers. Largely ignored in this debate are short-term volunteer teachers in church-affiliated English language mission programs. These teachers fall somewhere on the continuum between untrained language teachers and trained professional language educators. The current study took place in response to the lack of research information available on this aspect of ESL/EFL teacher education.

This study focused on the training that is provided to volunteer ESL/EFL teachers affiliated with the Seventh-day Adventist (SDA) denomination. The four research questions sought to determine how the content and procedures of the SDA training programs compared to two intensive ESL/EFL training programs recommended by Teachers of English to Speakers of Other Languages (TESOL), what motivations and previous training or experience trainees possessed, their assessment
of the training they received, and what suggestions can be made for improvement of training programs based on their evaluation.

Data from the 79 study participants were collected using a questionnaire designed to assess the practices and procedures used in short-term volunteer English teacher training programs. During a four-year period (1993-97) all of the study participants had taught in English language mission programs affiliated with the SDA denomination.

Descriptive statistics were used to analyze the data. It was shown that SDA training programs are significantly shorter, cover less content, and use fewer procedures than the two intensive ESL/EFL training programs recommended by TESOL. Most of the volunteers have no previous training or experience and one of their strongest reasons for becoming a volunteer teacher was a desire to share the gospel. Perceived weaknesses of the training greatly outnumbered strengths. Sixty-seven percent of respondents reported feeling inadequately prepared and only 27% stated they were satisfied with their training. Recommendations for improvement include mandatory training in a standardized training program which is based on needs analysis, inclusion of more content and use of a wider variety of training procedures, an action plan for implementing the needed changes, and dialogue with Christian Educators in TESOL (CETESOL) regarding the training Christian organizations provide for volunteer short-term missionaries teaching English.
TRAINING FOR VOLUNTEER TEACHERS IN CHURCH-AFFILIATED
ENGLISH LANGUAGE MISSION PROGRAMS

by

JANET NOREEN BLACKWOOD

A thesis submitted in partial fulfillment of the requirements for the degree of

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in
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Some journeys last only a few days while others turn into expeditions that consume a great deal more time. Researching and writing this thesis has been the latter. I am grateful to the following people who provided me with support, encouragement, and direction along this longer-than-it-should-have-been excursion:

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Subjects - thank you for taking the time to share your views on your training in hopes of making the experience better for someone else.

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My Lord and Savior Jesus Christ - who, because of His great faithfulness, makes every journey, no matter how long, one of joy.
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CHAPTER I

INTRODUCTION

It has only been within the last decade that a majority of states in the U.S. have required certification for English as a Second Language (ESL) teachers (Kreidler, 1987). This has led to an increase in the number of ESL teacher training programs available at both the undergraduate and graduate levels. For the most part, the focus of discussion regarding preparation and certification of language educators has now shifted to the international arena. Although many TESOL professionals resent the untrained, inexperienced teachers who go overseas and claim to be professional language educators, there are many others who recognize that the demand for English teachers in many countries, especially Asian countries, far exceeds the current number of certified teachers. Many religious organizations have also realized this and have chosen to capitalize on this fact either by placing their employees in already established conversational schools or by opening English language schools staffed by volunteer teachers who make a commitment to teach for a limited length of time – usually 9 months to a year. Although these schools usually have names such as English Language Center or English Language Institute they are not restricted to being centers for the teaching of English, but also serve as a means of disseminating a group’s religious beliefs. Most of these organizations provide their short-term
volunteer teachers with some training in ESL methodology and cross-cultural evangelism. Some organizations also provide an introduction to the native language of the country where the volunteer will work. This training and orientation generally lasts from three to ten weeks, but as little as two days of that time may actually be spent in specific instruction on teaching English as a second language (P. Gustin, personal communication, April, 1993).

Although there is an ongoing discussion regarding language teacher education, and a number of frameworks have been constructed for examining this area, there is a dearth of information regarding training programs that are limited in length, specifically designed for volunteer teachers, or used by religious organizations which operate English language schools. No guidelines or standards have been formulated for these types of English language programs either. This lack makes it difficult to measure the extent of the training programs’ success.

In spite of the fact that religious organizations are involved in a large segment of the EFL teaching being done, no previously published research addressing the topic of teacher training for short-term volunteer teachers working with church-affiliated English language mission programs could be discovered. Therefore it is the primary purpose of this study to add to the limited research available on the subject. The current study examined the teacher training programs provided for short-term volunteer English as a Foreign Language (EFL) teachers affiliated with the Seventh-day Adventist denomination. Secondary purposes included two things: 1) providing the Seventh-day Adventist organization with a basis for taking a critical look at their
EFL teacher training programs and contributing information to program administrators on which they can base future decisions about training programs, and 2) providing a basis for comparison between the programs of this organization and the training provided by other Christian organizations with similar English language mission programs. This study may also provide the basis for subsequent research that explores the overall effectiveness of such training programs and language schools and the ethical questions raised by the use of language schools to promote religious beliefs.

DEFINITION OF TERMS

Certain terms and acronyms require definition for the understanding of this study.

**ESOL/ESL** - English for Speakers of Other Languages or English as a Second Language refers to English classes for people whose first language is not English. Used in reference to the U.S. or countries where English is used widely as a medium of communication, although it may not be the native language.

**TESOL** - This acronym stands for teachers of people whose first language is not English as well as the international professional organization for such teachers. In order to avoid ambiguity, each time TESOL is used in this study it will refer only to the
professional organization. The term “ESL/EFL teacher” will be used to designate a teacher of English as a Second Language.

**CETESOL** - Designates Christian Educators in TESOL. This group, founded in 1984, is dedicated to providing a forum for networking and sharing ideas among Christian TESOL teachers. CETESOL meets each year at the annual TESOL Convention and publishes a tri-annual newsletter.

**EFL** - English as a Foreign Language is the name given to English classes in countries where English is not the language of wider communication.

**Limited Training** - English language teacher training which lasts only a few hours or days. Often focused on training teachers to use only one type of teaching method - the method used by the organization with which the teacher will be affiliated.

**Short-term Volunteer** - Persons without formal ESOL/EFL training who agree to spend less than three years in a country other than the United States working as an English teacher. In exchange for their work they generally receive free housing and a small stipend for living
expenses. In most cases they are responsible for their own travel expenses to and from their teaching assignment.

**SDA/Adventist** - Seventh-day Adventist. A Christian denomination which has had a worldwide emphasis since its early beginnings. The first missionary was sent out in 1874 and the church continues to send career and volunteer missionaries. The church is currently active in a variety of capacities in approximately 190 countries. English language teachers affiliated with the denomination are working in at least 35.

**SM/AYS** - This refers to the Student Missionary program of the SDA denomination. Begun in 1959, it provides SDA students of college age with the opportunity to spend nine to twelve months serving in a wide assortment of jobs such as elementary school teachers, carpenters, orphanage workers, or nurses aides. Many of these Student Missionaries (SMs) teach in English Language Schools. The name for this program has recently been changed to Adventist Youth Service (AYS).

**AVS** - This stands for Adventist Volunteer Service program. Similar to the SM/AYS program in structure, it involves volunteers of
any age, but a large portion of these volunteers are over 65 years of age.

**ITS -** This is the International Teacher Service program which was founded in the mid-1980’s and discontinued in late 1995. It facilitated the placement of SDA college graduates in public universities in a variety of countries as well as providing faculty for SDA operated English language schools. China and the former Soviet Union were the two areas receiving the largest number of English teachers associated with this program.

**ADRA -** Adventist Development and Relief Agency. Provides disaster relief and development programs around the world. A small number of short-term volunteer English teachers have worked with ADRA as a part of some of this agency’s development programs.

**AFM -** Adventist Frontier Missions. An independent, but supporting organization of the SDA denomination. This organization has its own Student Missionary program in which a few of the SMs have worked as English language teachers.
METHOD

Data for this study were elicited by mail using a questionnaire developed by the researcher. This questionnaire was mailed to 196 former short-term volunteer English language teachers who had taught in affiliation with the Seventh-day Adventist church within the last four years (1993-97). Seventy-nine responses were received resulting in a return rate of 44%. Results of the study were analyzed quantitatively using descriptive statistics.

RESEARCH QUESTIONS

It is a fact that a significant number of EFL/ESL teachers outside of the U.S. are employed by religious organizations. Unfortunately little published research exists on the quality of these church-affiliated language programs, the teachers they employ, or the training that those teachers have received. Because good training is necessary before good teaching is possible, it is important to look at the teacher training that is being provided by these religious groups - in this case the SDA denomination. The evaluation that results from taking such a look involves more than just collecting information. According to Nunan (1992) it also entails two other components – interpretation and action. The first requires making judgments regarding the information gathered while the second entails using the information for decision-making purposes. The research questions which follow attempt to encompass these two components. The questions look at aspects of the training program about which
value judgments can be made and for which modifications can be suggested for correcting any deficiencies. These four questions each provide a significant piece in obtaining a clear view of the overall training program. The first question addresses the content and procedures of the training program. The second question relates to the personnel who are receiving the training and working with the content of the training program. The final two questions are aimed at discovering how volunteer teachers view the training program and what modifications can be suggested to make improvements in the existing programs.

The following are the research questions for the current study:

1. CONTENT AND PROCEDURES: How does the content of the training program – including length of training, components included, time allotted for each component, materials and procedures used – compare to two intensive ESL/EFL teacher training programs endorsed and recommended by TESOL?

2. VOLUNTEER TEACHERS: What qualifications are required by the SDA denomination to become a volunteer teacher, what previous ESL/EFL training or experience do they have, and what motivations do these teachers have for volunteering?

3. PROGRAM EVALUATION: What is the assessment of the program – including strengths and weaknesses, value of each component, and level of
satisfaction - by volunteer teachers who have completed the training program and worked for the Seventh-day Adventist denomination?

4. PROGRAM IMPROVEMENT: What suggestions for improvement of the training program might be proposed based on responses to the preceding research questions?

Chapter IV details specific questions which elaborate on these research questions.
CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

When assessing the training programs provided by the Seventh-day Adventist denomination for volunteer teachers who will be teaching in English language programs around the world, it is necessary to have an understanding of several related components. It is essential to realize the increasing importance in other countries of learning English, and the result this increased demand for English instruction has had on the ability of untrained native speakers to obtain English language teaching employment outside the United States. This leads to an investigation of the arguments surrounding the debate over the advantages and disadvantages of trained and untrained teachers and a look at the standards and guidelines which govern language teacher preparation. It is also important to look at the goals and programs of church-related organizations who operate language schools utilizing volunteer teachers with limited training. Finally, an exploration of theories of language teacher training are relevant as well as taking a look at the research that has been done specifically on teacher training programs for short-term volunteer teachers. This chapter will review what the current literature can tell us about each of these aspects.
ENGLISH AS A GLOBAL COMMODITY

As English has emerged as the international language of business, travel, science, diplomacy and a number of other areas (Duke, 1991), the demand for instruction in English has skyrocketed. By what are thought by some to be conservative estimates, the former Soviet Union alone has more than 45 million ESL students (Cisneros & Leone, 1990) and Japan has more than 40 million people who want to learn English (LIFE Ministries brochure, 1989). Demand for English instruction is equally great in other areas of the world, and seems to be increasing daily. This increase in the demand for English language instruction has not come about by accident however. According to Phillipson (1992) a number of forces - economic, political, intellectual, and social - have contributed to this growth. Because of this, English teaching is an action which is filled with significance beyond the mere transfer of words. Judd (1987) states that English language teachers are “directly or indirectly implementing a stated or implied language policy as well as actively promoting a form of language change in our students” (p. 15). It is apparent that the teaching of English is a tool which has been used and is being used by various groups to accomplish a variety of goals. Clearly the following raise some questions as to whether the spread of English is really “natural, neutral, or beneficial” (Pennycook 1995, p. 44) as some would like to claim.
English as a Development Tool

Foreign aid as it is now known started as a result of the tensions between the U.S. and the Soviet Union during the Cold War. According to Kenny and Savage it involves “activities financed by organizations or governments (donors) and carried out to assist some aspect of the growth of certain countries (recipients)” (p. 5). It was designed to serve a variety of purposes and agendas, some overt and some covert, and involves many different types of projects and activities. English language education is one of these. English language education projects are often pieces of foreign aid projects designed to assist in building the infrastructure of the governments of developing nations. These projects usually come with some type of political or economic strings attached.

English as a Political and Economic Tool

English was in many countries originally the language of a foreign ruler. Now that colonization is largely a thing of the past it is more likely to be used as a means of continuing to control countries with lesser political clout. It has now also come to be used by a powerful elite within many of these countries as a means of solidifying their political position and restricting access to the political system by others. This is done by restricting who has access to English language education. Tollefson (1995) views English functioning as a gatekeeper to positions of prominence in a society. This is not only true of political power, but economic power as well, and works in a similar way.
English is used by many countries as a commercial link to the world. But this fact is no accident either. Pennycook (1995) states that “it has been British and American government policy since the mid-1950s to establish English as a universal ‘second language’, so as to protect and promote capitalist interests” (p. 44). These countries rely on the dominance of the English language to ensure the purchase from them of technological and educational goods. In fact, according to Naysmith (1987), English has taken a dominant role “as the language of international capitalism” (p. 3).

Language education is not only viewed as a commodity with tremendous economic advantages for countries such as the U.S. and Great Britain, but is also viewed by those within developing countries as a means of accessing economic resources. Often in jobs related to business, education, or government English is the predominant language. Individuals want to know English to be able to work in these better-paying jobs.

Phillipson (1992) terms this unequal division of power and resources “linguicism,” and demonstrates quite clearly that it has been a “deliberate government policy in English-speaking countries to promote the worldwide use of English for economic and political purposes” (p. 43).

**English as a Religious Tool**

English language education is used by many church groups as a means of attracting people to their organization in the hopes of having the opportunity to share their particular religious beliefs. It would appear that no research has explored the
exact part these organizations play in linguistic imperialism or if they are even aware of the social, political, and economic ramifications of the work they are doing. A more extensive discussion of church-affiliated language programs, as it pertains to the focus of the current study, occurs later in this chapter.

It is for all of these reasons as well as others that English, as Phillipson (1992) states, “has been successfully promoted, and has been eagerly adopted in the global linguistic marketplace” (p. 7). The study of English is taken very seriously. In many countries it is one of the most popular school subjects, although it may not be a required subject (Duke, 1991). Foreign language study is required for most university degrees, and a majority of students take English (Richards & Hino, 1983). Because they see it as important to personal advancement and job mobility, many people also study English at private English schools and programs. The aim of classes at these schools is usually practical. They emphasize English proficiency and communication skills, especially interpersonal communication. The format and quality of these schools varies widely (Kitao, et al, 1985; Leanhanathavuth, 1990). Most of the teachers in these programs are expatriates. These teachers can generally be divided into two groups—those who are trained ESL/EFL teachers, and those who are native speakers of English with little or no training who have obtained employment teaching English because the demand for English teachers far exceeds the current number of trained and certified teachers.
PROFESSIONAL LANGUAGE EDUCATORS VS. UNTRAINED TEACHERS DEBATE

It is no secret that there are currently more people who want to learn English than there are qualified people available to teach English (Clayton, 1989; Leanhanathavuth, 1990). The need for more English teachers has opened the door for many native speakers of English, with no ESL/EFL training, to teach in other countries, especially in Asia and the former Soviet Union and Eastern Europe. Anderson-Hsieh (1990) speculates that many of these untrained teachers are conscientiously fulfilling their responsibilities as English teachers even though they do not have the background that professionals do. Paulston (1980) argues that untrained English language teachers are not necessarily less competent than trained teachers. This argument is based on the idea that teaching is an art, and therefore good teachers learn “more from their students than from any training program” (1980, p. 17). Corr seems to concur in stating that the progress made by language students “seems to bear little or no relationship to their teacher’s qualifications” (1990, p. 127).

The basis for these ideas can be found in a belief that professional language educators have been battling for a number of years—the belief that native language proficiency is sufficient preparation for teaching English to non-native speakers (DeGrande, 1987; Hawes, 1989; Kreidler, 1986; Leanhanathavuth, 1990). Implicit in

---

1 Clayton (1990) uses the designation of “real” and “unreal” English teachers. He defines “real” teachers as academically trained and experienced language teachers; “unreal” teachers are native English speakers with training or experience who are able to find language teaching jobs due to the current high demand for English language skills.
this assumption that “if you can speak it, you can teach it” is the notion that the training which professional language educators possess is of little or no value to the language learner (Anderson-Hsieh, 1990). While it is true that EFL teachers are seldom asked to give a lesson in linguistics (Fraser, 1970), they are able to use their training in methodology, theory, and appropriate teacher behavior to “go beyond modeling. to teaching” (Clayton, 1989, p. 56). Most language educators (Kaye, 1990; Kreidler, 1986; Staczek, 1989) agree that just as teaching math or science requires special knowledge and skills, successful teaching in the field of ESL/EFL also requires a background and skills that are unique. Weissman (1990) states that there is quite a bit more to successful and effective TESOL teaching than the casual observer would suspect. Opponents of the acceptance of untrained teachers in ESL/EFL argue that in addition to the fact that untrained teachers cannot teach to their maximum ability and cheat those they teach of a proper education (1990), it is also important to consider the harm they can do. They may unwittingly give inaccurate linguistic information, fail to recognize the learner’s needs, and use inappropriate teaching methods that can impede the learner’s progress (Anderson-Hsieh, 1990).

Both of these perspectives on teacher training however seem to overlook the fact that language teachers and their training or lack of it would perhaps be better viewed not as two static and opposing points but rather as part of a continuum. While there certainly are English language teachers whose only qualification for the job is a willingness to teach and a native speaker command of the language, there are other language teachers as well who may have received some type of training, but could in
no way be placed on the same level of knowledge and ability as a teacher with a
master’s degree in TESOL. This center area of the continuum could further be divided
between those teachers who have received only a few hours or days of training and
those who have completed a TESOL training program and received a TESOL
certificate. An illustration of this type of continuum is shown in Figure 1.

![Continuum of Teacher Training](image)

Figure 1. A Continuum of Teacher Training. (Blackwood, 1997)

The researcher was unable to locate any sources which even posited this type
of a continuum, let alone addressed any of the issues which could potentially surround
such an idea. Of most concern to the current study is the lack of research regarding the
area of limited training which is often being offered by church-affiliated
organizations.

**STANDARDS FOR LANGUAGE TEACHER PREPARATION PROGRAMS**

Guidelines for the preparation of language teachers have been established by
the professional organizations TESOL and ACTFL (American Council on the
Teaching of Foreign Languages). TESOL offers a Statement of Core Standards for
Language and Professional Preparation Programs (1985), TESOL Guidelines for the
Certification and Preparation of Teachers of English to Speakers of Other Languages
in the United States, and TESOL Core Standards for English as a Foreign Language/English as an International Language Programs (1992). Although this last document does not directly cover standards for teacher training programs it does contain a section on Instructional Staff stating that the number of untrained staff should be minimized. Also published by TESOL are self-study guidelines of ESL teaching and professional preparation programs. ACTFL has created Provisional Program Guidelines for Foreign Language Teacher Education (1988). While these guidelines were written for teaching in the United States, Anderson-Hsieh (1990) argues that they can apply to EFL training programs as well since the same areas of competence are necessary for teaching English in language teaching contexts in other areas of the world. Currently however, no guidelines have been created for intensive teacher training courses or training programs affiliated with church organizations.

In a related note, NAFSA (Association of International Educators) in its Code Of Ethics adopted in 1989 stresses the need to provide adequate orientation for volunteers who work with foreign students and to “make it clear that proselytizing (that is, manipulating, applying pressure, or offering special inducements to effect a change in religious or philosophical beliefs) is unacceptable” (p. 9).

It is not known whether church-affiliated English language programs are aware of any of these guidelines or if they are attempting to follow them.
LANGUAGE TEACHER TRAINING

Although teacher education programs have existed for a long time, second language teacher education is a somewhat recent development (Day, 1992). However, since 1940, when the first teachers of ESL/EFL were enrolled in a training program at the University of Michigan (Kreidler, 1987), the field of second language teacher preparation has expanded considerably in order to meet the increasing demand for formal qualifications in ESL/EFL as well as for practical training in language teaching (Richards & Hino, 1983).

For many years the research and literature on ESL/EFL training were limited. Stern (1983) points out that “an established theory or even a clearly defined debate on what the essential issues were” (p. 349) did not even exist. During the last two decades, though, there has been a call for great accountability in and a closer examination of ESL/EFL teacher education. There has been an attempt to construct an interpretation of the fundamental theoretical assumptions underlying language teacher education (Stern, 1983). Richards (1990) terms these developments “professionalization.” According to Carr and Kemmis (1983) an indication of the degree of professionalization of a field is the extent to which “the methods and procedures employed by members of a profession are based on a body of theoretical knowledge and research” (p. 12).

Teacher training programs in ESL/EFL usually consist of two components: a knowledge base, drawn from linguistics and language learning theory, and a practical
part based on language teaching methodology and the opportunity for practice teaching (Richards, 1990). These two components have also been labeled as process-focused and product-focused. Still being debated is what the nature of the relationship between theory and practice should be with regard to teacher preparation practices (Brumfit, 1983; Cross, 1993; Ellis, 1990; Larsen-Freeman, 1983; Richards, 1990; Stern, 1983; Wallace, 1991). Although each writer varies in his/her approach, they all provide information about the theory and practice of language teaching. This information is presented in a variety of contexts, models, and frameworks. Although most of these appear as lists of what should be included in a curriculum, one researcher who has constructed an analytical framework for looking at teacher preparation activities with regard to theory and practice is Ellis (1990). For his framework he has chosen to use the terms “experiential” and “awareness-raising” in place of “practice” and “theory”. He defines experiential activities as those which “involve the teacher in actual teaching” (Ellis, 1990, p. 17). This may take place in actual classrooms or a “simulated” practice such as peer teaching. Awareness-raising practices on the other hand are designed to “develop the student teacher’s conscious understanding of the principles underlying second language teaching and/or practical techniques that teachers can use in different kinds of lessons” (1990, p. 27). Ellis makes the point that these two types of teacher training activities are not mutually exclusive. In fact, teacher preparation may include both types and they may even be combined in a single activity. The broken line in Figure 2 represents the potential integration of these two kinds of practices. This idea is similar to the relationship
between “received knowledge” and “experiential knowledge” found in Wallace’s (1991) “Reflective Practice Model” of teacher development.

In expanding his framework further, Ellis (1990) divides awareness-raising practices into teacher preparation activities and teacher preparation procedures. The teacher preparation activities give the student teacher tasks to perform based on data of some type. This data may come from any number of sources including, but not limited to, readings, video or audiotapes, samples of students’ written work, peer teaching, and/or classroom teaching. The tasks might involve adapting, selecting or ranking materials, comparing or preparing lesson plans, or evaluating a teacher’s treatment of a particular aspect of the language. Teacher preparation procedures refer to the methodology for using activities. This area would include lectures, workshops, individual work, pair or group work, and/or plenary or panel discussions. These activities and procedures are designed to correspond to and give experiences with the types of activities and procedures a teacher uses in classroom language teaching.

In presenting this framework, Ellis stresses that it is meant to be descriptive in
nature and to provide only one perspective in teacher preparation practices. At this point in time however, there are few other frameworks with which to compare it. This particular framework is different from other models which have been constructed because it includes not only what should be included in a training program (content), but also provides a structure for how to convey the content (procedure). This inclusion of both content and procedure makes it more useful to those planning teacher training. It is helpful as well because it can be adapted to fit both intensive and longer-range training and education.

Others (Brock, 1990; Richards, 1990), rather than construct a framework, have chosen to divide teacher education into two main approaches: training and development. Training is equated with a microapproach to teacher education. In Richards' (1990) explanation, a microapproach categorizes those aspects of teaching that are thought to characterize effective instruction, and they are taught to the trainee. Teaching is seen as individual parts with these parts composing the focus of training (Brock, 1990).

Unlike training, development focuses on the aspects of teaching that cannot be reduced to quantifiable behaviors or skill components. Richards (1990) calls this a macroapproach to teacher education. It is more holistic in nature, and more concerned with the complex relationships involved in teaching.

It is important to have some framework upon which to base teacher training. As Day (1992) states, “without this understanding, we face the danger of randomly

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2 Henry Widdowson also made this distinction, but called it “teacher education” and “teacher training” (1990, p. 62).
offering courses and other instructional activities for accidental reasons. An unstructured approach could result in a haphazard education experience..." (p. 38). It seems important therefore to take a look at the theoretical framework which underlies the training programs offered to short-term volunteer teachers by church-affiliated organizations.

EVALUATION OF ESL/EFL TEACHER PREPARATION PROGRAMS

Although it is generally recognized that program evaluation is both important and necessary, the field of ESL/EFL has focused more on language programs than on the evaluation of teacher preparation programs (Gaies, 1992). Even though the focus for evaluation of language teaching programs has been given more prominence, there is a lack of appropriate program evaluation models or even guidelines generated for specific use within the field of second language teaching and learning (Mackay, 1994). Even less is available for evaluation of language teacher preparation programs.

Program evaluation can and has been divided by researchers into a number of categories. The distinctions most commonly made are based on the purpose for the evaluation and who is conducting the evaluation. One purpose for program evaluation can be to make decisions about the modification or revision of a program. This is usually done during the development stages of a program and is known as formative evaluation. Its counterpart, summative evaluation, takes place after a program is developed and is meant to measure how well the program does what it claims to do and how it compares to other similar programs. Administrators of teacher training
programs must decide what the purpose of an evaluation is in order to determine which type will be of most help to their particular program. Linked to the formative-summative distinction are two additional categories--extrinsically motivated evaluation and intrinsically motivated evaluation (Gaies, 1992; Mackay, 1994). Extrinsic or external evaluation is generally done by an independent accreditation agency while intrinsic or internal evaluation is done by the training organization itself with a view toward program improvement and innovation. Mackay (1994) states that internal evaluation can be more valuable than external evaluation—evaluations whose "focuses, methodologies, questions, and indicators are often alien to the implementation and improvement concerns of the front-line staff of the programs concerned" (p. 145). In stating this, Mackay goes on to suggest a model for project-based evaluation which involves those who are on the front-lines of the program and who are likely to know it best. This model is based on the idea of using indicators of strengths and weaknesses for program review in order to focus on areas which need improvement and which can be affected by personnel (1994). Unfortunately however, because of lack of time, money, expertise, or available personnel, internal evaluation often does not take place.

Within the last three years there has been an international push for program accreditation standards by a number of professional organizations, and at least two of these organizations the American Association for Intensive English Programs (AAIEP) and the University and College Intensive English Programs (UCIEP) have developed self-studies to assist in evaluation. Private organizations such as religious
groups have frequently been able to work without any external evaluation because they are not subject to any accrediting guidelines. Neither the SDA church nor a variety of other religious organizations have made it a priority to set up guidelines to assist in program review and evaluation.

**RESEARCH ON TRAINING PROGRAMS FOR SHORT-TERM VOLUNTEER TEACHERS**

Research in the area of teacher training generally is limited to degree programs in the U.S. or teacher training for national teachers of a particular country. Although it has been pointed out that the training of volunteer teachers may be just as important as the training of specialists (Stern, 1983; Weissmann, 1990), I could find no published research done on training programs in this area and it appears that there has been virtually no organized examination of this topic. The bleak conclusion is that we know very little as a field about what goes on in these training programs beyond a limited description of the various programs. Although TESOL Teacher Education is still a young research discipline in which there is much to learn (Brinton, 1994), it would appear that this particular aspect has been particularly neglected. Gustin (personal communication, April, 1993), a former trainer for a church-affiliated language school, stressed the need for more research in this area in order to provide a baseline against which to measure a program’s competencies, to identify the areas most in need of improvement, and to evaluate changes that may be made.
CHURCH-AFFILIATED LANGUAGE PROGRAMS

Of the many EFL teachers who are untrained or who have received limited training, a certain portion are volunteers. While there are a number of organizations which use volunteers in their programs, church-affiliated organizations comprise the majority of overseas volunteer opportunities (Buell, 1987). Although some churches see their role largely as supporters of the poor in their struggles, many churches use their overseas operations to extend their influence and to convert new members. They view this work of spreading their religious ideas not as an option, but as a responsibility, founded in the Biblical command of Jesus in Mark 16:15 to “Go into the whole world and proclaim the good news to all creation” (Revised Standard Version). Many churches place an emphasis on being faithful disciples of Jesus, and this includes the task of sharing one’s faith around the world (Phillips, 1990). This act of sharing one’s religious ideas can and does take a wide variety of forms depending on each individual and his or her perceived talents and abilities. For some it includes assisting with public evangelistic crusades or distributing religious literature. For others it may involve conducting Bible studies in their homes or any one of numerous other approaches.

Among the many techniques and strategies that have been employed for disseminating the Christian faith, several Christian denominations\(^1\) have chosen to

\(^1\) Denominations which operate language schools include Christian and Missionary Alliance, Disciples of Christ, Lutheran, Presbyterian, Seventh-day Adventist, and Southern Baptist. Other non-denominational evangelical Christian groups such as Life Ministries, Amity, and Mission to Unreached Peoples also provide English language instruction.
present the gospel to people through English language schools. These schools tap into students’ intense desire to master conversational English in order to create a climate for what is known as “friendship evangelism” which involves building friendships and sharing religious beliefs. In some cases, the purpose of these language programs is to gain converts to the Christian faith, while in others it is an attempt to also gain adherents to a particular religious organization. The first case would be considered evangelism, while the second is termed proselytizing. It should be understood that it is possible to evangelize without proselytizing.

These schools are usually set up as conversational language schools, but one training program handout makes the real purpose of these English Language Schools clear when it states that they “exist for the sole purpose of accomplishing the evangelistic work that God has given to His people” (English Language Schools training handout, 1993) Volunteer teachers who staff these schools give instruction in English, but offer Bible classes as well. Often students are also encouraged to attend group Bible studies outside of class time with the suggestion that this will help them improve their English skills. In some cases a religious meeting is a mandatory part of the program for students.

Although mission schools which included English as a part of the curriculum have existed for many years, church-affiliated programs which focused specifically on the teaching of English are a more recent development. One of the earliest known examples of this occurred in early 1951. The Southern Baptist Mission in Japan arranged an English Bible class for Tokyo University students. The administrators,
who had planned for 15 students, were inundated with 150 applications for the class. They eventually organized five classes and later rejoiced when many of the students embraced not only a new language, but a new faith. This led to the start of more English language ministries in Japan by other churches as well (Parker, 1991). This use of English language classes as a tool for evangelism has introduced the Christian church into areas that had not previously been considered missions (Cernera, 1990). This practice of combining English teaching with evangelism has now spread around the globe with some variations made to fit particular circumstances. For example, in some cases, such as in China, where proselytizing is illegal and Christian missionaries are not allowed to work openly, church organizations facilitate the placement of Christian English teachers in public universities in the hopes that they will develop friendships with their students which will lead to opportunities for these teachers to share their religious beliefs.

Most church-affiliated organizations are very open about the purposes of their language schools and inform students up-front that the language classes being offered are linked to a religious organization. Others however are not.

These practices do raise concerns for some educators and researchers such as Elliott Judd and Richard Day, who recognize that there could be conflicting interests when the goal of learning English is linked to evangelism. NAFSA has frequently supported sessions at their annual conference programs which address the ethical responsibility of religious organizations and community host family organizations to

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4 This practice is referred to by some organizations as “English Evangelism” (LIFE Ministries brochure, 1993).
be very forthright about their goals and the need to avoid hidden agendas (K. A. Brown, personal communication, November, 1997). To date however, there has been virtually no organized examination, either by an outside entity or the church organizations themselves, of the ethical considerations of EFL when the underlying goal is to spread a particular religion.

An additional concern involves the teaching staff working in these programs. Most church-affiliated English language schools are staffed with volunteers who commit to teach for a certain length of time—usually anywhere from a summer to two years. The typical program involves a one-year commitment. The only qualification most of these volunteers have is the fact that they are native speakers of English. It appears that some of the programs offer some type of training for volunteer teachers. The practices and procedures of each training program vary depending on the goals and beliefs of the program directors, time constraints, and funds available (P. Gustin, personal communication, April, 1993). Training in cross-cultural evangelism and ESL methodology are provided in varying quantities. Some training programs may also include instruction in the language of the country where the teacher will be assigned. While this training and orientation generally lasts from three to ten weeks, as little as four to eight hours may actually be spent in specific instruction on teaching English as a second language (P. Gustin, personal communication, April, 1993). Because of this fact, the goal of teaching English often appears to be secondary to evangelism. This notion seems to be reinforced by the statement of one SDA church leader who wrote, "There is no doubt that the Adventist Youth Service (AYS) program is being used by
God to mobilize a vast army of missionaries in the guise of ...(here he lists several jobs)…teachers of English as a second language” (Barron, 1993). This quote may be cause for concern if it is a demonstration of a plan to use EFL teaching in a deceptive manner to spread religious beliefs. It also leads to speculation about the training volunteer teachers are receiving and the standards these teachers are held to if teaching English is really a secondary consideration.

SUMMARY

The English language has long been an important commodity in our world. Its continuing importance results in an ever increasing demand for English language education. This chapter has discussed some of the factors behind this increased demand and the situation it has created. This rapid increase in demand for English language teachers has outstripped the ability of professional organizations such as TESOL and the International Association of Teachers of English as a Foreign Language (IATEFL) to construct guidelines for intensive training programs for short-term volunteer teachers and has enabled untrained native-English speakers to obtain employment as English language teachers. A part of this group which has been previously termed untrained or “unreal” teachers is a group who receives what could more correctly be termed “limited training.” A large portion of those who receive a limited amount of training are affiliated with church-groups who have taken advantage of the lack of professional standards and high demand for English instruction in order to set up English language schools which are used to disseminate
religious beliefs along with conversational English lessons.

Although some frameworks (Ellis, 1990; Wallace, 1991) have been constructed for language teacher training, it does not appear that there is any specific theoretical framework for the training offered to short-term volunteers. Lacking as well is a design for the evaluation of these types of programs.

Most importantly, very little has been done to gain an understanding of the training programs that do exist and are being conducted by church organizations for short-term volunteers. Perhaps this is because religious topics tend to be sensitive or because TESOL professionals are reluctant to give these programs significance by acknowledging them. Whatever the case may be, the need exists for a study that examines the training programs of church-affiliated English language mission programs as a first step in pushing the field of TESOL into an exploration of dimensions of teacher training which are rarely covered at this time.
CHAPTER III

METHODOLOGY

INTRODUCTION

This research consisted of a mailed questionnaire (see Appendix A) constructed by the researcher and revised several times. The questionnaire was sent to EFL teachers who have taught in English language mission programs affiliated with the Seventh-day Adventist church during a four-year period, 1993-97.

SUBJECTS

All of the teachers who completed the questionnaire were volunteers who worked as EFL instructors for an average of one year in a country other than the United States. The majority of the teachers had been participants in the Student Missionary/Adventist Youth Service program, the Adventist Volunteer Service program, or the International Teacher Service program. A few teachers were involved in independent placements with other Adventist organizations (which do not have fully organized English language school programs) such as Adventist Development and Relief Agency (ADRA) and Adventist Frontier Missions (AFM), or through the General Conference of Seventh-day Adventist Missions office. Some of these volunteers are college students with no teaching experience while others are retired
teachers with over 40 years of teaching experience, but not necessarily in ESL/EFL. Few have any specialized training in TESOL prior to joining the volunteer program. The majority of the respondents were from the United States and Canada, with one or two respondents each from Great Britain, New Zealand, and Australia.

**PROCEDURES**

**The Instrument**

Teachers were asked to respond to the questionnaire in an attempt to determine the content and procedures of the training program made available to them by the employing organization, as well as their opinions concerning the teacher training programs for short-term volunteer teachers in Adventist English language mission programs.

The instrument consisted of a questionnaire with three sections. The first and third sections are an adaptation of a portion of a questionnaire used by Sandra Grant in her 1990 Thesis research of Employment Status and Teacher Education for TESOL. Grant’s study was directed at investigating the adequacy of career preparation for graduates of Portland State University’s M.A. degree program in TESOL. These two sections addressed the following questions:

- How long was the training program?
- Which components of the training program were most valuable?
- What training was not received that would have been useful?
- What were the strengths and weaknesses of the program?
How could the training program be improved?

Did your training adequately prepare you for the teaching situation you encountered?

What was your level of satisfaction with the training you received?

The second section had 32 items regarding the training programs content and procedures. These were given a four-point Likert scale to indicate to what degree the content or procedure mentioned had been a part of the training program. These statements were compiled based on the course syllabi of two intensive ESL/EFL teacher training courses endorsed and recommended by TESOL. These two programs are Transworld Teachers and English International.

The main questions addressed in section two were:

What components are included in the training program?

To what extent was each component a part of the training program?

What procedures are used to teach those components?

To what extent was each procedure a part of the training program?

A second instrument was designed to elicit data from training program directors or trainers. This questionnaire attempted to determine the content, procedures, and materials used in the training program, the extent to which each of these was used, the course goals and guidelines, and qualifications of the teacher trainers.

The main questions addressed in this questionnaire were:

What are the components and procedures used in the training program?
♦ What amount of emphasis is placed on each component and how much time is allotted for each component?

♦ What are the goals of the program?

♦ What is the theory providing the basis for the program?

♦ What is the perceived effectiveness of the program and what is the basis for that perception?

♦ What are the trainers' qualifications?

♦ What is the trainers' level of awareness of the TESOL guidelines for teacher preparation programs?

♦ What standards are used to indicate successful completion of the training program?

Of the six questionnaires sent to language school directors, only one was returned. For this reason these questions will not be dealt with at this time. A copy of this second questionnaire is included in Appendix E for reference purposes.

Data Collection

There are at least five different departments or entities within the SDA organization which oversee particular portions of the volunteer English teacher population, and some volunteers are not affiliated with any of these entities. Addresses for teachers could not be obtained from the employing organizations. It is unclear whether these records do not exist or if they do exist and the entities involved did not want to release them. This made contacting subjects a much more time-consuming
and costly process than I had anticipated. From an Adventist college I acquired copies of the Adventist church news magazine The Adventist Review for the years 1994-96. Names of those leaving for mission service, along with their destination, and home towns are published in this weekly magazine. From this I was able to compile a list of those who had served as English language teachers during the last four years. Using yearbooks from Adventist colleges and universities as well as computer phone lists and directory assistance, I was able to find phone numbers for approximately 70 people. I contacted these people by phone and obtained addresses where the questionnaire could be sent. Included with the questionnaire was a form (see Appendix D) asking for the participants' help in locating addresses or phone numbers for others whom they may have worked with or who they know had participated in Adventist English language programs overseas within the last four years. From this form I was able to obtain addresses, e-mail addresses, phone or fax numbers for approximately 125 additional individuals. Once addresses were obtained a packet was sent to each teacher. The packet included a letter explaining the study and asking for the recipient's assistance, the questionnaire, an informed consent form¹, the form asking for help in locating addresses, and a self-addressed, stamped envelope.

It should be noted that an exact number of Adventist volunteer English language teachers is difficult if not impossible to obtain because not all who work as volunteer teachers for Adventist organizations obtain their employment through official channels. The result is that there is no lasting record of their employment. As

¹ As per agreement with the Human Subjects Research Review Committee, the informed consent form assured study participants of confidentiality, not anonymity.
requested by the Human Subjects Research Review Committee, all completed questionnaires and informed consent forms were stored in a locked file cabinet which was accessible only to the researcher. The analysis of the questionnaire will be detailed in Chapter 4.

Addresses and fax numbers for the program directors were obtained from the General Conference of Seventh-day Adventists Mission office and from the Seventh-day Adventist Yearbook. The six program directors were first contacted by either fax or e-mail to ask for their assistance with the research project and to obtain addresses where the questionnaire could be sent. Although only one response was received to this initial contact, each one of the program directors was sent a packet similar to the one sent to the teachers. The only change was that the director questionnaire was enclosed in place of the teacher questionnaire. As noted earlier in this chapter, due to insufficient response the director's questionnaire will not be analyzed in the current study.

I also asked for mission statements and training materials from the program directors, if these items existed and were available. As with the questionnaire, there was a lack of sufficient response to deal with these items at this time.

Data Analysis

The data resulting from the questionnaire was analyzed using descriptive statistics. Data from the Likert scale is expressed in terms of percentages and is illustrated in several tables. Responses to the open-ended questions yielded a large
amount of qualitative data. Analysis of this data focused on looking for patterns that emerged in the responses that were given. This was noted in the frequency with which comments were made by more than one respondent. These were rank ordered from most to least often mentioned and are illustrated in tables also. A complete listing of these responses can be found in Appendices G-K.
CHAPTER IV

RESULTS

INTRODUCTION

This chapter will analyze the data obtained from the mailed questionnaire sent to the short-term volunteer missionaries affiliated with the Seventh-day Adventist denomination who taught English for three years or less between 1993 and 1997. The questionnaire was mailed to the teachers between June and August 1997. Records are not kept by the Seventh-day Adventist denomination and an exact number of volunteer English teachers is not known. It is known that at least 554 were sent as short term volunteer English teachers from 1993 to 1997. This number, for the most part, only includes those who were sent from the U.S. and does not include those from other countries such as Great Britain, Australia, and New Zealand who also work as volunteer English teachers for the Adventist church. I was able to obtain addresses for 196 volunteers, to whom I mailed a survey questionnaire. Nine questionnaires were returned undelivered and nine proved to be unusable because the respondents served in 1992 putting them outside the parameters set for this research study. I received 79 usable responses which gave a return rate of 44%.

The questionnaire was composed of three parts: Part I A looks at the previous
ESL/EFL experience and training volunteers may have had before volunteering. Part I B examines their reasons for volunteering. Part II A explores the training program content while Part II B looks at the training program procedures. Part III contains their comments and concerns related to the teaching training program as well as suggestions for improving the training program based on their experiences as volunteer English language teachers.

PART I

A. PREVIOUS EXPERIENCE

Part I of the questionnaire dealt with background information and was divided into two sections - previous experience and reasons for entering the English Language Mission Program.

The first section of the questionnaire contained two questions that attempted to determine what previous experience or training volunteers had. The first asked the volunteers if they had any related experience before receiving the teacher training offered by the Adventist church. Eighty-seven percent (n=69) indicated that they had no previous experience. Of the 10 who had previous experience, 4 had taught abroad, and 6 had taught in the U.S. None had more than 3 years of teaching experience in ESL/EFL. The second question asked volunteers if they had any previous training in teaching ESL/EFL. Ninety-four percent (n=74) indicated no previous training. Of the
5 respondents who had previous training, only one had received training in a certified course. None had a degree in ESL/EFL.

B. ENTERING THE ENGLISH LANGUAGE MISSION PROGRAM

The second section sought to determine why the respondents volunteered to teach in the English Language Mission program. Five categories were suggested with an additional option left open. Respondents were asked to mark as many as applied and most respondents marked at least two. The results are shown in Table 1.

| TABLE I |
| REASONS FOR ENTERING ENGLISH LANGUAGE MISSION PROGRAM |
| N=79 |
| Reason | Volunteers who mentioned it | N | % |
| Interest in other cultures | 68 | 86 |
| Desire to share the gospel | 60 | 76 |
| Desire for adventure | 59 | 75 |
| Seeking teaching experience | 26 | 32 |
| Other | 24 | 30 |
| No clear reason | 5 | 6 |

Reasons given in the "Other" category were numerous and varied. Those reasons which were mentioned most often included the desire to visit or return to a particular country, to learn another language, to help make a career decision, and to take advantage of a good financial opportunity.
PART II

A. TRAINING PROGRAM CONTENT

Part II of the questionnaire was designed to provide information on the content of the training program offered by the Adventist church and the procedures used during the training. In this section respondents were asked to use a four point Likert scale to express their belief about the extent to which each option listed was a part of the training that was provided to them.

The percentages came from an analysis of the frequencies allotted to each of the Likert-scaled values given to each statement in the questionnaire, values such as the following:

1 2 3 4
None/Not Sure Minimal Moderate Extensive

Responses were combined for the categories "None/Not Sure" and "Minimal" and also for the categories of "Moderate" and "Extensive" thus simplifying the data obtained into two categories - None/Minimal and Moderate/Extensive. The data seemed to indicate a natural division into these types of categories and it was believed that this type of division would help to present a clearer picture of the results.

Responses about training content are illustrated in Table II and Table III. Table II indicates those items which were least likely to be included in the training programs provided. These have been rank ordered starting with the item least likely to be included and progressing to those which were more likely to be included. On 19
of the 25 items addressing training program content more than 50% of the respondents indicated none or minimal training. For some items listed below, the total number does not equal 79 because a limited number of subjects did not indicate a response for every possible item.

TABLE II
RANK ORDERING OF COMPONENTS LEAST LIKELY TO BE INCLUDED IN TRAINING

<table>
<thead>
<tr>
<th>Component</th>
<th>None/Minimal</th>
<th>Moderate/Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Writing</td>
<td>73</td>
<td>92</td>
</tr>
<tr>
<td>Linguistic Theory</td>
<td>68</td>
<td>86</td>
</tr>
<tr>
<td>Review of English Grammar</td>
<td>65</td>
<td>84</td>
</tr>
<tr>
<td>Theories of SLA</td>
<td>63</td>
<td>80</td>
</tr>
<tr>
<td>Class Management</td>
<td>63</td>
<td>80</td>
</tr>
<tr>
<td>Visual Aids/Realia/Props</td>
<td>60</td>
<td>76</td>
</tr>
<tr>
<td>Reading</td>
<td>60</td>
<td>76</td>
</tr>
<tr>
<td>EFL using the Bible</td>
<td>59</td>
<td>75</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>58</td>
<td>73</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>54</td>
<td>68</td>
</tr>
<tr>
<td>Progress Assessment</td>
<td>54</td>
<td>68</td>
</tr>
<tr>
<td>Materials Development</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>Drama/Role Playing</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>Error Analysis and Correction</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>Vocabulary Presentation</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>Checking Understanding</td>
<td>45</td>
<td>58</td>
</tr>
<tr>
<td>Methodologies and Techniques</td>
<td>45</td>
<td>57</td>
</tr>
<tr>
<td>Fluency Development</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Problem Areas</td>
<td>42</td>
<td>53</td>
</tr>
</tbody>
</table>
Table III illustrates those items that more than 50% of the respondents indicated were covered moderately or extensively in their training program. This constituted only 6 of a possible 25 items. None of these received more than a 70% response.

**TABLE III**

**RANK ORDERING OF COMPONENTS MOST LIKELY TO BE INCLUDED IN TRAINING**

<table>
<thead>
<tr>
<th>Component</th>
<th>None/Minimal</th>
<th>Moderate/Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Speaking</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Drills</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Culture Training</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Listening</td>
<td>34</td>
<td>43</td>
</tr>
</tbody>
</table>

**B. TRAINING PROGRAM PROCEDURES**

Table IV shows the data obtained about the procedures used in the training provided. It is rank ordered from those procedures most likely to be used to those least likely to be used. As Table IV illustrates, no particular procedure can be said to be used the majority of the time. Although Demonstration and Lecture are the procedures used most often, less than 50% of respondents indicated that any of the procedures listed were used moderately or extensively. Seventy-three percent (n=58)
of respondents indicated that they received little opportunity for practice teaching during their training experience. This differs sharply from the two intensive training programs endorsed by TESOL in which practice teaching comprises almost one-third of the total training received.

### TABLE IV

RANK ORDERING OF PROCEDURES USED IN TRAINING PROGRAMS, FROM MOST FAVORED TO LEAST FAVORED

<table>
<thead>
<tr>
<th>Procedure</th>
<th>None/Minimal</th>
<th>Moderate/Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>44 56</td>
<td>35 44</td>
</tr>
<tr>
<td>Lecture</td>
<td>45 57</td>
<td>34 43</td>
</tr>
<tr>
<td>Simulations</td>
<td>48 61</td>
<td>31 39</td>
</tr>
<tr>
<td>Observation (in person or on video)</td>
<td>49 62</td>
<td>30 38</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>58 73</td>
<td>21 27</td>
</tr>
<tr>
<td>Peer Critique</td>
<td>60 76</td>
<td>19 24</td>
</tr>
<tr>
<td>Video Feedback</td>
<td>77 98</td>
<td>1 1</td>
</tr>
</tbody>
</table>

### PART III

**COMMENTS**

The final section of the questionnaire asked the respondents for demographic information as well as asking them to comment on the teacher training program itself. The first four questions focused on obtaining information about where the subjects
had taught, the length of their volunteer assignment, the year they had been trained,
and the length of their training.

The first question asked subjects to indicate where they had taught English. Of
the approximately 35 countries where the Adventist church has sent volunteer English
teachers within the last three years, responses were received from volunteers who had
taught in 18 of these countries, with Korea and the former Soviet Republics having
the highest representation at 29% and 30% respectively. These are the two areas
where the Adventist denomination has the largest number of English Language
Mission schools and so consequently these are the locations where the largest number
of volunteer teachers have been sent to serve. Ten of the 18 countries represented
only had one response. These have been grouped in the table below into “Other”.
The majority of these countries are in South America or Eastern Europe.

TABLE V
COUNTRIES REPRESENTED BY RESPONSES RECEIVED

<table>
<thead>
<tr>
<th>Country</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Former U.S.S.R</td>
<td>24</td>
</tr>
<tr>
<td>Korea</td>
<td>23</td>
</tr>
<tr>
<td>Japan</td>
<td>7</td>
</tr>
<tr>
<td>Thailand</td>
<td>5</td>
</tr>
<tr>
<td>Taiwan</td>
<td>4</td>
</tr>
<tr>
<td>China</td>
<td>4</td>
</tr>
<tr>
<td>Turkey</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
</tr>
</tbody>
</table>
Subjects were also asked how long they taught English for the Adventist church. Responses ranged from 1 month to 3 years. The largest percentage of respondents (50%) taught for an average of 9-12 months, the usual length of one school year. Those who served longer signed up for an additional term of service and those who served less either had to return home early or were finishing the term in place of someone who had returned home early. Only 12% (n=9) of the subjects had served longer than one year.

Respondents were asked to indicate what year they had received their training. The largest percentage of respondents (33%) received their training in 1993. Thirty-two percent received training in 1995, 23% in 1994, and 12% in 1996.

Respondents were asked to indicate how long their training program was in hours, days, or weeks, depending on which designation applied to their particular training situation. It is unclear, however, how much of the time indicated focused specifically on training to teach ESL/EFL or if other aspects such as orientation and evangelism were included during this time. Table VI shows the results ranked from most often indicated to least often indicated. It is important to note here that specific responses varied greatly. In order to simplify the data obtained, any response between 11 hours and 30 hours was grouped together under the designation of "one week." Any responses from 1 to 10 hours was grouped together in the category of "less than 10 hours." Thirteen percent (n=10) of respondents received no training at all.
TABLE VI

AMOUNT OF TRAINING RECEIVED

N=79

<table>
<thead>
<tr>
<th>Training Received</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week</td>
<td>38</td>
</tr>
<tr>
<td>Less Than 10 Hours</td>
<td>17</td>
</tr>
<tr>
<td>Two Weeks or More</td>
<td>12</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

The last seven questions of Part III asked subjects to respond with specific comments about their training programs. Several of these questions received a wide variety of responses resulting in an extensive list which goes beyond the scope of this chapter. A complete list of responses can be found in Appendices G-L.

The next two questions of this section are related in nature because they both attempt to explore the idea of what the respondents believe are the most valuable items that can be included in a training program of this type. The first question requested that subjects indicate which components in their training program had proved to be most valuable to their teaching experience. The second asked them what type of training they did not receive that they felt would have been useful to them as English teachers. Those items which were commented on most frequently are listed for each of these questions. Table VII indicates those items that were most valuable Table VIII shows those which respondents believe would have been valuable to them.
Responses are rank ordered from those most frequently mentioned to those least frequently mentioned. Items which were mentioned less than three times were grouped together as "other". A complete listing of responses for this question can be found in Appendix G. The total number does not equal 79 for these two tables because not all subjects responded to this question. Some subjects, however, indicated more than one response. Sixty-four is the number of subjects who responded to this question.

TABLE VII

TRAINING THAT WAS MOST VALUABLE

N=64

<table>
<thead>
<tr>
<th>Training Content &amp; Procedures</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Cultural Instruction</td>
<td>10</td>
</tr>
<tr>
<td>Practice in doing Drills</td>
<td>5</td>
</tr>
<tr>
<td>Observation</td>
<td>5</td>
</tr>
<tr>
<td>Role Playing</td>
<td>5</td>
</tr>
<tr>
<td>Using the Program Materials</td>
<td>4</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Simulations</td>
<td>3</td>
</tr>
<tr>
<td>Training Video</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
</tr>
</tbody>
</table>

As in Table VII, responses in Table VIII are ranked from those most frequently to least frequently mentioned. Some subjects did not indicated a response for this question, while others indicated more than one response.
### TABLE VIII

**TRAINING THAT WOULD HAVE BEEN USEFUL**

N=71

<table>
<thead>
<tr>
<th>Training Content or Procedures</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Instruction</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Training in Presenting Christ in the classroom</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Training in grading/assessment procedures</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>All Training</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Review of English Grammar</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Introduction to local language</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Observation</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Linguistic Theory</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>49</td>
</tr>
</tbody>
</table>

In the next question, volunteers were asked to use a five point Likert scale to select their level of satisfaction with the training that they received.

### TABLE IX

**LEVEL OF SATISFACTION WITH TRAINING RECEIVED**

N=79

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Satisfied</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Undecided</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>Very unsatisfied</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>
If the results are combined we find that 27% of the respondents reported that they were satisfied or very satisfied. Twenty-one percent were undecided and 52% were either unsatisfied or very unsatisfied.

Next the participants were asked their opinions regarding the strengths and weaknesses of the ESL/EFL training they received. There were approximately 30 different perceived weaknesses in the training programs that were offered. Most of these were mentioned by only one or two respondents. There were, however, three weaknesses that were noted by a larger number of subjects. The weakness mentioned most often was that the training program was too short. The other two were lack of organization and lack of in-depth training. Others which were noted included lack of a training program, no follow-up training, trainers lacking knowledge of ESL/EFL concepts, inadequate training for teaching ESL using the Bible, and no make-up training sessions for those volunteer teachers who arrived late. One respondent simply wrote the word “high” when evaluating the weaknesses of the training received.

There were approximately 16 different strengths that were noted by the subjects. The three which were listed most often were a good cultural briefing, enthusiastic and caring people as trainers, and the practice teaching experience. Others listed here included good teacher guides, thorough explanation of materials to be used, and learning how to use the drills with students.

The volunteers were asked if they felt their training adequately prepared them for the teaching situation they encountered and to explain the reason for their answer.
Twenty-eight percent (n=22) of the subjects indicated that they felt the training had adequately prepared them, while 5% (n=4) were undecided. Sixty-seven percent (n=53) reported feeling unprepared.

The training received by volunteers in the former Soviet Union had the highest percentage reporting they felt adequately prepared. An equal percentage (47%) reported that they felt unprepared, but the majority of those who felt unprepared served prior to 1995. A new director arrived in 1995 and the comments of two of the respondents allude to changes in the training program that have been made since his arrival. “A lot has changed since 1995,” wrote one and another explained, “I participated in a training program as a training teacher in August 1995 and that session was much improved over the one I attended as a recruit in 1994.” It is not known exactly what these changes were.

Although the English language mission schools in Korea are a part of the largest and one of the longest operating of such programs affiliated with the Adventist church. 75% of respondents who had worked there indicated they did not feel adequately prepared. However, it should be noted that even though it was only 25%, Korea did have the second highest percentage of respondents indicating that they felt adequately prepared. Other established language school programs where 75% or more of the respondents reported feeling inadequately prepared were China, Taiwan, Japan, and Thailand. In fact, all of the volunteers who had worked in Thailand indicated that they did not feel adequately prepared. All of respondents who are not affiliated with an established language school program also indicated that they did not feel
adequately prepared. These respondents were most likely to indicate that they received no training at all.

There were a variety of reasons why volunteers did not think they were adequately trained. The reasons mentioned most frequently by the respondents were that there was no training given, the training time was too short, or training was inadequate for those without previous teaching experience.

Other reasons included inadequate preparation for the specific levels a teacher would be expected to teach—specifically either upper level classes or classes with children, not enough training in how to understand and use evaluation procedures, cultural training, lack of methodology training, and the fact that supervisors and team leaders did not attend the training sessions. Only one person stated that “training was geared more to evangelizing rather than making us good teachers.”

Volunteers were also asked to make suggestions for improving the training program. Of the fifty-four suggestions given, 23 focused on content covered, 10 involved procedures used for training, and 21 covered a variety of topics including materials used in the training sessions and length of training. Fifteen of these suggestions focused more on the actual teaching program itself and did not address training specifically. These covered topics such as administration of the training and teaching program, recruitment of volunteers, and curriculum being used. Eighty-one percent (n=64) of the subjects responded to this question. Of those who responded, some mentioned more than one suggestions for improvement. Only those
suggestions mentioned most often which focused on the training program itself are listed in Table X below. A complete list can be found in Appendix K.

**TABLE X**

**MOST FREQUENTLY MENTIONED SUGGESTIONS FOR IMPROVING**

N=64

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Volunteers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Longer training session</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Make training mandatory</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>More structure and organization in training</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>More observation of veteran teachers</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Training conducted by veteran ESL/EFL teachers</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>More practice teaching</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>More training in English pronunciation</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

The participants were also asked if they had any additional comments. These comments covered a variety of suggestions and frustrations not only with the training received, but with the entire volunteer teaching experience. In analyzing these comments, three main topics emerged. The first and most prominent was the feeling expressed by one respondent that “even though training was poor, I don’t regret the experience at all: it was very educational and rewarding.” Another volunteer stated, “I loved my stay, students, experience, etc. I’d on the other hand never want to teach again.”

The second area that was noted involved the need to have a better understanding of English grammar. As noted earlier, most respondents did not
receive any review of English grammar. One respondent wrote of his frustration at not being able to answer the grammar questions he received. He wrote, “my students (most) had a better grasp of the grammar than I did.” Another concluded that “my fellow teachers - Americans - excelled in teaching English by mixing and socializing. They were bright and energetic, but not qualified in English grammar at all.”

The final main topic which came out of these comments was a feeling of a lack of organization on the part of the parent organization, the Seventh-day Adventist denomination, with regards to the entire EFL/ESL field. Some respondents wrote of lack of accurate information from recruiters regarding teaching hours, class sizes, job assignments, and stipends. Others mentioned the lack of adequate support for those who had not taught previously and a lack of sufficient training.

RESEARCH QUESTIONS

Research Question 1 - Content and Procedures: How does the content of the training program - including length of training, components included, time allotted to each component, materials and procedures used - compare to the two intensive ESL/EFL teacher training programs endorsed and recommended by TESOL?

A large majority (82%) of respondents indicated training time of one week or less. Both of the intensive teacher training programs are four week courses which meet 6-8 hours a day, five days a week for a total of just over 100 hours of training. In addition, English International requires students to complete 8-18 hours of self-guided study before the course. Transworld Teachers also offers a shorter, less intensive, 38-
hour teaching workshop which can be completed in seven days. Their brochure indicates that this abbreviated training workshop is designed for the temporary teacher, private tutor, or casual traveler (Transworld Teachers brochure, 1994). SDA training programs are in no way standardized from program to program, and much of the training may actually be orientation to the particular location where a teacher will be working. Because of this fact it is difficult to determine an exact amount of hours spent in ESL/EFL teacher training. Even if the entire time listed is actually spent on training, most respondents received 25 hours or less of training, an amount far lower than even the modified 38-hour training offered by Transworld Teachers. This is also less than one quarter of the time that would be spent in either one of the four-week intensive programs.

Both intensive programs include most of the 25 components listed in Part II of the teacher questionnaire. The two which are absent are Theories of Second Language Acquisition and EFL using the Bible. The shorter training workshop appears to include all of the same components, but spend less time on each. In contrast only 6 of the 25 items were noted as having been moderately or extensively covered in the training respondents received.

It is difficult to determine the amount of time allotted for teaching each component or the materials used both for the training programs completed by the respondents and the intensive programs. It was originally hoped that the questionnaire that was sent to the program administrators would help answer this question.

Procedures most likely to be used in the training offered by the SDA
organization were demonstration and lecture. Transworld Teachers and English International both utilize a wider variety of procedures including lectures, demonstrations, observations, peer critique, practice teaching, and the use of video for seeing master teachers demonstrate techniques as well as for assessing the trainee’s performance. In both programs about one-third of the time is allotted for practice teaching and this involves international students.

Research Question 2 - Volunteer Teachers: What qualifications are required by the SDA denomination to become a volunteer teacher, what previous ESL/EFL training or experience do they have, and what motivations do these teachers have for volunteering?

Seventh-day Adventist church publications, both local and international, routinely contain recruiting advertisements by various entities within the denomination for volunteer missionary English teachers. One of these advertisements, aimed at recruiting teachers for Korea, states that the only qualifications necessary are that the volunteer must be SDA, a native English speaker, a college graduate (degree is not specified) and between 20 and 50 years of age. These ads specifically state that “experience is not necessary - we train you” (Gleaner advertisement, 1998). In some locations volunteers without a college degree are also accepted as English language teachers. Response to the questionnaire indicates that most respondents (87%) had no previous experience.

The most common reasons for becoming a volunteer teacher for the SDA
organization are an interest in other cultures, a desire to share the gospel, and a desire for adventure.

Research Question 3 - Program Evaluation: What is the assessment of the program - including strengths and weaknesses, value of each component, level of satisfaction, and sense of adequate preparation - by volunteer teachers?

Information which answers this question in detail can be found earlier in this chapter and is illustrated with a number of tables.

Research Question 4 - Program Improvement: What suggestions for improvement of the training program might be proposed based on responses to the preceding research questions?

A section which specifically addresses this question is located in Chapter V and entitled “Recommendations for Changes in Practice.”
CHAPTER V

SUMMARY AND CONCLUSIONS

RESPONSE RATE

As has been previously mentioned in Chapter IV of the current study, the response rate was 44 percent. This is much lower than was anticipated by the researcher. A large number of the volunteer teachers for whom addresses were obtained were contacted by phone. The study was explained to them and their help was solicited. All of those contacted expressed an interest in participating in the study and several voiced their opinion that such a study was much needed and long overdue. Because of the nature of these phone conversations, the researcher expected the response rate to be much higher than 44 percent. Some of the volunteer teachers were contacted a second time as a follow up when their questionnaires were not received and they again agreed to return their questionnaires. In most of these cases, even with a second contact, responses were not received.

There are several possible reasons for the low response rate. The percentage of respondents who indicated that they received no training whatsoever may give a clue for an explanation. It is very likely that there are many others who did not receive training either and rather than return the questionnaire indicating such, they chose not to return the questionnaire at all, feeling that it did not apply to them. One
of the volunteer teachers had been very enthusiastic about participating in the study the first time she was contacted by phone, but had completely reversed her attitude by the second time she was contacted. She indicated that after looking at the questionnaire she realized she had not received any of the training indicated and so didn’t feel it was appropriate to complete the questionnaire. She was asked to indicate on the questionnaire what training she had received and make a note about her experience, what she had not received, and what would have been helpful, and return it. She stated that she did not feel comfortable doing that, and so would not be returning the questionnaire. It is possible that others may have had similar experiences in their training and similar feelings regarding completion of the questionnaire.

Possibly related to the above, another cause of the low response rate would be the desire not to cast their church organization in an unfavorable light. This would probably be most true among the retirees who volunteer and this is a significant portion of the total number of volunteers.1 Many have been life-long church members and some had spent their entire career working for the denomination. These people would be likely to feel a great deal of loyalty to the organization. Along with this sense of loyalty may also come the idea that EFL training is not all that important to the overall objective of the language schools. In other words, if volunteers believe that the main goal of the language schools is to share Bible teaching, and it would

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1 Although no exact statistics are known as to the breakdown between retirees and younger (usually college age) volunteers, about half of the names the researcher was able to obtain addresses for were retiree volunteers and it is believed that this ratio would hold true for the entire group of volunteers.
appear from this study that they do, they are likely to believe that knowledge of how
to do that is the most important part of training one can receive. As a consequence
training for teaching English may be viewed as secondary and therefore the lack of it
or the need for it are not seen as important considerations.

The questionnaire may also have raised a level of awareness among potential
participants about ESL/EFL teacher training. It may be that this was the first time that
some of these volunteers had been aware of what could have been made available to
them to help them be better teachers. This first time realization could have resulted in
a sense of what can be termed "professional guilt", which can be characterized as the
sense that one was not qualified to be doing the job that he or she did. This sense of
guilt may have caused a decision not to return the questionnaire.

Another reason for the low response rate may center around the fact that the
program is designed for short-term volunteers. These are not people who are planning
to make a career of EFL teaching. Their term as a volunteer can be for a very short
commitment of time, usually not more than one year. This is often probably the only
time in the person's life that they will teach EFL and they are aware of that fact. Most
of the volunteers have moved on to other endeavors now and so the training they
received or failed to receive is of little consequence to them now. EFL training is far
from an immediate pressing concern and is not likely to be a concern for these people
in the future. so thinking about it and completing a questionnaire regarding it is not
something they want to take the time to do.

Finally, length of time since training may have also affected how much they
remembered and may have made some potential respondents feel uncomfortable completing the questionnaire. In some cases it had been four years since the training had been completed.

RESEARCH FINDINGS

For the following discussion of the research findings, each research question is explored separately. Results for each question are summarized and then discussed.

Research Question 1 - Content and Procedures: How does the content of the training program – including length of training, components included, time allotted to each component, materials and procedures used – compare to the two intensive ESL/EFL teacher training programs endorsed and recommended by TESOL?

As noted in more detail in Chapter IV, the length of the training program, components included and procedures used, differ widely between the two intensive ESL/EFL teacher training programs and those offered by the SDA denomination.

That a religious organization would offer a minimal amount of training was not a surprise to the researcher. Since it appears likely from statements like those made by Barron (1993) that their primary focus is not on English teaching itself, but simply in using that teaching as a tool for evangelism, they would not be likely to see the necessity for having a longer or more extensive training, but just enough to get by. There may also be a desire or need to economize as much as possible, as budgets for these types of programs may be limited.

It does not seem at all unusual either that a class on Theories of Second
Language Acquisition would not be included in even an intensive course, especially when those programs are focused on providing practical skills for classroom use. A course in SLA would be more likely to be found in an undergraduate or graduate degree program in TESOL. It would also be highly unlikely to find a secular training program which offered instruction in teaching EFL using the Bible. Of the six components most likely to be included in an SDA training program, Speaking, Drills, and Cultural Training were indicated most often. This is to be expected when one considers that all of the language classes being offered are set up as conversational classes and often use the Direct Method which is known for focusing on teacher monologues, direct repetition, and formal questions and answers, and reserving the study of grammar until a later time.

Those components which were least likely to be included in SDA training programs were Writing, Linguistic Theory, Review of English Grammar, and Theories of SLA. These are likely to be viewed as not important when the focus is on conversational English and teachers are given teaching manuals (sometimes referred to as “cookbooks”) to follow. It would appear though that in not offering some of these components, such as a review of English grammar, those who are making the decisions about what to include in the training fail to recognize the interconnectedness of the different language skills. There appears to be no understanding by program administrators of the argument made by Scarcella and Oxford (1992) that none of the language skills can be employed or truly learned in isolation. It seems essential that
teachers have at least some basic review of English grammar so they will best be able to help their students.

An unexpected response was the indication by 75% (n=59) of the respondents that teaching EFL using the Bible was not addressed at all or only minimally. Because of the nature of the training organization - their strong emphasis on evangelism and their stated goals of using English Language Schools to promote their religious beliefs - it was expected that a significant number of the respondents would have received some type of training in teaching EFL using the Bible. Of all the components that are missing from the training being offered, and it has been shown that there are many, this is the one which logically would be sure to be included. This is also interesting to note in light of the large number, 76% (n=60) who indicated that one of their reasons for volunteering was a desire to share the gospel. Reasons why this component is not included in training are not known, but it is possible that either the use of "cookbook" teaching manuals which already incorporate this component or religious services conducted outside of class time may be contributing factors. It should be noted too that when asked what training they did not receive that they felt would have been useful to them. 10 respondents indicated a desire for training in presenting Christ in the classroom.

Research Question 2 - Volunteer Teachers: What qualifications are required by the SDA denomination to become a volunteer teacher and what motivations do these teachers have for volunteering?
Although in some locations such as Korea, a B.A. degree is required, in most cases, few qualifications are necessary to be accepted as a teacher and training is promised in recruiting advertisements. This type of recruitment is no doubt based on the notion previously discussed in Chapter II, that native speaker proficiency is all that is necessary to teach ESL/EFL. This idea is probably also a factor when teachers are not provided with any training.

It is likely that an interest in other cultures and a desire for adventure are very common reasons for becoming an ESL/EFL teacher, volunteer or otherwise. Some of the other reasons cited by respondents in this study are probably applicable to teachers outside the religious arena as well. One that is probably not such a common motivation is the desire to share the gospel. It is to be expected though that teachers affiliated with a denomination which has a strong and much-esteemed history of mission work and evangelism would want to be a part of that history.

Research Question 3 - Program Evaluation: What is the assessment of the program - including strengths and weaknesses, value of each component, level of satisfaction, and sense of adequate preparation - by volunteer teachers?

Perceived weaknesses of the training programs far outnumbered perceived strengths. The weakness mentioned most often was that the training was too short. In fact in some cases described by respondents they arrived one day, received their “training” that afternoon and began teaching the next morning. It is doubtful that any ESL/EFL professional organization would consider this to be an adequate length of
time to even begin cultural adjustment let alone learn anything significant about how to teach ESL/EFL.

The results indicated that one of the strengths mentioned most often by respondents was the caring and enthusiastic people who served as teacher trainers. Although this is an admirable trait for any training program, it is not a factor which contributes to increasing trainees’ knowledge base or adequately preparing them for the teaching situations they will face. It seems basic that a training program should have more to recommend it than nice people.

The component which was thought to be most valuable and also mentioned most often as “would have been useful” was Cultural Instruction. Although it is outside the focus of this study, it would appear that cross-cultural adaptation is an issue of considerable concern to ESL/EFL teachers and that has a significant impact on their teaching experience.

Only 27% (n=21) of respondents indicated that they were satisfied or very satisfied with the training they received. Twenty-eight percent (n=22) indicated that they felt the training they received had adequately prepared them for the teaching situation they encountered. Those who indicated they felt adequately prepared were most likely to indicate that they were satisfied or very satisfied with their training. No one training program accounts for these percentages; however, those respondents who worked in Russia since 1995 are the group most likely to indicate satisfaction with their training and a sense that they were adequately prepared. Training programs for teachers in China, Japan, Korea, Taiwan, and Thailand were the most likely to
report dissatisfaction and a sense of being inadequately prepared. It is possible that some of the training for volunteer teachers assigned to this region may be conducted jointly. It was expected that programs in Japan, Korea, Taiwan, and Thailand would rate much higher. The response for Korea was most surprising since it is one of the oldest, the largest, and most respected program of the SDA English language schools. One of the contributing factors to this result may be the high rate of turnover in administrative staff and the lack of trained ESL/EFL professionals available to design and conduct training programs for these volunteer teachers.

**Research Question 4 - Program Improvement:** What suggestions for improvement of the training program might be proposed based on responses to the preceding research questions?

Suggestions for program improvement given by respondents covered a wide variety of areas. Most notable were the need for a longer training session, mandatory training, and more organization. A majority of the suggestions given related to content of the training program, while a smaller number focused on training procedures. The suggestions for improvement of content were for the most part asking for an addition to the content of components respondents felt had been missing in the training they received. This would be expected when data from Part II of the questionnaire indicated that the training now offered only includes in any significant amount 6 of the 25 components listed.
Those suggestions for program improvement which can be made by the researcher after a review of the data collected are detailed later in this chapter.

LIMITATIONS

As with any research study there are certain limitations that exist. The following details some of the limitations specific to the current study.

Objectivity

This research study is based upon the collection of self-report data. No comparison was made with external measures. Because of this fact, it is possible that these data are scientifically deficient because subjectivity can potentially skew the outcome. Having said this however, it is also believed that self-report data are important and necessary in obtaining a complete understanding of the training being offered.

In the first case, because each volunteer is responding from his or her own unique perspective, responses may vary widely, even for the same training program completed at the same time. It was noticed that in at least two cases where husband and wife teaching teams both completed the questionnaire, their responses to the questions differed widely in some areas. For example one spouse may have indicated that a particular training program procedure was used extensively while the other spouse indicated the same procedure was used only minimally. Just because a respondent rated the training program in a certain way does not mean that this rating reflects reality. It simply reflects the individual’s perspective. This perspective could
be skewed by any number of variables.

Some of these are:

**Attitude.** It is conceivable that subjects' attitudes toward their entire teaching experience may have affected their perspective on the organization they worked with and the training provided to them. For example, when respondents were asked for additional comments at the end of the questionnaire, many included remarks that related to their overall experience, and not just their training. It is also true that people who have a grievance they want to air are more likely to respond than those who have had a positive experience.

**Length of Time since Training.** To obtain a large enough sample size, it was necessary to elicit data from subjects who had received their training in the last four years and worked within the last three years (1993-97). Because of this, the length of time varied between when subjects received their training and when they completed the questionnaire. This may have affected subjects' answers either in a negative or positive way. Since over time our memories tend to recall the positive experiences more often, it is possible that some respondents may have forgotten some of the negative aspects of their experiences. On the other hand because of the length of time that has passed some subjects may have responded "None/Not Sure" or "Minimal" to some aspects of the training program content or procedures which in fact where incorporated more extensively into the training program or vice versa.

**Expectations.** Recruiters may give volunteers the idea that they will receive a certain type of training before they are expected to teach. If these expectations for
training are not met, it may skew subjects’ viewpoint regarding the training they received. At least two respondents, when asked for suggestions for improving the program, indicated a desire for more truthfulness on the part of recruiters in the United States. Another volunteer stated “I really walked away from training disappointed. I thought they were going to help me be a good teacher. I really felt thrown to the wolves when I started.”

Population Size

This limitation affects the generalizability of the current study’s findings. Because the sample size is small and restricted to only one religious denomination and their EFL mission programs, any description of the general tendencies that came out of the current study must be confined to the segment of volunteer teachers who completed the questionnaires. This means that although it is believed that this study has a high level of internal validity, there is a low level of external validity for this study. Overall validity was increased however by the personal interaction that was achieved through the phone calls made to the study participants. This interaction allowed participants to better understand the purpose of the survey.

Survey Instrument Ambiguity

Another limitation of this study involves ambiguity in some sections of the instrument. This occurred in three places in the questionnaire. The first area became clear only when attempting to compile and analyze the survey results in Part II which involved a four-point Likert scale. Category number one was titled “None/Not Sure”.
Originally the researcher had thought that these two categories would fit together; however, it became apparent that it was impossible to know whether respondents had not received this type of training or if they were just not sure whether or not they had received it. This could skew the interpretation of the data.

The second area of ambiguity was noted by some of the respondents and concerned the wording used in some areas of the questionnaire. For example, in Part III, question 5, respondents were asked to rate their level of satisfaction with their training. Some found the choice of “undecided” for the middle selection confusing. They indicated uncertainty as to whether this term meant “no opinion”, “somewhat satisfied”, or “somewhat unsatisfied”. The researcher intended it to refer to a position somewhere between “satisfied” and “unsatisfied”. It is impossible to know how each person who marked “undecided” chose to interpret the term.

The final area of ambiguity involved question 9 in Part III, which asked respondents whether they felt their training had adequately prepared them for the teaching situation they encountered. Only two response options, “yes” and “no” were given. Having to make a clear-cut choice appeared to frustrate a limited number of subjects. As one stated “…in some ways ‘yes’ and in some ways ‘no’. Is it possible to say ‘partly’”?

For the most part, however, the majority of the subjects who responded expressed few concerns with the wording of the questionnaire.

A pilot test of the questionnaire may have made the researcher aware of these
area of difficulty so that changes could have been made to improve the wording of the questions.

**Reliability of Instrument**

Although reliability is of high importance for any research instrument, and the researcher would have been interested in knowing how reliable this instrument is, none of the methods which exist to estimate reliability could feasibly be applied.

**Data Analysis**

Because the data gathered were from a large number of different teaching locations with, for the most part, few teachers from each location, it was not possible to calculate statistical correlations on these data. It would have been preferable to have more than a descriptive analysis of the data which resulted from this instrument in order to have a better basis for comparisons with future studies.

**VALUE OF THIS STUDY**

Because of the current lack of research information available regarding teacher training programs for short-term volunteer teachers, this study provides a beginning step toward a better understanding of this area of TESOL. It contributes to the field of teacher education and training studies in three main ways: through the construction of two new survey instruments, through the addition of a theoretical construct which posits a framework for expanding the view of teacher training, and through the addition of data which falls between the categories of Trained and Untrained
Language Educators and into a new category entitled “Limited Training,” which makes up a large share of those who are currently teaching ESL/EFL. It is hoped that this study will stir an interest in other researchers to contribute to this field as well.

RECOMMENDATIONS FOR CHANGES IN PRACTICE

Because the level of satisfaction for the training respondents had received was so low, the feeling of adequate preparation was low, and several clear deficiencies -- including content, procedures, and length of training -- emerged in this study, it seems evident that recommendations for improvement in the training programs studied are imperative. They are as follows:

1. Training should be mandatory for all short-term volunteer ESL/EFL teachers.
2. A standardized training program should be implemented for all ESL/EFL teachers sent out by the SDA denomination who do not possess at least a TESOL certificate. This could be an intensive course which would cover both theoretical and practical components. This training would take place in the United States before volunteers left for their respective countries of assignment. Once volunteers reached the location where they were to teach, an orientation could be conducted familiarizing them with the particular method used in that language school or area. Although important for all volunteer teachers, the standardized training would likely prove to be the most valuable to those volunteers who are not attached to a particular language school and who now receive no training whatsoever.
A number of options could be explored on how best to present this training. It is possible that this training could be presented as a video with accompanying activities to complete or as a distance learning course using the internet. Both of these options would help keep travel costs to a minimum. Another possibility is to offer two training sessions - one on the West Coast primarily for those who reside there or who are departing for countries in Asia, the other on the East Coast for those who reside there or who are departing for Russia or countries in Africa or Eastern Europe. Those planning to teach in Mexico, Central America, or South America could receive the training in either location.

The possibility of receiving college credit for completing the training program should also be explored.

3. A committee should be appointed of recent (within the last three years) volunteer English teachers who have worked for the SDA organization and ESL/EFL professionals. They should be assigned the task of developing the standardized training program mentioned in #2. As a part of the creation of this training program they should investigate intensive training programs, both those conducted by other religious organizations and also organizations such as Linguarama or inlingua, whose only focus is language teaching and language teacher preparation. The purpose of this investigation would be to discover what is working in the training programs these organizations offer and then
explore ways to incorporate those aspects into the training program that is developed.

4. An ongoing program evaluation should take place. Part of this evaluation should include a debriefing session or exit interview for short-term volunteers in order to allow them a chance to make suggestions for improvements in the program in a more timely manner than this survey instrument could achieve.

5. Training should include the following components which respondents indicated were important, but sometimes lacking in their training:
   a. cultural training specific to the area where the teacher will be working
   b. basic review of English grammar
   c. observation of veteran teachers in person or on video
   d. demonstration of teaching strategies and techniques
   e. introduction to language of the country of assignment
   f. instruction in assessment procedures
   g. instruction in how to teach children and higher level ESL/EFL classes.

6. Training should include the following procedures:
   a. practice teaching with foreign students
   b. teaching observation - in person and on video
   c. video critique of practice teaching

7. An “Action Plan” should be developed and implemented. This would involve deliberate planning on the part of those administering the English Language Mission programs. Objectives need to be formulated for the training that is
conducted. A plan for implementing the changes needed to meet those objectives and a plan to evaluate the effectiveness of those changes needs to be developed as well.

8. Make-up training sessions should be provided for those volunteers who arrive late. This would probably be best facilitated using a video training program.

9. On-going training and evaluation should be provided. As one respondent suggested this may include the establishment of an internet server to provide information to teachers.

10. Engage in dialogue with CETESOL should be initiated regarding the training Christian organizations provide for volunteer short-term missionaries teaching English with a view toward establishing some type of standards and/or accreditation for Christian organizations who engage in this form of English language teaching program.

It is not imagined that such changes in a program will be an easy task to accomplish. As Smith (1969) stated, changing a teacher education program is like redesigning a car as it is being driven down the highway.

RECOMMENDATIONS FOR FUTURE RESEARCH

Because it appears that little research has been conducted or published regarding this topic, and because the current study was simply a beginning step in exploring this area of TESOL, several suggestions can be made for further research in
the area of teacher training for short-term volunteer ESL/EFL teachers. There are several essential questions that need more exploration. First, a replication of the current study needs to be undertaken using a survey population from other religious organizations who are involved in using English as a conduit for disseminating their religious beliefs. Such research would provide a means by which to compare the effectiveness of the training offered by organizations operating similar programs and it might also offer more generalizable results. It would also be of interest to look at how other non-religious organizations who use volunteers (such as the Peace Corps) conduct their training.

A second area for future research would be the development of a new research instrument. This might be simply a refinement of the current one, reflecting the information gathered in this study, or an altogether new instrument. A part of this development should be to look for ways to design a study which could look at correlations between the data gathered from the questions. These correlations could help to determine what specific features of the training programs are most likely to help participants feel satisfied with their training and believe that they are adequately trained for the teaching situations they encounter.

Future research should also address the question of ethical issues which surround the use of English language classes by religious organizations. In simple terms it would answer the question of whether “the end justifies the means.” This research might also include the recruitment practices used by these organizations to obtain the volunteer teachers who work for them.
Another area for research involves the need to determine what type of training should be given to short-term volunteer teachers - both those affiliated with religious organizations and those working for other entities. What are the basic ideas, theories, and practices that these teachers need to acquire? No minimums have yet been established.

Finally, research is needed on the effectiveness of church-affiliated English Language Mission programs. While this area of research does not seem to directly address training, it is closely related. If it is found that these language schools are not effective, then it would be important to discover what is causing their ineffectiveness. This may in turn lead back to exploring the training that teachers in these schools receive and what changes need to be effected in order to improve the overall language school program.

SUMMARY

Of the thousands of ESL/EFL teachers working around the world to meet the ever increasing demand for English language instructors, a number can be categorized as untrained. Usually grouped in this category are short-term volunteer ESL/EFL teachers who are working in church-affiliated English language mission programs. As this study has confirmed, because these teachers do receive some training, it is more correct to classify them as receiving “limited training.” The current study sought to provide a view of the training that is provided for these short-term volunteer ESL/EFL teachers.
The present study used a questionnaire developed by the researcher to obtain short-term volunteer teachers’ perceptions of the training they received from the SDA church organization. Questions asked respondents to indicate the content and procedures of their training programs, their assessment of the program, and suggestions for improvement of the program.

The findings of this study indicated that SDA training programs are significantly shorter, cover less content and use fewer procedures than the two intensive ESL/EFL teacher training programs recommended by TESOL that were used for comparative purposes. One interesting result was the indication that training in using the Bible to teach EFL was not included in a significant number of the training programs. It was also found that the perceived weaknesses of the programs greatly outnumbered the strengths. A large percentage of the respondents also indicated feeling inadequately prepared and dissatisfied with the training they received.

Limitations discussed in this chapter include objectivity, generalizability, survey instrument ambiguity, reliability, and methodology of data analysis. The value of the study included (1) the construction of two new survey instruments, (2) the creation of a new theoretical construct, and (3) the addition of data related to ESL/EFL teacher education for short-term volunteers.

Because of the results of this study, recommendations were made for changes in the content and procedures of the training programs offered by the Adventist organization. Hollingsworth and Spencer (1997) have noted that “All human
systems tend to seek stability and hence preserve themselves from undesirable or unnecessary change. Except in dire situations where it is a choice between changing or perishing, it is much easier to stay the same” (p. 76). It is the hope of this researcher that the SDA organization, although it will undoubtedly want to keep its unique focus, will make the choices and take the actions which are necessary to provide teacher training for its volunteers that more closely aligns itself with the programs endorsed and recommended by TESOL.
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APPENDIX A

SURVEY INSTRUMENT A
QUESTIONNAIRE

NAME: ______________________________ PHONE: _____________
ADDRESS: ____________________________________________

PART I
Background Information

A. Previous Experience

1. Before receiving the ESL/EFL teacher training offered by the religious organization with which you are affiliated, had you taught ESL/EFL?
   [ ] YES [ ] NO
   If your response is NO, go on to number 4.

2. Where did you teach (U.S. or other country) ________________

3. How long did you teach? _________________________________

4. Before receiving the EFL/ESL teacher training offered by the religious organization with which you are affiliated, had you received any training in EFL/ESL?
   [ ] YES [ ] NO
   If your response is NO, go on to Section B.

5. What type of training did you have?

B. Entering the English Language Mission Program

1. Why did you volunteer to teach in the English Language Mission program? (Please mark as many as apply)
   [ ] Desire for adventure
   [ ] Seeking teaching experience
   [ ] Interest in other cultures
   [ ] Desire to share the gospel
   [ ] No clear reason for joining the program
   [ ] Other (Please specify) _________________________________
PART II
Program Content and Procedures

Using the 4 point scale below, please circle the appropriate number which best indicates your belief about the extent to which the following content and procedures were a part of the EFL/ESL training that was provided for you by the religious organization with which you are affiliated.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>None/Not Sure</td>
<td>Minimal</td>
<td>Moderate</td>
<td>Extensive</td>
<td></td>
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</tbody>
</table>

A. Training Program Content

1. Theories of Second Language Acquisition
2. Linguistic Theory
3. Problem areas for native speakers learning EFL
4. Culture training/cultural awareness
5. Teaching EFL using the Bible
6. Teaching strategies
7. Language teaching methodologies & techniques
8. Teaching materials development
9. Lesson planning
10. Lesson presentation
11. Cooperative Learning
12. Class management
13. Drama techniques/role playing
14. Fluency development
15. Visual aids/Realia/Props 1 2 3 4
16. Error analysis and correction 1 2 3 4
17. Drills 1 2 3 4
18. Checking student understanding 1 2 3 4
19. Review of English grammar 1 2 3 4
20. Vocabulary presentation 1 2 3 4
21. Progress assessment 1 2 3 4
22. Skill areas:
   Reading 1 2 3 4
   Writing 1 2 3 4
   Speaking/Pronunciation 1 2 3 4
   Listening/Comprehension 1 2 3 4

B. Training Program Procedures

1. Observation of EFL/ESL teachers
   (in person or on video) 1 2 3 4
2. Demonstration of teaching models 1 2 3 4
3. Practice teaching 1 2 3 4
4. Classroom simulations 1 2 3 4
5. Peer critique 1 2 3 4
6. Video feedback 1 2 3 4
7. Lecture 1 2 3 4
PART III
Comments

1. Where did you teach English?

2. How long did you teach English?

3. When were you trained by your organization (month/year)?

4. How long was your EFL/ESL teacher training program? (in hours, days, or weeks whichever applies)

5. Which courses in your training proved to be most helpful or valuable in your teaching experience? (Please be as specific as possible)

6. What type of training did you NOT receive that you feel would have been useful?

7. How satisfied were you with the training you received from your sponsoring organization?

☐ very satisfied ☐ satisfied ☐ undecided ☐ unsatisfied ☐ very unsatisfied

8. What do you feel were the strengths and weaknesses of the EFL/ESL training program in which you participated?
9. In your opinion, did your training adequately prepare you for the teaching situation you encountered? □ YES □ NO Please explain.

10. Do you have any suggestions for improving the training program in which you participated?

11. Other comments?

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE
APPENDIX B

SURVEY INSTRUMENT A COVER LETTER
June 1997

Dear English Teacher:

I am a graduate student at Portland State University in Portland, Oregon. I am currently working on a master’s degree in Teaching English to Speakers of Other Languages. My thesis research involves examining the English as a Foreign Language (EFL) training programs which the Seventh-day Adventist denomination conducts for their short-term volunteer missionaries who are teaching English. The purpose of this study is to learn more about the training being offered to short-term English teachers in Christian English language mission programs.

A part of this study is a questionnaire which is to be completed by those who have finished the training program and taught English at some time during the last four years (1993-1996). This questionnaire asks respondents to evaluate the extent to which their training program included the content and procedures listed, asks them to rate the usefulness of their training, and give suggestions for program improvement.

You are being asked to participate in this study on a voluntary basis. This means that you may choose NOT to participate without affecting your relationship with the Christian organization with which you are affiliated. It is important to understand that the higher the rate of participation, the more useful and valuable the information gathered will be. Although you may not receive any direct benefit from this study, it may serve to increase knowledge which may help others in the future.

All information which you provide, including your name, will be kept confidential. Please be assured that at no time will anyone in the organization with which you are affiliated see your completed questionnaire.

The data collected will be analyzed and used to give the organization involved a basis for self-evaluation.

If you choose to participate in this study, please follow these procedures:

1. Read, complete, and sign the Informed Consent Form enclosed.
2. Complete the Questionnaire.
3. Place both forms in the enclosed postage paid envelope.
4. Seal the envelope and sign your name across the seal. This will assist me in record keeping and also help to insure confidentiality.
5. Return the envelope to: Janet Blackwood, P.O. Box 128, Boring, OR 97009

If you have any questions or concerns regarding this study please contact the Chair of the Human Subjects Research Committee, Office of Research and Sponsored Projects, 105, Neuberger Hall, Portland State University, 503/724-3417.

Thank you for your help with this study.

Sincerely.

Janet N. Blackwood
APPENDIX C

INFORMED CONSENT FORM
INFORMED CONSENT FORM

I, ________________________________, agree to take part in this research project on training programs for short-term volunteer teachers in Christian English language mission programs.

I understand that the study involves completing a questionnaire regarding the ESL/EFL training I received from the Christian organization with which I am affiliated, prior to my teaching experience, and that the completion of this questionnaire will take approximately 30 to 40 minutes of my time.

Janet Blackwood has informed me that the purpose of this study is to learn about the training being offered to short-term English teachers in Christian English language mission programs.

I may not receive any direct benefit from taking part in this study, but the study may help to increase knowledge that may help others in the future.

Janet Blackwood has offered to answer any questions I have about the study and what I am expected to do.

She has promised that all information I give will be kept confidential, and that the names of all people in the study will be kept confidential.

I understand that I do not have to take part in this study, and that this will not affect my relationship with the Christian organization with which I am affiliated.

I have read and understand the above information and agree to take part in this study.

DATE: __________________________ SIGNATURE: __________________________

If you have any concerns or questions about this study, please contact the Chair of the Human Subjects Research Committee, Office of Research and Sponsored Projects, 105 Neuherger Hall, Portland State University, Portland, OR, 503/725-3417.
APPENDIX D

PLEASE HELP FORM
PLEASE HELP

There have been almost 500 Adventists involved in Christian English language mission programs over the last 3 years. In order for me to do an analysis and write my thesis I must have a minimum of 70 completed questionnaires. Obviously the higher the rate of participation, the more useful and valuable the information gathered will be, and I would like to have at least 100 responses. Unfortunately it has been hard to locate those people who have been involved. Perhaps you are still in contact with people you worked with teaching English or know other people who have taught English for the Adventist church within the last three years. If so, would you please write their names on the lower portion of this paper along with a phone number or address or any other information that would help me to locate them so they can participate in this study as well. Thank you so much for your help.
APPENDIX E

SURVEY INSTRUMENT B
QUESTIONNAIRE

NAME: ____________________________________________________________

POSITION: ________________________________________________________

______________________________________________________________

PART I
The Training Course

A. Course Goals and Guidelines

1. What are the goals of the training program for short-term volunteer EFL teachers?

2. How did you arrive at these goals?
   ____ Needs Analysis
   ____ Student Questionnaire
   ____ Other (Please explain)

3. What are the theories of language learning and teaching upon which the training program is based?

4. Are you aware of TESOL's Core Standards for Training Programs?
   □ YES       □ NO
5. Which, if any, of TESOL's Core Standards for Training Programs do you incorporate in your training program?

6. Do you use other guidelines or standards for your program?
   □ YES    □ NO
   
   If YES, please explain.

B. Program Content, Procedures, and Materials

1. Using the 5 point scale below, please circle the appropriate number that best indicates your belief about the extent to which the following content and procedures are a part of your training program for short-term volunteer EFL teachers.

<table>
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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Less than a half hour</td>
<td>½ to 1 hour</td>
<td>1-3 hours</td>
<td>3-5 hours</td>
</tr>
</tbody>
</table>

a. Theories of Second Language Acquisition  
   1 2 3 4 5

b. Linguistic Theory  
   1 2 3 4 5

c. Problem areas for native speakers learning EFL  
   1 2 3 4 5

d. Culture training/Cultural awareness  
   1 2 3 4 5

e. Teaching EFL using the Bible  
   1 2 3 4 5

f. Teaching strategies  
   1 2 3 4 5

g. Language teaching methodologies and techniques  
   1 2 3 4 5

h. Materials development  
   1 2 3 4 5

i. Lesson Planning  
   1 2 3 4 5
j. Lesson presentation 1 2 3 4 5
k. Cooperative Learning 1 2 3 4 5
l. Class management 1 2 3 4 5
m. Drama techniques/Role playing 1 2 3 4 5
n. Fluency development 1 2 3 4 5
o. Visual aids/Realia/Props 1 2 3 4 5
p. Drills 1 2 3 4 5
q. Checking student understanding 1 2 3 4 5
r. Review of English grammar 1 2 3 4 5
s. Vocabulary presentation 1 2 3 4 5
t. Progress assessment 1 2 3 4 5
u. Skill areas:
   Reading 1 2 3 4 5
   Writing 1 2 3 4 5
   Speaking/Pronunciation 1 2 3 4 5
   Listening/Comprehension 1 2 3 4 5
v. Error analysis and correction 1 2 3 4 5
w. Observation of EFL/ESL teachers
   (in person or on video) 1 2 3 4 5
x. Demonstration of teaching models 1 2 3 4 5
y. Practice teaching 1 2 3 4 5
z. Peer critique 1 2 3 4 5
aa. Video feedback 1 2 3 4 5
bb. Lecture 1 2 3 4 5
2. How many hours are students expected to spend studying for every hour of class time during their training program?

3. What is generally the size of your class in the training program?

4. What materials are used in the training program?

C. Program Evaluation

1. Has the program ever undergone a formal evaluation? [ ] YES [ ] NO
   If YES, please explain.

   Are there any plans to evaluate the program on a regular basis?
   [ ] YES [ ] NO
   If YES, please explain.

PART II
Trainers and Volunteer Teachers

A. Trainers

1. Do the trainers have training in TESOL, if so, how much?
2. Do trainers have experience in TESOL in another country, if so, how many years?

3. Are trainers acquainted with, or members of TESOL or a similar ESL/EFL professional organization? Please name them.

B. Volunteer Teachers

1. What level of education do the volunteer teachers have prior to entering the EFL training program?

2. How are teachers accepted into the training program?

3. What do trainers use to evaluate successful completion of the training program?

PART III
Comments

1. What aspects of the training program seem most valuable to you?

2. What type of training that is NOT offered now would you like to see included in the program?

3. What do you feel are the strengths and weaknesses of your training program?

4. Do you believe that the training presently being given adequately prepares volunteer teachers for the teaching situations they encounter? ☐ YES ☐ NO Please explain.

5. Other Comments?
APPENDIX F

VOLUNTEER ENGLISH TEACHING LOCATIONS
The following is a list of countries where volunteer English language teachers affiliated with the Seventh-day Adventist denomination have worked. Those countries where respondents to this survey volunteered are indicated with an asterisk.

**Africa**
- Egypt
- Gambia
- Mozambique

**Asia**
- Bangladesh
- China *
- Indonesia
- Japan *
- Korea *
- Mongolia *
- Philippines *
- Sri Lanka
- Taiwan *
- Thailand *
- Vietnam

**Europe**
- Croatia
- Czech Republic *
- Poland *
- Romania
- Spain

**Former U.S.S.R.**
- Kazakhstan
- Russia *
- Ukraine *
- Uzbekistan *

**Central/South America**
- Argentina *
- Bolivia *
- Brazil
- Chile
- Colombia
- Costa Rica
- Ecuador *

**Middle East**
- Lebanon
- Pakistan
- Turkey *
APPENDIX G

TRAINING RECEIVED THAT WAS PERCEIVED AS MOST VALUABLE
**TRAINING RECEIVED THAT WAS PERCEIVED AS MOST VALUABLE**

The following are rank ordered from those most often mentioned by respondents to those mentioned the least often.

<table>
<thead>
<tr>
<th>Number of Times Mentioned</th>
<th>Cultural Instruction</th>
<th>Drill Practice</th>
<th>Observation</th>
<th>Role Playing</th>
<th>Using Program Materials</th>
<th>Practice Teaching</th>
<th>Simulations</th>
<th>Training Video</th>
<th>Lesson Planning</th>
<th>Problem Solving Techniques</th>
<th>Pronunciation</th>
<th>Bible Study Training</th>
<th>Comprehension</th>
<th>English Express Program</th>
<th>Error Correction</th>
<th>Grading</th>
<th>Grammar Review</th>
<th>Lesson Presentation</th>
<th>Linguistic Theory</th>
<th>Peer Critiques</th>
<th>Peer Videotaping</th>
<th>Presentations by veteran teachers</th>
<th>Teaching Children</th>
<th>Visual Aids Examples</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
APPENDIX H

TRAINING THAT WAS NOT RECEIVED THAT WOULD HAVE PROVED VALUABLE
The following are rank ordered from those most often mentioned to those mentioned least often.

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Number of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Training</td>
<td>11</td>
</tr>
<tr>
<td>Presenting Christ in the Classroom</td>
<td>10</td>
</tr>
<tr>
<td>All Training</td>
<td>9</td>
</tr>
<tr>
<td>Grading/Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Grammar Review</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Native Language</td>
<td>7</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>4</td>
</tr>
<tr>
<td>Linguistic Theory</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>4</td>
</tr>
<tr>
<td>Observation</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>4</td>
</tr>
<tr>
<td>Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>Practice Teaching in Actual Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Lower Level Students</td>
<td>3</td>
</tr>
<tr>
<td>Fluency Development</td>
<td>2</td>
</tr>
<tr>
<td>Longer Training</td>
<td>2</td>
</tr>
<tr>
<td>Probable problem areas</td>
<td>2</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>2</td>
</tr>
<tr>
<td>Teaching with Textbooks</td>
<td>2</td>
</tr>
<tr>
<td>Using outside resources</td>
<td>2</td>
</tr>
<tr>
<td>Video</td>
<td>2</td>
</tr>
<tr>
<td>Classroom management</td>
<td>1</td>
</tr>
<tr>
<td>Dealing with incompetent school management</td>
<td>1</td>
</tr>
<tr>
<td>Demonstration of teaching models</td>
<td>1</td>
</tr>
</tbody>
</table>
Error analysis and correction  1
Feedback on training  1
How to be a private tutor  1
How to deal with unsatisfied students  1
Simulations  1
Small Group Instruction  1
Teaching tips packet  1
Time Management  1
Vocabulary Presentation  1
APPENDIX I

PERCEIVED STRENGTHS OF THE TRAINING RECEIVED
PERCEIVED STRENGTHS OF TRAINING RECEIVED

The following have been rank ordered from most to least often mentioned.

<table>
<thead>
<tr>
<th>Number of Times Mentioned</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Cultural Instruction</td>
</tr>
<tr>
<td>6</td>
<td>Enthusiastic and Caring People</td>
</tr>
<tr>
<td>5</td>
<td>Practice Teaching</td>
</tr>
<tr>
<td>4</td>
<td>Thorough explanation of materials used</td>
</tr>
<tr>
<td>3</td>
<td>Good Teacher Guides</td>
</tr>
<tr>
<td>3</td>
<td>Veteran Teachers doing Training</td>
</tr>
<tr>
<td>2</td>
<td>Instruction in conducting drills</td>
</tr>
<tr>
<td>2</td>
<td>Training in Role Playing</td>
</tr>
<tr>
<td>2</td>
<td>Training Video</td>
</tr>
<tr>
<td>1</td>
<td>Emphasis on conversational English</td>
</tr>
<tr>
<td>1</td>
<td>Instilled Confidence</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
</tr>
<tr>
<td>1</td>
<td>Native language instruction</td>
</tr>
<tr>
<td>1</td>
<td>Use of video to tape practice</td>
</tr>
</tbody>
</table>
PERCEIVED WEAKNESSES OF THE TRAINING RECEIVED

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Program Too Short</td>
<td>13</td>
</tr>
<tr>
<td>Lack of Organization</td>
<td>6</td>
</tr>
<tr>
<td>Training not specific enough</td>
<td>5</td>
</tr>
<tr>
<td>No outline for teaching</td>
<td>3</td>
</tr>
<tr>
<td>Inadequate training for religious program/teaching</td>
<td></td>
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<tr>
<td>ESL with the Bible</td>
<td>2</td>
</tr>
<tr>
<td>Ineffective for group volunteer would be teaching</td>
<td>2</td>
</tr>
<tr>
<td>Lack of training in assessing students</td>
<td>2</td>
</tr>
<tr>
<td>No developed manual containing linguistic theory or methodologies</td>
<td>2</td>
</tr>
<tr>
<td>No training program</td>
<td>2</td>
</tr>
<tr>
<td>Trainers lacked knowledge of EFL/ESL concepts</td>
<td>2</td>
</tr>
<tr>
<td>Training too narrow - focused only on one book</td>
<td>2</td>
</tr>
<tr>
<td>High</td>
<td></td>
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<tr>
<td>Inexperienced trainers</td>
<td>1</td>
</tr>
<tr>
<td>Lack of current material</td>
<td>1</td>
</tr>
<tr>
<td>Lack of ongoing training</td>
<td>1</td>
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<tr>
<td>Lack of training for vocabulary presentation</td>
<td>1</td>
</tr>
<tr>
<td>Location of training</td>
<td>1</td>
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<tr>
<td>Training sessions too long</td>
<td>1</td>
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<tr>
<td>No follow-up to see what assistance new teachers needed</td>
<td></td>
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<tr>
<td>No make-up training sessions for those who arrive late</td>
<td>1</td>
</tr>
<tr>
<td>No training in classroom management</td>
<td>1</td>
</tr>
<tr>
<td>No training in error analysis and correction techniques</td>
<td>1</td>
</tr>
<tr>
<td>No training in teaching comprehension</td>
<td>1</td>
</tr>
<tr>
<td>No training in using visual aids/realia/props</td>
<td>1</td>
</tr>
<tr>
<td>Not enough observation of veteran teachers</td>
<td>1</td>
</tr>
<tr>
<td>Not enough personal practice</td>
<td>1</td>
</tr>
<tr>
<td>Only focused on conversational English</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX K

SUGGESTIONS FOR IMPROVING THE TRAINING OFFERED
SUGGESTIONS FOR IMPROVING THE TRAINING OFFERED

The following suggestions regarding training are rank ordered from most to least often mentioned. In response to the question that elicited this information, some respondents also offered suggestions which related to the actual teaching program. Because those suggestions do not focus on training, they are not included here.

<table>
<thead>
<tr>
<th>Number of Times Mentioned</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Longer training</td>
</tr>
<tr>
<td>8</td>
<td>Make training mandatory</td>
</tr>
<tr>
<td>6</td>
<td>Better structure and organization</td>
</tr>
<tr>
<td>5</td>
<td>More observation of veteran teachers</td>
</tr>
<tr>
<td>5</td>
<td>Training by veteran teacher</td>
</tr>
<tr>
<td>4</td>
<td>More practice teaching</td>
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<tr>
<td>4</td>
<td>More training in English pronunciation</td>
</tr>
<tr>
<td>4</td>
<td>Provide better understanding of the grading system to be used</td>
</tr>
<tr>
<td>3</td>
<td>Better teacher guides</td>
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<tr>
<td>3</td>
<td>Send out pre-training video</td>
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<tr>
<td>3</td>
<td>More grammar training</td>
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<tr>
<td>3</td>
<td>More “how to” training</td>
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<tr>
<td>2</td>
<td>Keep training ongoing</td>
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<tr>
<td>2</td>
<td>Learn more about cultural relationship to learning</td>
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<tr>
<td>2</td>
<td>English</td>
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<tr>
<td>2</td>
<td>Provide area specific training (children/college/adults)</td>
</tr>
<tr>
<td>2</td>
<td>Training in teaching comprehension</td>
</tr>
<tr>
<td>1</td>
<td>Encourage teachers to use drills</td>
</tr>
<tr>
<td>1</td>
<td>Encourage teachers to use role playing</td>
</tr>
<tr>
<td>1</td>
<td>Hands-on training</td>
</tr>
<tr>
<td>1</td>
<td>Have a book of successful strategies used by previous teachers</td>
</tr>
<tr>
<td>Suggestion</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Have a manual to refer to</td>
<td>1</td>
</tr>
<tr>
<td>Include training for teaching writing skills in upper levels</td>
<td>1</td>
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<tr>
<td>More and improved materials for sharing the gospel</td>
<td>1</td>
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<tr>
<td>More classroom management training</td>
<td>1</td>
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<tr>
<td>More classroom simulations</td>
<td>1</td>
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<tr>
<td>More ideas for supplemental curriculum development</td>
<td>1</td>
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<tr>
<td>More info on building an interesting curriculum</td>
<td>1</td>
</tr>
<tr>
<td>More role play</td>
<td>1</td>
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<tr>
<td>More teaching aids - games/posters/maps/realia</td>
<td>1</td>
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<tr>
<td>More time to get used to the culture</td>
<td>1</td>
</tr>
<tr>
<td>More training about Second Language Acquisition</td>
<td>1</td>
</tr>
<tr>
<td>Teach about different learning styles</td>
<td>1</td>
</tr>
<tr>
<td>Teach teachers to games to use to increase vocabulary skills</td>
<td>1</td>
</tr>
<tr>
<td>Teaching methods training</td>
<td>1</td>
</tr>
<tr>
<td>Team teach with veteran teachers for first two weeks to gain experience</td>
<td>1</td>
</tr>
<tr>
<td>Training materials for specific countries</td>
<td>1</td>
</tr>
<tr>
<td>Use only ESL trained teachers</td>
<td>1</td>
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</tbody>
</table>
APPENDIX L

ADDITIONAL COMMENTS
ADDITIONAL COMMENTS

Because the training for volunteers is generally provided by the specific program in the country in which they will work, the following comments have been grouped by country. Countries are listed alphabetically.

CHINA

♦ I would do it again in a minute. All they have to do is call.

♦ At our school only 1/10th of the teachers had any training. Some didn’t know they would be teaching English. Basically only the teachers from Walla Walla College had training.

♦ I love China. I love my students. I like being in the classroom. I didn’t like the schools I worked for. I have since worked with the summer ESL program for Japanese students at Walla Walla College, and I think the little bit of training I received, and my experience made that a real success.

JAPAN

♦ I loved my stay. students, experience, etc. I’d on the other hand never want to teach again.

♦ I had a wonderful experience and now live and work in the country I was teaching in.

♦ More LANGUAGE training, less evangelistic training. More of the evangelistic should be at home, before you come. More variety of ideas, age group focuses, and texts. Less lecture, more demonstration, by a variety of presenters -
including some from “outside” the SDA church. More ongoing training or optional helps - maybe a 3 month evaluation/constructive suggestion report with superiors or peers. Less of a textbook - more of a varied resource guide perhaps with age categories and suggestions for each. I really walked away from training disappointed. I thought they were going to help me be a good teacher. Instead, I felt all they were concerned with was whether or not I was a good “evangelist” and was going to be a vegetarian (for example!) My orientation was only for less than 20 people I think, but I felt like just another number in the long line of people they had used to get new church members. Far more time was spent on rules, than on how to save a class presentation that’s really flopping. I really felt thrown out to the wolves when I started.

- It seems that with the level of technology that we have these days that an organization (SDA or otherwise) could establish an internet server that can provide information to teachers. Information such as - teaching methods, ideas, materials, classroom scenarios, etc. Also a bulletin board for listing job openings and teacher to teacher questions, answers, and ideas. The good thing about this would be that teachers can update their ideas and materials quickly and easily - anywhere around the world. It could be called TEFLINK/TESLINK. This server would only operate as a teaching/communication aid between the teachers and the organization (SDA or otherwise), it would not (or could not) replace the specific training program for each individual country or area. It could also help form relationships between teachers in different countries.
KOREA

- The SDA program is geared towards conversation, but lacks grammatical instruction which is needed, in my opinion, to make acceptable conversation.
- I was briefly taught how to read Korean characters (letters). I found this extremely beneficial.
- The Korean schools were too political and selfish. Need to be more Christ-centered.
- The SDA Language Institute system is one of the best rated in South Korea and is known for three things 1) affordability 2) excellent teaching, and 3) great place to meet a spouse
- I enjoyed teaching, but SS and “SDA Politics” took away from the experience.
- I should not have been allowed to teach with so little experience.

Despite the difficulties - this was one of the most rewarding experiences of my life.

- In fairness to the program, I did decide to go to Korea two weeks before I left. There really was no time to be trained. They were desperate.
- I think for short term English teachers who haven’t studied about teaching English it is good to have a clear outline and exact lesson plans provided.
- I thoroughly enjoyed my time teaching, but it challenged me to be creative, resourceful, and energetic.
• I was fortunate to go to a country where adults were eager to learn. The children were forced to study it and many were resistant.

• My fellow teachers - Americans - excelled in teaching English by mixing and socializing. They were bright and energetic but not qualified in English grammar at all. Yet I would say that they were successful.

• The curriculum that my institute used is quite complete and they insist on it being followed but still some understanding as to how people learn new languages, would be appropriate.

PHILIPPINES

• Most of my training was learned by experience. I, and others that I have worked with, have had to be very innovative and fall back on teachers examples. There was no training available. I have found that every situation is different and calls for different methods of teaching, i.e. age, education level, mindset, etc.

• Currently I am working with the 1000 Missionary Movement. We will be utilizing the skills of teaching English as an entering wedge for the Gospel. All we give as teacher training is the basics and how to start classes in conversational English. Our training is only one month in length. To have professionally trained teachers would simply be too expensive and time consuming.

RUSSIA/UKRAINE

• The minimal training made this a hair-raising adventure. but as long as one improvises, it is possible to do well.
• Train your teachers before they go to the mission field! Get rid of the ones that are not good at teaching during the training phase. Double check references.

• I participated in a training program as a training teacher in August 1995 and that session was much improved over the one I attended as a recruit in 1994.

• A lot has changed since 1995.

• The overall experience was exciting, beneficial, and spiritually uplifting experience.

• The parent organization should keep better records of its volunteers and make sure those new volunteers have the correct travel information and visas before traveling.

• I did not know the answer to some of the grammar questions I received. I had not covered them here. My students (most) had a better grasp of the grammar than I did. I don’t think you can train for this (even an MA in English) we should concentrate on sending well educated to teach, because we have developed an instinct for what is proper and what is not!

• The EL Centers all through the Pacific Rim and in Europe are a real asset to the work of spreading the gospel and as long as possible they need to operate.

• In the end the school in Moscow faltered because of the flaws of the people who went there to serve. Had each individual committed themselves to the mission of the program then things would have gone much smoother than it actually did.

• I would suggest a better and more selective recruitment of potential teachers. This make sure that the teachers that go are more capable and more in line
with the goals of the program.

♦ The first two days after arrival were registration for the ESL school. After that we started teaching, taking about \( \frac{1}{2} \) day to prepare out lessons. At first I was nervous teaching, but that passed and I began to enjoy it. I started teaching from the books, but the students found it quite boring. I found myself looking for other materials and activities to use in class. In my higher levels I used TOEFL for some of the grammar, articles from Reader’s Digest, National Geographic, Time, etc. for comprehension and discussion, as well as things like role-playing and debating. In my lower levels, I kept it simple using lots of pictures, drills, and practical phrases. I was always experimenting, trying to make it fun and have them learn at the same time.

TAIWAN

♦ Taiwan director was not a positive influence. Too bossy and in control. We loved our pastor’s family and she told us we probably wouldn’t get along with them. Directors should be good deligators (sic) and show missionaries they are important too. Enjoyed learning Chinese and teaching English.

♦ The program was well thought out for school teachers. By that I mean teachers who teach a small student body or short time. Special consideration is necessary to teach 6-7 classes of 10 students per day with ages ranging from 4 to 64.

♦ I feel it was a great experience for me. I thoroughly enjoyed it and teaching with the younger teachers. I could see some of them maturing with the experience. I remember two that came had just finished high school. I feel this was
too young an age for them to come so far from home to teach.

THAILAND

♦ Develop a standard training program that all SMs, etc. go through.

♦ Even though training was poor, I don’t regret the experience at all; it was very education and rewarding.

TURKEY

♦ We had almost total lack of support from (name of director). We were told we could live well on stipend - but because of inflation it barely covered necessities and we had to work many more hours than we were led to believe.

♦ The students were primarily business, doctors, high military who needed English to work with European Union and personal travel. I miss them greatly and was back in Istanbul in May 1997 to see them!